

EGSS Education Graduate Students' Society
McGill University



**Education for a Diverse World:
Addressing Equity & Human Rights**



Program for the 8th Annual EGSS Conference

McGill University, Montreal, Quebec, Canada

March 13 & 14, 2009

Table of Contents

	Page Number
Welcome to the 8 th Annual EGSS Conference: Message from President Education Graduate Student Society (EGSS)	3
Message from the Conference Organizing Committee	4
Thank you to our Sponsors!	5
Keynote Speakers and Keynote Panel Information	6-7
Conference Overview: Two Days of Presentations at a Glance	8-11
Friday, March 14 th : Schedule with Program Synopses	12-19
Saturday, March 15 th : Schedule with Program Synopses	20-29
Closing Ceremony: Reception with Live Music	30

Message from the EGSS President

Welcome to the 8th Annual EGSS Conference at McGill University!

Education for a Diverse World is a forum to celebrate the interdisciplinary nature of the Faculty of Education, but also to investigate the cross-disciplinary intersection between areas such as Sociology, Political Science, Medicine, Law and Gender Studies, when examining human rights and equity.

In addressing issues as daunting and significant as equity and human rights in education, it has been our goal to attempt to represent as diverse a picture as possible. We are thankful to all those who submitted presentations. We especially look forward to hearing many rich stories shared from different perspectives and understood through various geographic, historic, social, economic, cultural and physical lenses.

We are particularly grateful to this year's keynote speakers, Dr. Edward Zigler, Dr. Karen Mundy and Jessica Yee, who have graciously made themselves accessible to a graduate student conference. We eagerly anticipate these presentations, which promise to expand our understandings of education and to offer participants unique and diversified perspectives to consider.

I would like to thank Heike Neumann, Fallyn Leibovitch, Selina Mackie and Erin Sirett without whom this conference would not have been possible. Their consistent solid team-work and dedication have been exemplary. I would also like to thank Melanie Wilson, Lisa Nelson, Colin Campbell and Kevin Chin who have provided their support in making this conference a reality. The EGSS would like to extend great appreciation to Dr. Robert Bracewell and the entire Education faculty and staff, whose contributions ensure the success of this annual conference from year to year.

This is a diverse world we live in. Let's take this time to contemplate how we may strengthen equity and rights in and through educational theory, policy and practice.

I hope you will enjoy the following two days. I encourage you to meet, share, learn, connect and be inspired!

Shannahn McInnis

President, Education Graduate Student Society



Message from the Conference Organizing 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! In particular, we would like to thank last year's conference organizer Elizabeth Roberts and past EGSS president Jessica Toste for their advice, Melanie Wilson for technical support and website design, and Kevin Chin for his work on the conference program. We would also like to thank all of the Faculty and staff who made this conference possible:

Dr. Hélène Perrault, Dean

Patricia Jackson, Assistant Building Director

Dr. Robert Bracewell, Associate Dean for
Research and Graduate Students

Jim Harris, Media Services Manager

Carole Grossman, Administrator

Joyce Gaul, Student Affairs Coordinator

Dr. Aziz Choudry, Department of Integrated
Studies in Education

Shannon Lenhan, McGill Special Events

It has been a very interesting and challenging endeavour to coordinate the 8th Annual Education Graduate Students' Society Conference here at McGill. We hope you enjoy it as much as we enjoyed planning it.

Colin Campbell

Erin Sirett

Fallyn Leibovitch

Heike Neumann

Lisa Nelson

Selina Mackie

Shannah McInnis

EGSS 2009 Conference Coordinators

We gratefully acknowledge the generous support of this conference through funds and donations:



Thank you to the 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 in Ottawa at **Carlton University** from **May 23-26, 2009**



Thank you to the Post Graduate and Graduate Students' Society for support through the **PGSS-GPS grant program**.



Thank you to Eastman for sponsoring the conference by printing of the program for free.

Thank you to **Development and Alumni Relations** at McGill University for their donation to the conference package.

KEYNOTE SPEAKERS

Friday, March 13, 9:30-11:00

Jack Cram Auditorium

"Schools of the 21st Century"

Dr. Edward Zigler

In this presentation Dr. Zigler will describe his Whole School Reform Model known as 21C. "Schools of the 21st Century" is the most frequently employed school reform model in the U.S. and now encompasses some 1,300 schools in 20 states. Dr. Zigler will describe the model and its genesis as well as present empirical findings demonstrating the model's efficacy in improving the lives of both children and their families.

Friday, March 13, 15:15-16:45

Jack Cram Auditorium

"Global Governance, Civil Society, Education For All"

Dr. Karen Mundy

This presentation will explore current international efforts to achieve education for all and give an update on what has been accomplished since 2000. Dr. Mundy has written extensively on the topic of international organizations and their basic education efforts, as well as on the activities of transnational and local civil society actors in achieving a universal right to education. She will reflect not only on gaps and challenges in current efforts, but also on key roles for Canada and Canadians.

Saturday, March 14, 9:30-11:00

Jack Cram Auditorium

"Sex, Knowledge, and Justice for Aboriginal Youth"

Jessica Yee

Aboriginal youth continue to be highly statistically represented within the numbers of sexually transmitted infections, teen pregnancy, and domestic violence throughout Canada. Jessica Yee argues, when we talk about the ability to make healthy sexual "choices", we must also encompass ethnically and racially diverse voices and realize that the concept of "choice" falls short when placed against the backdrop of poverty, race, culture, and oppression. Yee will describe how the Native Youth Sexual Health Network, an organization she founded in 2005, works to foster the strength and pride in Aboriginal tradition and culture that is directly related to what is modernly termed "healthy sexuality", using a popular education approach that speaks to youth respectfully in their language about sex.

Saturday, March 14, 15:15-16:45

Jack Cram Auditorium

“Beyond the classroom: Exploring the role of education and learning in community activism”

While schools are generally thought to be the primary sites of education, researchers and community activists are increasingly bringing our attention to the learning that takes place through social action. This panel will feature local community activists, who will share with us their visions of education and of the role that academic institutions, such as McGill, may play in social change.

Mostafa Henaway is a community organizer at the Immigrant Workers Centre in Montreal, where he has worked for the past two years on immigrant worker campaigns in the textile industry and in the Tamil community. Mostafa has also been active organizing with taxi drivers in Toronto for health and safety rights, with the Toronto Coalition of Concerned Taxi Drivers. In addition, he is an independent journalist and radio producer.

Alex M. Otsehtokon McComber (bear clan, Kahnawake Mohawk Territory) is an independent consultant in health promotion, Aboriginal education and strategic planning. He holds a Master’s in Education Administration from McGill University. Alex was the Kahnawake Schools Diabetes Prevention Project (KSDPP) Executive Director, Training Coordinator and an intervention facilitator from 1994 to 2006. He was a high school teacher and principal at the Kahnawake Survival School from 1978 to 1994, and is a former volunteer firefighter. He is one of the co-authors of the KSDPP Code of Research Ethics, a landmark document on community-based participatory research.

Sheetal Pathak is a community worker at the South Asian Women’s Community Centre (SAWCC), working on the project South Asian Women: Autonomous and Independent. She is also the coordinator of the Youth Project. The youth project connects her to South Asian girls at primary and secondary schools with a high concentration of South Asian students where she holds regular workshops for them. Sheetal is also busy completing her Bachelors in International Development and Economics at McGill University. In addition, Sheetal has been the President of the Board of Directors at the Mountain Sights Community Centre since 2005.

Friday, March 13

09:30-11:00	Jack Cram Auditorium	Keynote Speaker	Dr. Edward Zigler <i>Schools of the 21st Century</i>
11:15-12:30	Freire Center (Room 133)	Paper Presentations	Leanne McGrimmond <i>Intrinsic motivation in gifted learners: Producers versus nonproducers</i>
			Nathanael Joshua Alexander Watt <i>Opportunities and challenges for enhancing senior participation in post-secondary education</i>
			Kevin Chin <i>Exploring facilitators' beliefs in the field of human rights education</i>
			Hayley Price <i>Cultural Expectations and the Realities of Tahitian Language Instruction in French Polynesia</i>
	Room 233	Paper Presentations	Jordana F. Garbati <i>French as a third language: A young learner's experience</i>
			Ersoy Erdemir <i>Classroom participation in content-based courses: A case study of an ESL learner's difficulties</i>
			Susan Ballinger <i>Reciprocal learning in French immersion through peer language use strategies</i>
			Anoud Abusalim <i>Ideology in the L2 classroom; Reconstructing the West</i>
	Room 437	Paper Presentations	Allison Gonsalves <i>Keeping it complex: Epistemological and representational considerations in identity research</i>
			Donald Nikkel <i>Menno Simons eats Tarte au Sucre</i>
			Sarah DesRoches <i>Curriculum & respons/ability: identity construction through the discourse of discomfort</i>
			Theodore Christou <i>Doing away with a monolithic progressivism: Divergent visions for reform in Ontario's educational history</i>
Jack Cram Auditorium	Panel Presentation	Bindy Sanghera-Sidhu, Jennifer Roochi, Maria DiStasio & Dr. Robert Savage <i>"Exploration of ABRACADABRA a Web-based literacy tool" & "An examination of the practical implications of conducting a Pan-Canadian study"</i>	
13:45-15:00	Freire Center (Room 133)	Paper Presentations	Gabriel Guillet, Linlu Zhao, Saurabh Prasad <i>An evaluation of animation and video teaching modules for an undergraduate biochemistry laboratory course</i>
			Ken Reimer <i>The missing link? – Universal design in education</i>
			Shawn Michael Bullock <i>Disrupting the apprenticeship of observation: Lessons from a physics methods course</i>
			David Dillon and Kevin O'Connor <i>Fostering the development of a teacher identity in teacher education students</i>
	Room 233	Workshop	Marian Jazvac Martek, Shuhua Chen, Allison Gonsalves, Dr. Lynn McAlpine, Dr. Anthony Paré & Dr. Doreen Starke-Meyerring <i>The doctoral journey: What can we learn from reflecting on our experiences?</i>

Friday, March 13

13:45-15:00 (continued)	Room 437	Paper Presentations	Renee Bourgoin <i>From L1 to L2: Literacy development and intervention strategies in a delayed entry immersion program</i>
			Alicia Piechowiak <i>French immersion and French second language teachers attitudes towards different accented French in Quebec</i>
			Christine Serra <i>Les virgules et les particules discursives: Une méthode de transposition de l'oral à l'écrit</i>
			Karla Culligan <i>A 'good' French immersion mathematics class: Secondary students' and teachers' experiences and perceptions</i>
Jack Cram Auditorium	Paper Presentations	Sarah Glaser and Tia Ouimet <i>Children with borderline intellectual functioning: Why schools must acknowledge this overlooked population</i>	
		Shannah McInnis <i>Educational equity for students with disabilities</i>	
		Ozlem Erten, Maria Di Stasio and Dr Savage <i>Meaning of inclusion: Exploring the perceptions of school professionals and parents towards inclusive education</i>	
		Dana Salter and Rodney Handelsman <i>Can separate be "inclusive"? Outreach schools and the question of inclusion</i>	
15:15-16:45	Jack Cram Auditorium	Keynote Speaker	Dr. Karen Mundy <i>Global Governance, Civil Society, Education For All</i>

Saturday, March 14

9:30-11:00	Jack Cram Auditorium	Keynote Speaker	Jessica Yee <i>Sex, Knowledge, and Justice for Aboriginal Youth</i>
11:15-12:30	Room 233	Workshop	Nicole Fiore <i>Narrative and peace education</i>
	Room 431	Paper Presentations	Joshua Levy <i>Language and educational equity: New Mexico & New Brunswick</i>
			Christopher Hrynkow <i>Education for a diverse and sustainable world: Ecological rights, equity and the role of the human</i>
			Fabrice Constant Kouassi, Adou Aka and Liliane Portelance <i>Rôle et intention des enseignants d'éducation civique et morale dans la transmission des valeurs à l'école en Côte d'Ivoire</i>
			Saheed Ahmad Rufai <i>Rethinking Master's coursework, research, and supervision in teacher education for effective teacher preparation</i>
	Room 434	Paper Presentations	Liz Airton <i>Gender diversity? The uses and abuses of a 'new' concept</i>
			Laura Pillozzi-Edmunds <i>A case study of gender equity in Tanzania's educational system: The University of Dar es Salaam's special pre-entry program for the College of Engineering and Technology</i>
			Michael J. Sornberger, Jessica Toste and Dr. Nancy Heath <i>Gender differences and similarities in adolescent non-suicidal self-Injury</i>
			Manal Zahreddine <i>Girls' science education and gender differences: A comparative study</i>

Saturday, March 14

11:15-12:30 (continued)	Room 437	Paper Presentations	Melanie Wilson <i>Addressing the challenges of educational research in online learning environments</i>
			Dana Salter and Sandra Chang-Kredl <i>Method in the madness: stories about collecting data from emerging researchers</i>
			Jennie Ferris <i>The problems and barriers of records and information management in Africa</i>
			Lucy Cumyn & Susanne Lajoie <i>The content of teacher reflection in statistics: The role of affect</i>
	Room 433	Paper Presentations	Nguyen Thi Xuan Thuy <i>On the history of inclusion: Making sense of our past, present, and future</i>
			Md. Mahmudur Rahman Bhuiyan <i>Effects of Pre-migration and Post-migration Factors on Adaptation Experiences of War-Affected Children and Youth in Winnipeg Society</i>
			Victor Goebel <i>Canadian secondary school drop outs: Horizontal policy options for government and stakeholder affairs</i>
Violaine Levasseur, Marie-Catherine Demers & Sylvie Houde <i>Réussite scolaire et égalité en éducation: quels apports possibles de la diminution du nombre d'élèves par classe dans les milieux défavorisés?</i>			
Jack Cram Auditorium	Panel Presentation	Dr. Robert Bracewell, Carmen Sicilia, Doris Nussbaumer, I-Pei Tung, & Jonghwi Park, McGill University <i>The problem of implementing constructivist teaching practices supported by information and communication technologies: Cultural-Historical Activity Theory perspectives</i>	
13:45-15:00	Room 233	Workshop	Dave Amsden & Katie Elizabeth Decker <i>Unconditional love: Building critical relationships with students</i>
	Room 431	Workshop	Juel Chouinard <i>Challenges of transitioning school leadership practices</i>
	Room 434	Paper Presentations	Alison Crump & Masatoshi Sato <i>Benefits of including non-'standard' Englishes and collaborative activities in EFL classrooms: Integrating sociocultural and second language acquisition perspectives</i>
			Sahar El-Hakim <i>Lost generation: Which languages to learn?</i>
			Kazuya Saito <i>The impact of English-specific segmentals on mutual intelligibility: Suggestions for teaching intelligible pronunciation</i>
			Beth Seilberger <i>Authenticating talk: Student interactions in a Spanish as a foreign language classroom</i>
	Room 437	Paper Presentations	Kaori Wada <i>Reentry adjustment of international students to their home country</i>
			Brittany Lambert <i>Intercultural bilingual education in Bolivia: A strategy for reducing discrimination against Indigenous students?</i>
Kyung-Hwa Yang <i>The Influx of Globalization and the Birth of Neo-intellectuals in South Korea</i>			
Marcea Ingersoll <i>The cultural implications of international school choice in a developing country context: Malaysia as a case study</i>			

Saturday, March 14

13:45-15:00 (continued)	Jack Cram Auditorium	Paper Presentations	Amanda Jones <i>Peer education and the experiences of Ugandan students in accessing sexual health information: Applications abroad and at home</i>
			Carmen Sicilia <i>Tracing actions to understand changing teaching practices: A CHAT Perspective</i>
			Kevin O'Connor <i>Experiential learning in an Indigenous context: Praxis of place, experience and criticality</i>
			Andrew Dubecky <i>Minding the gap: Between sociocultural theory and the practice of adult literacy education</i>
	Foyer	Poster Presentations	Sara Mattiget, Jessica Moore and Dr. Victoria Talwar <i>Effects of prosocial lying in children: Should parents be wary of instructing their children on the merits of telling a 'little white lie'</i>
			Maya Chivi <i>Environmental education</i>
			Robert Nesdole <i>An investigation into the criterion related validity of the prejudice attitudes towards Aboriginals scale</i>
			Melisa Spaling <i>Learning as transformation: Empowering women affected by HIV/AIDS in Kenya</i>
			Christie Fraser <i>Learning to read in different orthographies</i>
			Lisa Nelson <i>Special needs youth in foster care transitioning to independence: Examining choice within the context of disempowerment</i>
Lavanya Sampasivam, Dr. Ratna Ghosh, and Dr. Jaswant Guzdar <i>The educational and mental health concerns of immigrant youth: A study of immigrant Tamil youth</i>			
Leanne McGrimmond <i>Female body image and the 'thin ideal' in the fashion industry as seen in Ugly Betty</i>			
Dr Claudia Mitchell and Caitlin Tanner <i>Challenging and transforming contested identities: Addressing gender and HIV and AIDS in a postharvest management curriculum in Ethiopia</i>			
			Mohammed R. Alyemeni, DrPH, Abdullah Alhumaid, PhD, Mohammed Alnaif, PhD <i>The impact of establishing a first of its kind graduate program in Saudi Arabia on its graduates' development</i>
15:15-16:45	Jack Cram Auditorium	Panel	Mostafa Henaway, Alex M. Otsehtokon McComber, Sheetal Pathak <i>Beyond the classroom: Exploring the role of education and learning in community activism</i>

FRIDAY, MARCH 13

FRIDAY, MARCH 13, 11:15-12:30

Room 133 (Freire Center)

- Leanne McGrimmond, M.A. Candidate
Education: Curriculum and Instruction Foundations, Simon Fraser University
“Intrinsic motivation in gifted learners: Producers versus nonproducers”
Research in academic motivation seems to be lacking a clear picture of how gifted learners differ from one another. This presentation will aim to answer the questions “Do gifted students differ from one another in their levels of intrinsic motivation?” and “Does level of intrinsic motivation predict level of classroom production?”
- Nathanael Joshua Alexander Watt, B.A. (Hons.), M.P.A., M.Ed. (Cand.)
Council on Post-Secondary Education, University of Manitoba
“Opportunities and challenges for enhancing senior participation in post-secondary education”
In Canada, growth in the elderly population is dramatically outpacing that of youth, while student populations continue to demonstrate the under-representation of seniors. With declining enrolments, the time has come to examine opportunities for enhanced senior participation in higher education, with focus on building a more just and inclusive society.
- Kevin Chin, Ph.D.
Educational and Counselling Psychology, McGill University
“Exploring facilitators’ beliefs in the field of human rights education”
Educational beliefs are a promising concept for gaining insight into how educators approach their work. This study focuses on psychological constructs that influence the professional practices of facilitators in the field of human rights education. Results, as well as research and applied implications emerging from this study will be discussed.
- Hayley Price, Honours BSocSc
International Development and Globalization, University of Ottawa
“Cultural Expectations and the Realities of Tahitian Language Instruction in French Polynesia”
Based on field research conducted on Tahitian language education in French Polynesia, this presentation explores whether Tahitian language instruction responds to expectations held by Polynesians. This research provides a starting point for further research on how Tahitian language education could be improved to meet the population’s cultural expectations.

FRIDAY, MARCH 13, 11:15-12:30

Room 233

- Jordana F. Garbati, PhD Candidate
Faculty of Education, The University of Western Ontario
“French as a third language: A young learner’s experience”
The aim of my Master’s thesis study was to understand the language learning experiences of a language-minority learner in an Ontario core French classroom. Here, I explain the qualitative methods used, discuss the findings, addresses its’ limitations, and identify areas for further research in the field of French language education.
- Ersoy Erdemir, Ph.D. Candidate
Department of Learning and Instruction, Graduate School of Education
State University of New York at Buffalo
“Classroom participation in content-based courses: A case study of an ESL learner’s difficulties”
This presentation discusses the findings of a three-month ethnographic investigation of an immigrant ESL student’s classroom participation experiences in his mainstream content-based courses among English native-speaking peers. It sheds light on the impacts of a different linguistic and cultural background on classroom participation in a mainstream American school.
- Susan Ballinger
Department of Integrated Studies in Education, McGill University
“Reciprocal learning in French immersion through peer language use strategies”
This presentation will describe ongoing research aimed at developing and piloting ‘peer language use strategies’ meant to enable one class of Grade 3 French immersion students to simultaneously act as language teachers for their peers and to take advantage of learning opportunities that arise during interactions in their second language.
- Anoud Abusalim
American University of Sharjah, UAE
“Ideology in the L2 classroom; Reconstructing the West”
The paper examines some of the misconceptions of the West that some L2 students often express in the L2 writing classroom. The paper offers some pedagogical practices that can help the students in developing a more comprehensive understanding of the west that often helps them in being engaged more critically with their reading and writing tasks.

FRIDAY, MARCH 13, 11:15-12:30

Room 437

- Allison Gonsalves, Ph.D. Candidate
Department of Integrated Studies in Education, McGill University
“Keeping it complex: Epistemological and representational considerations in identity research”
Using episodes from multi-textual data, this paper presentation will explore the tensions and contradictions inherent in a narrative approach to understanding stories of experience and identity in doctoral physics. Questions of epistemology and representation in narrative inquiry will be addressed, as will the importance of researcher reflexivity in conducting data collection and analysis.
- Donald Nikkel
McGill University
“Menno Simons eats Tarte au Sucre: Minority Education and the Value of Culture”
The question of whether liberal democracies should support the culture of minority groups through separate schools is one that primarily hinges on what the value of a culture is. This paper will demonstrate that cultures are valuable when they provide a context through which individuals can make meaningful choices.
- Sarah DesRoches
Department of Integrated Studies in Education, McGill University
“Curriculum & respons/ability: identity construction through the discourse of discomfort”
This paper will provide a short overview of how a single discourse within a curriculum diminishes ones’ potential for autonomy. It will then outline how critical dialogue, the discourse of discomfort, specifically, can shift students’ understandings of their own as well as of others’, identities.
- Theodore Christou
Queen’s University
“Doing away with a monolithic progressivism: Divergent visions for reform in Ontario’s educational history”
This presentation considers the history of curriculum reform in Ontario in its relation to the first wave of progressive rhetoric following the First World War. The notion of a single, monolithic, progressive movement sweeping across the province is historically untenable. It is better to speak of strands of progressive reform, or, progressivisms. The presentation describes ways of exploring the differences amongst progressives, and it also shall discuss commonalities amongst these reformers.

FRIDAY, MARCH 13, 11:15-12:30
Jack Cram Auditorium

Panel presentation:

“Exploration of ABRACADABRA a Web-based literacy tool” &

“An examination of the practical implications of conducting a Pan-Canadian study”

- Bindy Sanghera-Sidhu, Jennifer Roochi, Maria DiStasio, PhD Students
ECP - Human Development, McGill University
- Dr. Robert Savage, Primary Investigator
Associate Professor, Department of Educational and Counselling, McGill University
Three main objectives of this presentation are to: (1) present an overview of the development of ABRACADABRA, a web-based literacy tool, (2) provide a discussion on the practical implications of conducting a large-scale Pan-Canadian intervention study, and (3) offer participants an opportunity of a guided hands-on exploration of ABRACADABRA.

FRIDAY, MARCH 13, 13:45-15:00

Room 133 (Freire Center)

- Gabriel Guillet, Linlu Zhao, Saurabh Prasad
Faculty of Science, University of Ottawa
“An evaluation of animation and video teaching modules for an undergraduate biochemistry laboratory course”
This qualitative study evaluated the effectiveness of a set of animation and video teaching modules in facilitating learning for an undergraduate biochemistry laboratory course. These modules were designed with the intent to specifically reflect the laboratory procedures. Overall, students found that having access to these visualization tools influenced their understanding positively.
- Ken Reimer
Inclusive Special Education, University of Manitoba
“The missing link? – Universal design in education”
Although Universal Design (UD) was initially an architectural term, it is now being used in education. My research’s preliminary results will attempt to shed some light on how UD aligned teaching practices influence the teaching and learning for students in a high school English class novel study.
- Shawn Michael Bullock
Queen’s University
“Disrupting the apprenticeship of observation: Lessons from a physics methods course”
The results of an ethnographic study in a teacher education program are presented with a view to suggesting how teacher educators can challenge some of the conservative ideas that teacher candidates may have as a result of many years of traditional schooling.
- David Dillon and Kevin O'Connor
Faculty of Education, McGill University
“Fostering the development of a teacher identity in teacher education students”
Because becoming a teacher requires the construction of a teacher identity, this presentation reports the results of an action research study designed to learn what factors in a successful alternative semester of the McGill University teacher education program helped foster the development of teacher identity in participating students, as well as implications for teacher education programs.

FRIDAY, MARCH 13, 13:45-15:00

Room 233

Workshop: “*The doctoral journey: What can we learn from reflecting on our experiences?*”

- Marian Jazvac Martek
Department of Educational and Counseling Psychology, McGill University
- Shuhua Chen
Department of Integrated Studies in Education, McGill University
- Allison Gonsalves
Department of Integrated Studies in Education, McGill University
- Dr. Lynn McAlpine
Oxford University
- Dr. Anthony Paré,
Department of Integrated Studies in Education, McGill University
- Dr. Doreen Starke-Meyerring
Department of Integrated Studies in Education, McGill University

Doctoral education research studies focused on daily student experiences, interactions and dissertation writing processes are presented. The overall goal is to create a space for doctoral students to explore the meanings and implications of these findings in their own thinking and actions, and exploring what this means for the Faculty.

FRIDAY, MARCH 13, 13:45-15:00

Room 437

- Renee Bourgoïn, doctoral student
Second Language Research Institute of Canada, University of New Brunswick
“From L1 to L2: Literacy development and intervention strategies in a delayed entry immersion program”
- Alicia Piechowiak, M.A. student
“French immersion and French second language teachers attitudes towards different accented French in Quebec”
Department of Integrated Studies in Education, McGill University
The study investigates potential stereotypical language attitudes towards Anglophone, Haitian, European, Lebanese and Quebecois accented French in Quebec. French Immersion and French Second Language teachers are asked to evaluate the oral competence and prestige of different speakers with similar oral skills.
- Christine Serra
UQAM
“Les virgules et les particules discursives: Une méthode de transposition de l'oral à l'écrit”
Cette recherche examine la relation entre l'oral et l'écrit à travers une analyse des propriétés des virgules, éléments de structuration de l'écrit, et des propriétés des particules discursives, éléments de structuration de la langue parlée. Une méthode de transposition des énoncés oraux en textes conformes aux règles de la grammaire du français écrit est élaborée.
- Karla Culligan, Faculty Associate
Faculty of Education, University of New Brunswick
“A ‘good’ French immersion mathematics class: Secondary students’ and teachers’ experiences and perceptions”
This presentation, based on an M.Ed. thesis, explores the issue of attrition from French immersion in light of student and teacher perceptions of what constitutes a “good” French immersion mathematics class at the secondary level. The author used semi-structured, phenomenological interviews to describe and understand student and teacher perspectives.

FRIDAY, MARCH 13, 13:45-15:00

Jack Cram Auditorium

- Sarah Glaser and Tia Ouimet, Master's Students
School/Applied Child Psychology, McGill University
"Children with borderline intellectual functioning: Why schools must acknowledge this overlooked population"
This paper will review the existing literature concerning the academic, social, mental health, and eventual career challenges faced by students with a relatively unknown and unacknowledged disability, borderline intellectual functioning (BIF). In addition, school policy regarding the current absence of special educational services for this population will be discussed.
- Shannahn McInnis, Phd Candidate
Educational and Counseling Psychology, McGill University
"Educational equity for students with disabilities"
In schools and communities around the world, policy makers struggle to acknowledge the Human Rights of individuals with Disabilities in societies that have not been previously set up to do so. UNESCO recognizes Inclusion of students with disabilities in their local community schools as a viable strategy to provide equitable access to education for all. This case study examines the fully Inclusive model of education in New Brunswick, Canada, as it is recognized by the OECD and others to be an international leader in this area.
- Ozlem Erten and Maria Di Stasio, PhD Students
- Dr. Robert S. Savage, Associate Professor, McGill University
"Meaning of inclusion: Exploring the perceptions of school professionals and parents towards inclusive education"
This study examines and contrasts the meaning of inclusion as perceived by individuals who play different roles in a child's life. Parents and school professionals including principals, resource teachers, classroom teachers and special education technicians were interviewed to obtain greater insight of their perception of inclusion. Qualitative analysis of data provides a clear picture of the variety of perceived understandings of inclusion, as well as the challenges in inclusive education.
- Dana Salter and Rodney Handelsman
DISE, McGill University
"Can separate be "inclusive"? Outreach schools and the question of inclusion"
This presentation considers aspects of the debate surrounding inclusive education in a historical context, so as to explore its meaning and relevance in relation to student experiences within an alternative school that is part of the Outreach system of the English Montreal School Board.

SATURDAY, MARCH 14

SATURDAY, MARCH 14, 11:15-12:30

Room 233

Workshop: "Narrative and peace education"

- Nicole Fiore
How we relate to one another is often through our stories. With a goal of highlighting personal narrative, defining and exploring it, this presentation will look at how personal narrative can be an affective tool in bringing peace education into any classroom.

SATURDAY, MARCH 14, 11:15-12:30

Room 431

- Joshua Levy
McGill University Institute for Health and Social Policy
"Language and educational equity: New Mexico & New Brunswick"
Bilingual education is often the cornerstone of a bilingual society. Two such societies are New Mexico, USA and New Brunswick, Canada. Findings from a comparative case study of the two regions will be presented, focusing on each program's attainment of additive bilingualism and educational equity among language groups.
- Christopher Hrynkow, MA, M.Ed.
Arthur V. Mauro Centre for Peace and Justice, University of Manitoba
"Education for a diverse and sustainable world: Ecological rights, equity and the role of the human"
Taking inspiration from Thomas Berry's notion of Pax Gaia, this paper will demonstrate how an ecologically inclusive perspective, due to its essentially differentiated images of culture and diversity, has the potential to buttress educational efforts to achieve equality in this world.
- Fabrice Constant Kouassi, Doctorant
Université de Cocody, UQTR
- Adou Aka, Université de Cocody
- Liliane Portelance
UQTR
"Rôle et intention des enseignants d'éducation civique et morale dans la transmission des valeurs à l'école en Côte d'Ivoire"
Cette étude s'intéresse aux principes pédagogiques qui permettent de savoir les représentations que les enseignants se font de leur rôle en éducation civique et morale et les intentions qu'ils développent en raison ont de ce rôle en Côte d'Ivoire.
- Saheed Ahmad Rufai, Lecturer
Department of Arts and Social Sciences Education, University of Lagos
"Rethinking Master's coursework, research, and supervision in teacher education for effective teacher preparation"
The paper is primarily aimed at attempting a reconstruction of the components of the curriculum of teacher education at doctoral level. Employing a philosophical analytical method, it seeks to put research and supervision in their proper places in Teacher Education at Master's level

SATURDAY, MARCH 14, 11:15-12:30

Room 434

- Liz Airton, MA Student
Department of Integrated Studies in Education, McGill University
“Gender diversity? The uses and abuses of a ‘new’ concept”
Although the notion of gender diversity is used as a ‘feel-good’ term for gender parity in management literature, its entry into education seems to acknowledge students’ potential to be other than male/masculine or female/feminine. This paper offers three challenges to ‘gender diversity’ as a concept in educational research and practice.
- Laura Pillozzi-Edmunds, Fellow
McGill University Institute for Health and Social Policy
“A case study of gender equity in Tanzania’s educational system: The University of Dar es Salaam’s special pre-entry program for the College of Engineering and Technology”
Case study of the Special Pre-Entry Program at the University of Dar es Salaam, Tanzania, which has been successfully increasing women’s access to quality science education at the tertiary level by providing a short and intensive training to female applicants with below cut-off application grades.
- Michael J. Sornberger, B.Sc.
Department of Educational and Counselling Psychology, McGill University
- Jessica Toste, M.A.
Department of Educational and Counselling Psychology, McGill University
- Dr. Nancy Heath
Department of Educational and Counselling Psychology, McGill University.
“Gender differences and similarities in adolescent non-suicidal self-Injury”
This paper will review recent research on non-suicidal self-injury (NSSI). It will outline gender similarities and differences in prevalence, method, function, and location of NSSI behaviour, and explore the implications of this information for school-based mental health professionals.
- Manal Zahreddine
Faculty of Education, McGill University
“Girls’ science education and gender differences: A comparative study”
The research paper is a comparative study on women science education between North America (NA) and the Middle East (ME). Numerous studies assume that variables affecting women’s science education are equally present in all societies and cultures. This study will look at these variables from two different cultures.

SATURDAY, MARCH 14, 11:15-12:30

Room 437

- Melanie Wilson, PhD Student
DISE, McGill
“Addressing the challenges of educational research in online learning environments”
As educators look to develop new pedagogies in online learning spaces such as online classes, chat rooms and social networking sites, educational researchers of these ‘virtual’ research sites are presented with new challenges, such as new ethical concerns and challenged concepts such as “real-life context” (Yin, 2002). This presentation discusses these challenges, and looks at the ways that researchers of these unique learning environments have used to ensure the integrity of their research.
- Dana Salter, Ph.D. Candidate
DISE, McGill
- Sandra Chang-Kredl, Ph.D. Candidate
DISE, McGill
“Method in the madness: stories about collecting data from emerging researchers”
You've taken your methods courses and written your research questions, theoretical framework, and methods. Ethics is approved and you're ready to go. You get to your research site, but now what? Interviews, text readings, film-making, and focus groups: this multi-media presentation will interest graduate students and data collection thrill-seekers alike.
- Jennie Ferris, Sarah Burns, Deena Liatsopoulos
School of Information Studies, McGill University
“The problems and barriers of records and information management in Africa”
Records management is now an essential part of governmental structure in industrialized countries, and has recently also become a significant issue in developing countries. Through a literature review including specific examples from African nations, challenges of developing appropriate records management strategies are discussed and analyzed, culminating with suggestions for improvement.
- Lucy Cumyn & Susanne Lajoie
Department of Educational and Counselling Psychology, McGill University
“The content of teacher reflection in statistics: The role of affect”
This presentation describes a section of results from a doctoral dissertation that examined pedagogical reflection in statistics instruction. Results showed three main themes: the teacher, the student, and the class itself (statistics). Affect had a role in terms of how teachers thought about their approaches and strategies used. Implications that address how affect can be dealt with in the classroom will be covered.

SATURDAY, MARCH 14, 11:15-12:30

Room 433

- Nguyen Thi Xuan Thuy
DISE, McGill
“On the history of inclusion: Making sense of our past, present, and future”
The emergence of inclusive education in international policy framework during the 1990s represents an important initiative for educational reforms for social justice within the international agenda. The history of inclusion, however, is a largely silenced area within extant research. My paper presents a particular perspective of the historical development of inclusion in educational policy as framed from three major vantage points 1) the theoretical and historical perspectives of disability, 2) the translation of these theories into educational policy, and 3) the trajectories of inclusion when it is translated into the context of Third World countries.
- Md. Mahmudur Rahman Bhuiyan, PhD Student
Department of Sociology, University of Manitoba
“Effects of Pre-migration and Post-migration Factors on Adaptation Experiences of War-Affected Children and Youth in Winnipeg Society”
The paper presents the findings of a survey on adaptation experiences of war-affected children and youth in Winnipeg society. It speaks about the effects of pre-migration life experiences and post-migration socio-economic conditions of war-affected refugee children and youth living in Winnipeg on their school engagement, social integration and mental health.
- Violaine Levasseur, et Marie-Catherine Demers, étudiantes au doctorat
Université de Québec à Montréal
- Sylvie Houde, professionnelle de recherche
Université de Sherbrooke
“Réussite scolaire et égalité en éducation: quels apports possibles de la diminution du nombre d’élèves par classe dans les milieux défavorisés?”
La présente communication s’inscrit dans le cadre d’une étude visant à évaluer les répercussions de la diminution du nombre d’élèves par classe dans les écoles primaires du Québec. Les résultats issus d’une recension et d’une analyse d’écrits mettent en évidence des zones d’ombre à expliciter quant aux effets de cette mesure.
- Victor Goebel
McGill University, Canadian Nuclear Safety Commission
“Canadian secondary school drop outs: Horizontal policy options for government and stakeholder affairs”
How can we effectively reduce rates of youth leaving secondary school early? Recent data on secondary school early leavers indicates significantly higher rates of ‘dropping out’ for certain groups. This presentation reviews policy options for governmental, non-governmental, and research-based stakeholders to collectively respond to secondary school early leaving in Canada.

SATURDAY, MARCH 14, 11:15-12:30

Jack Cram Auditorium

Panel: “The problem of implementing constructivist teaching practices supported by information and communication technologies: Cultural-Historical Activity Theory perspectives”

- Dr. Robert Bracewell, McGill University
- Carmen Sicilia, McGill University
- Doris Nussbaumer, McGill University
- I-Pei Tung, McGill University
- Jonghwi Park, McGill University

This symposium consists of four presentations on changes in a technology-rich school: a theoretical review of Cultural Historical Activity Theory; exploration of tensions between administration and newly hired teachers regarding teaching practices with ICT; results of a classroom intervention; and investigation of student assessment on their self-regulated learning processes.

SATURDAY, MARCH 14, 13:45-15:00

Room 233

Workshop: “Unconditional love: Building critical relationships with students”

- Dave Amsden, PhD student
McGill University
- Katie Elizabeth Decker
Centerpoint School Director, Vermont USA

This workshop presents critical theoretical frameworks and practical strategies for developing teacher-student relationships in an increasingly diverse society. The workshop explores the manner in which traditional relationships perpetuate the “success” of some students, while encouraging the “failure” of many. Participants will learn alternative relational strategies that support inclusive learning environments.

SATURDAY, MARCH 14, 13:45-15:00

Room 431

Workshop: “Challenges of transitioning school leadership practices”

- Juel Chouinard, Ph. D. Candidate
McGill University

Based on a 12 month action research education leadership blog, this workshop provides a reflection on an emerging portrait of the challenges some principals are experiencing as they transition the school’s leadership practices to teaching and learning actions based on data that informs education projects and outcomes.

SATURDAY, MARCH 14, 13:45-15:00

Room 434

- Alison Crump & Masatoshi Sato
McGill University
“Benefits of including non-‘standard’ Englishes and collaborative activities in EFL classrooms: Integrating sociocultural and second language acquisition perspectives”
We make a call for including non-“standard” Englishes in English language teaching (ELT) practices in Japan. We discuss the impact of Assistant Language Teachers (ALTs) on the persistence of “standard” ideologies of English and propose three benefits of broadening this perspective. Implications are relevant to many other English as foreign language (EFL) contexts.
- Sahar El-Hakim
McGill University
“Lost generation: Which languages to learn?”
We live in a country of rich cultural diversity. Second generation youth are faced with the challenge of remaining faithful to their true culture and identity while feeling a need to fit into their society and culture. What is most challenging is for the youth to learn the dominant language. How can they learn the dominant language all the while continuing to learn and speak their mother tongue? What are the effects and implications of bilingualism? What are the best ways to teach children two languages simultaneously? Learn about this overlooked issue and about gateways to solutions for youth to construct one identity out of the acquisition of two languages and two cultures.
- Kazuya Saito
Department of Integrated Studies in Education, McGill University
“The importance of expert judgment: Suggestions for teaching intelligible pronunciation”
First, in order to determine which English-specific segmentals are crucial for Japanese learners of English to learn intelligible pronunciation, a non-hierarchical cluster analysis is performed on 120 experienced teachers’ questionnaire. Second, in order to test its validity, 20 Japanese learners of English did sentence-reading tasks, and four native English listeners subsequently rate their problematicity.
- Beth Seilberger, Ph.D Candidate
Graduate School of Education, State University of New York at Buffalo
“Authenticating talk: Student interactions in a Spanish as a foreign language classroom”
This research applies an interactional sociolinguistics paradigm to an investigation of students’ spoken interactions in a tenth grade Spanish class. This presentation will address the strategies students employed to engage in meaningful and authentic communication in Spanish, and the varying social implications of students’ willingness and ability to speak Spanish during prompted and unprompted communication.

SATURDAY, MARCH 14, 13:45-15:00

Room 437

- Kaori Wada, doctoral student
Department of Educational and Counselling Psychology, McGill University
“Reentry adjustment of international students to their home country”
This paper reviews literature on international students’ experience of returning to their home culture. The discussion will highlight how international students’ intersecting identities, such as cultural self-concept, gender, and emerging professional identity, will interact with socioeconomic contexts in which their transitions occur.
- Brittany Lambert, Policy Fellow
Institute for Health and Social Policy, McGill University
“Intercultural bilingual education in Bolivia: A strategy for reducing discrimination against Indigenous students?”
This paper describes the results of a two-month case study conducted in La Paz, Bolivia. The goal of the study was to determine whether Intercultural Bilingual Education was successfully reducing discrimination against indigenous students in Bolivia.
- Kyung-Hwa Yang, Ph.D student
DISE, McGill University
“The Influx of Globalization and the Birth of Neo-intellectuals in South Korea”
This presentation will shed light on the globalization process and its groundwork that took place in South Korea during the IMF crisis in the area of knowledge production and higher education through a critical analysis of public discourses produced by its government. Anyone interested in globalization is encouraged to attend!
- Marcea Ingersoll
Queen’s University
“The cultural implications of international school choice in a developing country context: Malaysia as a case study”
This paper is a critical examination of the hegemonic structures, presented in the form of desirable commodities or rational choices, which dominate the international school market. In Malaysia, a post-colonial country aspiring to be developed by 2020, the potential cultural impact of an international education for local students is amplified.

SATURDAY, MARCH 14, 13:45-15:00

Jack Cram Auditorium

- Amanda Jones, MSc Candidate
Department of Public Health Sciences, University of Alberta
“Peer education and the experiences of Ugandan students in accessing sexual health information: Applications abroad and at home”
Participatory Action Research is used to explore how Ugandan students receive, seek out, process and apply sexual health information. Also discussed are the numerous difficulties students and education providers face in a low-income setting, the influence of culture and values, and the use of peer education in addressing these challenges.
- Carmen Sicilia
McGill University
“Tracing actions to understand changing teaching practices: A CHAT Perspective”
Teachers are still more likely to engage their students in traditional teacher-centered activities than in student-centered activities with the support of technologies. This presentation will report the actions taken by two math middle school teachers when an intervention with specific organizational conditions were incorporated in their workplace context.
- Kevin O'Connor, Ph.D. Candidate
Office of First Nations and Inuit Education, McGill University
“Experiential learning in an Indigenous context: Praxis of place, experience and criticality”
This paper examines the current educational challenges facing First Nation students of northern Canada through an exploration of two experiential and place-based educational programs presently being applied in both the public school system of the Yukon Territory (Experiential Programs in Whitehorse and surrounding communities, YT) and in two Cree Nation reserve schools in northern Alberta (Community-Based Experiential Education Program in Kehewin and Cold Lake, AB).
- Andrew Dubecky, Graduate Student – MA Anthropology
Simon Fraser University
“Minding the gap: Between sociocultural theory and the practice of adult literacy education”
The purpose of this exploratory paper is to consider what has increasingly become to be described as a gap between theories of literacy and the practice of literacy education, suggesting ways in which future researchers may apply theoretical and methodological strategies to close this ‘divide’.

POSTER PRESENTATIONS

SATURDAY, MARCH 14, 13:45-15:00

Foyer

- Mohammed R. Alyemeni, PhD
- Abdullah Alhumaid, PhD
- Mohammed Alnaif, PhD
King Saud University
The impact of establishing a first its kind graduate program in Saudi Arabia on its graduates' development.
Graduate education in Saudi Arabia is booming, however, there appear to be some repetition in the programs offered by various universities. King Saud Bin Abdulaziz University for Health Sciences has developed and started a Master's Degree program in Health Informatics, the first of its kind in the Middle East. The impact of this relatively unknown discipline on the career and professional development of the graduates is very important to educators and those specialized in this area.
- Sara Mattigetz and Jessica Moore
Department of Psychology, McGill University
- Dr. Victoria Talwar
Educational and Counselling Psychology, McGill University
"Effects of prosocial lying in children: Should parents be wary of instructing their children on the merits of telling a 'little white lie?'"
What's the harm in telling a "little white lie"? The aim of this study is to find out exactly that. The research will explore the relationship between white lie-teller's behaviour and parental attitudes towards lying and determine whether parental condoning of white lie-telling makes children better people or simply better liars.
- Maya Chivi, McGill University
"Environmental education"
In this poster presentation, I will briefly discuss Environmental Education (EE), the impact of such learning on behaviour, criticisms and recommendations to some EE programs, issues and resistance to EE in educational institutions, in addition to reasons why I think EE should be incorporated into school and university curricula.
- Robert Nesdole
Educational Psychology (Measurement and Evaluation), University of Saskatchewan
"An investigation into the criterion related validity of the prejudice attitudes towards Aboriginals scale"
The criterion-related validity of the Prejudiced Attitudes Towards Aboriginals Scale (PATAS) a new measure of prejudicial attitudes towards Aboriginals, was examined. Undergraduate students (n = 386) completed a questionnaire including the PATAS, RWA scale, SDO5, MCPRS, M-C Form C, and demographic variables. Correlational analysis revealed the PATAS demonstrated evidence of criterion related validity.

- Melisa Spaling, Queen’s University
“Learning as transformation: Empowering women affected by HIV/AIDS in Kenya”
 This proposed study focuses on the role of adult education in HIV/AIDS prevention among rural Kenyan women. Animating my research interests is the central question: How do rural women learn about HIV/AIDS? This study is rooted in transformative learning theory; applications of which are limited in cross-cultural contexts of HIV/AIDS prevention.
- Christie Fraser, Queen’s University
“Learning to read in different orthographies”
 This individual paper presentation is about learning to read in different orthographies. Emphasis will be placed on the Korean orthography of Hangul, and on how knowledge of an English language learner’s first language may inform and improve our language instruction in this group of learners.
- Lisa Nelson
 Department of Educational Psychology, McGill University
“Special needs youth in foster care transitioning to independence: Examining choice within the context of disempowerment”
 Choice and empowerment for individuals with special needs is central to achieving self-determination and a quality of life. Special needs youth in foster care experience further disempowerment from the context within which they live. The aim of this poster presentation is to better understand the concept of choice within this context of disempowerment and the implications for future research.
- Lavanya Sampasivam, Dr. Ratna Ghosh, and Dr. Jaswant Guzdar
“The educational and mental health concerns of immigrant youth: A study of immigrant Tamil youth”
 The current study examines the educational and mental health concerns of immigrant Tamil youth. Focus groups were conducted with teenage Tamil boys, girls, mothers and fathers. Although there were similarities in the concerns expressed by all four groups, there were also some important differences. Results will be explained in relation to historical and cross-cultural perspectives.
- Leanne McGrimmond,
 Education: Curriculum and Instruction Foundations, Simon Fraser University
“Female body image and the ‘thin ideal’ in the fashion industry as seen in Ugly Betty”
 Mass media operate as a “societal curriculum” that educate audiences by organizing ideas, values, expectations and behaviour. This presentation will argue that Ugly Betty contributes to upholding a pre-existing sexist discourse and substantiate the need for educators to conceptualize opportunities which integrate media literacy into the school curriculum

Foyer

- Claudia Mitchell
Faculty of Education, McGill University
- Caitlin Tanner,
International Development Studies

“Challenging and transforming contested identities: Addressing gender and HIV and AIDS in a postharvest management curriculum in Ethiopia”

How can curriculum development focusing on integrating gender and HIV and AIDS in Higher Education make a difference in the lives of women farmers in Ethiopia? This study focuses on the ways in which curriculum development and the transformation of institutional structures can enhance the delivery of training to male and female students in the area of Postharvest Management.

SATURDAY, MARCH 14, 17:00-19:00

Foyer

Wine & Cheese Reception with live music: Mingle, network and enjoy food, drink and music.