

13th Annual Dean's Graduate Student Research Conference

March 21 & 22, 2013

Education: Taking the Lead

#DGSRC13



<http://oisedeansconference.com>



Schedule-at-a-Glance Thursday, March 21

8:30 -9:00	Registration & Light Breakfast, 5-210						
9:00-9:20	Welcome, 5-210						
9:20 -10:50	Issues in Research 5-150	International Development 5-160	Students' Needs 5-230	Learning and Identity 5-260	Social Change 5-280	Language Pedagogy and Practice 4-422	
11:05 -12:25	Arts Inspired Education 5-150	Science Education 5-160	Students' Spaces and Struggles 5-230	Contested Nationalisms 5-260	Early Education 5-280	Second Language Learning 4-422	
12:30-13:30	Lunch 5-210; Workshop 5-260; Initiatives and Experiences 5-280						
13:35-14:55	Mathematics Education 5-150	Culturally Responsive Practice 5-160	International Policy Issues 5-230	Philosophical Roots 5-260	Anti-colonial Education 5-280	Globalizing Education 4-422	
15:05-16:25 Initiatives & Experiences	Professional Development 5-150	Internships 5-160	Partnerships 5-230	OISE Students' Collaborations 5-260	Youth Life 5-280	Teaching Initiatives 4-422	
16:40-18:00	Critical & Radical Philosophy 5-230	Environment 5-260	Health, the Body, and Food 5-280	Leadership and Teaching 4-422	Gendered Experiences 4-418	Well-being, Mindfulness, and Survival 4-420	
18:10-18:20	Graduate Students' Association (GSA) Presentation Muriel Fung Student Achievement Awards, Library						
18:20-19:30	Dialogical Keynote Address, Library						
19:30-21:00	Reception, Nexus Lounge						

Poster presentations: Room 5-210, between 15:00-16:40 (posters will be displayed 14:00-18:00)

Schedule-at-a-Glance Friday, March 22

8:30 - 9:00	Registration & Light Breakfast 5-210						
9:00 - 10:30	Higher Ed Governance 5-230	Encountering Race 5-240	Literacy Education 5-250	Technology in the classroom 5-260	Community Building 5-280	Teacher Education 5-170	Workplace Experiences 5-160
10:30 - 10:45	Coffee 5-210						
10:45 - 12:15	Teaching Diversity 5-230	Media, Culture and Technology 5-240	Interactive Education 5-260	Challenging Educational Administration 5-280	Decolonizing Education 5-250	Visionary Teaching 5-170	
12:15 - 13:15	Lunch 5-210; Professional Development Workshop 5-280						
13:15-14:45	Higher Education Inside-out 5-150	Student Engagement 5-160	Lessons in Writing 4-410	Pedagogical Models 5-260	Anti-Oppression 5-280	Teaching and Learning 4-418	
14:45-15:00	Coffee Break, 5-210						
15:00-16:30	Faculty and Students Panel: <i>OISE in Focus</i> , 5-210						
16:30-17:00	Open Discussion & Wrap-up, 5-210						
17:00	End of Conference Celebration. 5-170						

A complete program, with abstracts, is available at: oisedeansconference.com.

Dear Participant,

Thank you very much for taking part in the 2013 OISE Dean's Graduate Student Research conference.

Chairing the organizing committee for a large academic event such as the OISE Dean's Graduate Student Research Conference is a complicated undertaking and hard work. However, we have seen this task as an opportunity and a privilege, in the early stage of our academic journeys, to put forth our emerging view of the exciting field of education. This incentive has motivated us during the last few months of leading a wonderful team of volunteer graduate students in building, promoting and running this event.

This year's conference is laid on two main foundations. The first is expressed by the theme: *Education: Taking the Lead*. This theme carries two meanings. On the one hand, it states the perception about the central place of education in society and in life in general; education should be a leading field among the humanities, the social sciences, and in academia in general, and also should strive towards being an autonomous realm that negotiates with others human endeavors. On the other hand, the theme is a statement and a call that this is our time to lead, young educators and researchers who acknowledge the significance of education in shaping our lives.

The second foundation the conference rests on is *community*. A lot is going on at OISE; there are four restructured academic departments, twenty Research Centres and Institutes, Initial Teacher Education Programs, Continuing Education, and more. Faculty and graduate students study an immense variety of subjects, from teaching methods through policy evaluation and counselling psychology to critical pedagogy. However, does this mass of organizations and people constitute a community? Does the group of people who populate OISE recognize and operate under some kind of a common goal? We all work and study in this building, but what does it mean? And what meaning does our work have? Should it mean a shared notion at all? Moreover, what should be our relationships with the broader community of the University of Toronto? With academia in general? And with life, out there, outside academia?

The two foundations are inseparable. Together they point towards the question: Do we think collectively about what education means? To be sure, it is not a consensus that is asked for, but a common awareness to what we are doing here. The question is not just whether people know what others are doing and what is going on in different spaces; the question, in a sense, is also whether OISE in itself is a learning community. Frequent occasions to present work, such as this conference and departmental events, are not enough; we need to examine the foundations of our field and to contemplate on its essence and its role in today's society and in human life. We should ask: Are we asking the difficult questions? Are we challenging the meanings of education?

These concerns are not raised here as a philosophical exercise, but offered as guidelines to think about what we do at OISE, in any department and program. The spirit embodied by these issues, and by the foundations of this conference, is evident in OISE Strategic Plan 2011-2015 (*Opening Doors in and through Education*) as expressed in its outlined values, goals, strategies, and intended actions. We hope that the special events we supplement to this year's conference will contribute to advance the implementation of the strategic plan's vision.

The two foundations upon which the conference lay – leading and community - are well articulated in the stories of students that will share their initiatives and experiences in the first day of the conference. These students are leaders who have started, or inspire to launch, new practical educational endeavors, or took part in unique opportunities pertinent to their studies or interests. By exposing these students and their stories, we hope to contribute to developing an active community at OISE through giving these presenters the chance to gain support for their ideas, establishing cooperation with other students, inspiring colleagues to experience similar adventures, and motivate the conference participants to consider different and interesting ways of thinking and doing education. You are welcome to meet the presenters at a fair during lunch or to participate in thematic sessions at 3pm on Thursday.

Out of consideration with working students and following the spirit of inclusion and giving a voice to students in the broadest manner as possible, we have extended the first day of the conference and have added a special evening session which will feature part-time graduate students. This late session, to be held at 4:30pm, will enrich the event with the important work of students that integrate research and practice.

Dr. John Portelli and Dr. Suzanne L. Stewart, our keynote speakers, will reflect on the conference theme through their own different lenses. Unlike previous occasions, this year the address will be dialogical and is meant to bring together different (although not necessarily contradicting) approaches or ways of thinking about education. The dialogical presentation will take place on the first day of the conference at 6pm.

Another exciting addition to this year's conference is a discussion panel comprised of faculty members and graduate students. While the keynote speakers' address is meant mostly to reflect on education's role on a wide scale, the panel participants will discuss the issue through the lens of OISE and will examine OISE's place in the current field of education. We have gathered an interesting and diverse panel from different educational aspects that, we hope, will generate a critical and thoughtful discussion. The panel will take place on Friday, at 3pm.

As a concluding event of the conference, and as an expression of diversity, we invite you to join a multi-cultural celebration of sounds, sights, and tastes that will stimulate your senses. This social gathering will provide you another opportunity to meet and celebrate with your colleagues.

We would like to thank Dean Julia O'Sullivan for supporting the conference. We also want to thank Mary MacDonell and OISE Student Services for their tremendous work and endless availability in assisting us turning our ideas into reality.

We hope that you will find the academic presentations inspiring, as well as the special features added this year, and that you will benefit from participating in discussions, meeting new colleagues, and discovering new opportunities.

We encourage you, the graduate student who inspires to voice a statement, to take the reins next year!

Sincerely,

Patti Kmiec and Doron Yosef-Hassidim, Co-Chairs
Dean's Conference organizing committee

Accessibility Guidelines and Information

We are committed to ensuring that the Dean's Graduate Student Research Conference is welcoming and accessible to all conference participants. Given our diverse community, we understand that access involves the presenter, the audience, and the built environment. Our hope is that participants will explore ways to make this event more accessible for all.

Following are tips for conference participants:

- Clear the aisles and the area near the doorway of obstacles (garbage bins, extra chairs).
- Make aisles accessible so participants using wheelchairs, scooters, and other mobility devices do not have to sit in the back of the room.
- Do not block your face with your hands or papers or turn your back to the participants when speaking. People may be depending on lip reading.
- Repeat questions aloud before answering them.
- Consider that the pace and volume of your voice may affect others' access to your presentation.
- Read everything out loud on the screen and describe all images.
- Avoid use of all capital letters which is difficult to read.
- Avoid using dark ink on dark paper or backgrounds, fancy fonts, or extremely small print. Have a copy of large print materials in bold, 18 point font available.
- Paper and electronic copies of your PowerPoint slides or presentation often make your work more accessible to others.

Please participate in OISE's commitment to minimizing scents in the environment.

Thank you for your continued responsiveness to all issues of access. Brought to you by the OISE DGSRC Accessibility Committee.

If you have accessibility concerns related to your participation in the conference please contact Patti Kmiec (p.kmiec@utoronto.ca).

Conference Photography

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If you do not want your photograph taken or your image to be used in this way, please inform the conference staff.

Sustainability

Please bring your own reusable bottle/cup since bottled water will not be available.

New Features At The Dean's Conference:

Dialogical keynote address

Education for real success: Breaking the cycle of colonialism

Thursday, March 21st, 18:20-19:30, OISE Library (will be streamed online)

Presenters: Dr. John-Peter Portelli and Dr. Suzanne L. Stewart

Moderator: Doron Yosef-Hassidim

In this dialogical presentation, the speakers will share their intellectual and personal locations to provide the context for the discussion of issues that arise in their work. A key theme identified is equity and democracy, with a focus on the problems of standardization, deficit thinking, neoliberalism, and evidence-based education. In response to these issues as a form of colonialism and systemic violence, the presenters will converse about the importance and possibilities of concepts and practices of relationship, empowerment, holistic pedagogy, and curriculum of life as ways that education can successfully take the lead.

Keynote speakers' bios:

Originally from Malta, John came to Canada in 1977 where he studied at McGill University. He taught in faculties of education in Canada since 1982. Currently he is a Professor in the Department of Humanities, Social Sciences and Social Justice Education, OISE where he also teaches in the Educational Administration Program. He has lead several national studies in Canada where he has worked closely with teachers and school administrators. He has been invited as a lecturer and keynote speaker in North America, Europe, North Africa and the Middle East. His research is in equity, policy and leadership; student engagement and 'students at risk'; democratic theory and pedagogy. He has been actively involved in quality assurance policy work at the higher education level in Europe. He has published eight books and two collections of poetry.

Suzanne is a member of the Yellowknife Dene First Nation. She is a psychologist and an Assistant Professor of Indigenous Healing in Counselling Psychology at OISE/University of Toronto, where is also Special Advisor the Dean on Aboriginal Education and the Chair of the Indigenous Education Network. Research and teaching interest includes Indigenous mental health and healing in psychology (youth mental health, identity, and work-life development), and education, and Indigenous pedagogies in teacher education. She is also Chair of the Aboriginal Psychology Section of the Canadian Psychology Association. She works within local Native communities and shares her experiences with regional, national, and international health and government organizations.

Students' Initiatives and Experiences: Fair and Sessions

OISE graduate students share their stories beyond the regular academic work: original endeavours and unique involvements in the field of education.

Lunch fair:

Thursday, March 21st, 12:35-13:20, Room 5-280

Meet the presenters in an informal event during lunch time.

Sessions:

Thursday, March 21st, 15:00-16:30

Thematic presentations. See page 16 for topics and rooms.

Faculty and Students Panel: OISE in focus

Friday, March 22nd, 15:00-16:30, Room 5-210

Under the conference theme, *Education: Taking the Lead*, the panel will critically discuss OISE's role in shaping its vision as a leading international graduate school of education. Following the recent departmental reorganization, participants will share their views on the place of OISE in navigating research and practice. The panel will take questions from the audience.

Participants:

Dr. Megan Boler, Humanities, Social Sciences and Social Justice Education

Dr. Terezia Zoric, Leadership, Higher and Adult Education and Initial Teacher Education

Dr. Tony Chambers, Leadership, Higher and Adult Education

Patricia Douglas, PhD candidate, Humanities, Social Sciences and Social Justice Education

Aman Sium, PhD student, Humanities, Social Sciences and Social Justice Education

Carla D'Elia, MA student, Leadership, Higher and Adult Education, Secondary school teacher and Department Head

Moderator: Doron Yosef-Hassidim

End of Conference Celebration!

Friday, March 22nd, 17:00-20:00, Room 5-170

Join us to a social gathering and a celebration with music, drinks, food, and... dancing!

Thursday, March 21, 2013

8:30 Registration and Light Breakfast, Room 5-210

9:00 Welcome, Room 5-210

Session 1

9:20 -10:50

New Directions in Educational Research

Room 5-150

Developing and Maintaining an Online Database of Research Summaries: Phase 2 of the OERE

Shasta Carr-Harris, Pamela J. Osmond

Use of Online Research: Understanding Research Based Organizational Websites and Downloads

Saira Shah

Open Source and Open Data Collaboration Projects in Nonprofit Organizations

Ushnish Sengupta

Understanding Misusing of Statistics in Educational Studies

Jingshun Zhang

International Development : Initiatives and Outcomes

Room 5-160

The Canadian International Development Agency (CIDA) and Comparative International Development Education: A Case Study of Ghana

Harriet Akanmori

Afghanistan: An Examination Of International & National Policies And Their Influence On Local School Practices

Sofia Noori

A Critical Comparative Analysis of Multiculturalism in Canada and the UAE

Nadia Qureshi

Education in Pakistan: A Systemic Failure

Aaqib Freed

Teaching Challenges: Engaging with Students' Needs

Room 5-230

Gifted Students in the Classroom: Teacher's Perspectives and Experiences of Students Identified as Gifted in Ontario Secondary Schools.

Tim Phan

Teacher Perceptions of Self-Advocacy in Exceptional Students in the Regular Classroom

Shannon A. Salisbury

Engaging in Classroom Sensibilities: Exploring Teacher Perceptions and Experiences of Students with ADHD

Alexia Jennifer Citak

Which Students are Diagnosed as Having a Learning Disability and How Do They Perform?

Gina Park, Edith van der Boom

Lifelong Lessons in Learning and Identity

Room 5-260

Identity Positioning, Perceptions and Engagement of Adult Language Learners: A Critical Classroom Discourse Analysis

Kate Higgins

An Inquiry into the Purposes and Practices of Reading and Writing in Academic Upgrading

William James Edwards

Being a Writer: Students' Journeys in Developing Identities and Self-Confidence as Writers

Heather Farragher

Culture, Identity and Learning: the Adjustment of Chinese International Students at University of Toronto Scarborough

Ling Yuan Zhang, Yi Dan Zhu,

A Global Perspective on Social Change

Room 5-280

What Type of Education do Developing Countries Need to Create Sustainable Social Change? A Focus on Nigeria

Chizoba Mary Imoka

Opportunity Structures and Individual Aspirations: A Case of Rural Kyrgyz Youth

Rakhat K. Zholdoshalieva

The Change Catalyst: Exploring Social Change Through the Use Web Metrics

Jennie Phillips

Language Learners: Pedagogy and Practice

Room 4-422

Finding Equity in Assessment: Supporting English Language Learners through Socially and Culturally Informed Assessment Practices

Stephanie Cheung

A Mosaic Within the Mosaic; Mapping and Networking Canada's Multilingualism, One Language at a Time

Themistoklis Aravossitas

Culturally Responsive and Relevant Pedagogy in the Core French Classroom

Stephanie Nicole Fearon

Minority Language Teaching in Ontario: Two Cantonese Chinese Teacher Perspectives

Tiffany Ng

Session 2

11:05 –12:25

New Directions in Arts-Inspired Education

Room 5-150

New and Improvised: Incorporating Dramatic Improvisation into the Classroom

Alexander Gibson

Enlightening Research through the Use of Collages

Hewton Tavares

Learning to Make Things Out of Mud: Implications of the Development of Ceramics Education in Newfoundland and New Zealand

Heather Read

Phenomenological Embodied Affects of a Prescribed Curriculum on Students and Teachers

Julie A.M. Smitka

Approaches to Science Education

Room 5-160

Aggregate Representations to Support Scientific Inquiry and Discourse: A Case Study

Rebecca Mary Cober

Exploring Teachers' Understanding of Science Anxiety and Strategies to Support the Science Anxious Student

Janny Li

Reconceptualizing the Science Curriculum to Promote Student Autonomy and Innovation

Reema Bhandari

Exploring Ontario grade 10 students' decisions to select or reject school physics

Tasha Richardson

Students' Spaces and Struggles

Room 5-230

Ontario, Bill 13 – Accepting Schools Act: friend or foe?

Hubert Philippe Brard

Cyber-Bullying in Schools: An Examination of High School Students' Perceptions

Shehzad Uddin

Inter-student Relationships and Sense of Community: Impact on Academics and Bullying

Joseph Alamshah

Narratives and Truth Tales: The Economics of the Drop-out Nation

Nikhila Samuel

Teaching and Learning Contested Nationalisms

Room 5-260

A Shameful Nation Transformed

Laura McKinley

The Sacrosanctity of the Nation State in Teacher Education: A Curriculum Analysis

Susanne Waldorf

Kurdish Nationalism at an Anti-Colonial Crossroad: A Discourse of Relationships

Abdurrahman A. Wahab

Canada: Taking the lead: A Listening Solidarity

Anne Rovers

Pedagogy and Play: Early Education

Room 5-280

A Journey to Understanding Reggio-Inspired Learning

Elizabeth DiMattia

Teaching Practices in the Kindergarten Classroom

Ella Karia

Literature Review: Using Storybooks in Play-Based Education

Michelle Kam

Scaffolding in Family Interactions and Contextual Risk: Isolating the Influences of
Individuals Versus Dyads

Dillon T. Brown, George Leckie, Jennifer M. Jenkins

New Lessons in Language Learning

Room 4-422

Rediscovering Why We Became Educators in the First Place: De-Centering the Discourse
of “Data-Driven” Policy and “Best Practices” in ESL Professional Development through
Student Empowerment and Teacher Inquiry

Julia Hainer-Violand

ESL Grammatical Fluency and Facial Muscle Memory

Amir Azizmohammadi

Evolving with English Language Learners: Using Digital Technology to Inspire English
Language Learning

Sara Chan

The Role of a Language Model as a Mediator in Children’s Learning Vocabulary of
Spanish as a Second Language

Yecid Ortega

12:30-13:30

Lunch

Room 5-210

Lunch Fair: Students’ Initiatives and Experiences

Room 5-280

Meet the presenters in an informal event during lunch time.

Workshop:

A Discussion on Qualitative Research: Interviews and Nvivo

Led by Cathy Miyata

Room 5-260

Session 3

13:35 -14:55

Competing Factors in Mathematics Education

Room 5-150

Activity System Analysis of Multiple Factors Contributing to Grade 9 Students' Outcomes on Education Quality and Accountability Office's (EQAO) Mathematics Assessment Test in Ontario

Alexander Antropov

The Self-Efficacy Consequences for Low-Achieving, At-Risk Mathematics Learners

Stephanie McKean

Chinese-Canadian Educators' View of Mathematics Teaching and Learning in Canada

Jingshun Zhang , Zhaoyun Wang

An Investigation of Middle School Mathematics Teachers' Need for Teaching

Zhaoyun Wang

Culturally Responsive Practice

Room 5-160

From Competition to Intersectionality in the Pursuit of Culturally Responsive Practice

Hubert Philippe Brard

Krista Tucker Petrick

Mary Samuel

Harpreet Neelam

Gillian K.

Power and Policy:An International Perspective

Room 5-230

A Critical Democratic Perspective on Bullying Policies in New York State, U.S.A. and Ontario, Canada

Gordon Moningka Djong

Dismantling Despotism: A Critical Analysis of the Educational Power Structure and Pedagogy in Kurdistan Education System

Abdurrahman A. Wahab

Publicly-Reported Indicators of School System Success: A Comparative Study of Three Canadian Provinces

David Cameron Hauseman

Arts Education: In Search of a Policy? Examining a Fragmented and Politicized Landscape

Andrew Curtis Tye

Philosophical Roots for Psychological, Linguistic, and Social Phenomena

Room 5-260

Exclusive Inclusion: Exposing the Deficit of Inclusivity while Evaluating Hospitality Education

Francois Mifsud

The Irreducibility of Thinking to Language

Emerald Lee

Philosophy as a Way of Life Education

Elnaz Sheikhezai

(De)Alienation and Social Movements: An Exploration of Marx's Theory of Alienation as a Method for Understanding Social Movement Activity and Facilitating Positive Social Change

Joseph E. Sawan

Spaces and Places of Anti-colonial Education

Room 5-280

Carving Space - Agency or Complicity

Charmaine Headley

Not the Last Resort: Colonialism and Emplacement in British Columbia

Su Darlene Donovaro

Globalizing Education

Room 4-422

Basic Education and Sustainable Development in the Era of Globalization: Does Nigeria Mortgage Her Future in Accepting International Assistance for Her Primary Education Projects?

Michael Onyedikachukwu Nwalutu

A Need for Intercultural Strategies in Education for Current Global Conditions

Kelly-Ann Miller

International Students as Lucrative Markets or Vulnerable Populations?

Grace Karram Stephenson

Immigrants Educational Credentialing: The Psychological Cost of the P.Eng. License

Oksana Ostapchenko

Session 4

Students' Initiatives and Experiences

15:05-16:25

Professional Development

Room 5-150

Best Practice for Literacy Coaches, Guidelines for Providing Effective Professional Development - A Tool for Literacy Coaches

Claire Holland

Experience for Conference: Training High School Philosophy Teachers²

Sarah Cashmore

Mindfulness, Contemplative Arts and Reflective Narratives in Holistic Teaching and Learning

Yishin Khoo, Chyleen Shih

“Our Voices”: Equity Training for Teachers

Jorge Caxaj

Internships

Room 5-160

OISE/HGSE Doctoral Student Exchange

Jason Brennan, Katie Higginbottom

Internship at Harvard Business School

Katie Higginbottom

Free Compulsory Universal Free Basic Education (FCUBE) in Ghana

Kwanza Msingwana

Interning for an International Development NGO

Nadia Qureshi

Partnerships

Room 5-230

Trade School Toronto

Nico Koenig, Anny Chen

HerstoriesCafe, Approaching the Past

Rose Fine Meyer, Kate Zankowicz

Hacking Education

Jeff Myers, Ahmed Mashiyat

e-Camp (Electronic Career and Mentoring Program) “Mentoring Continues What Education Starts”

Leroy Clarke, Peter Gordon

OISE Students’ collaborations

Room 5-260

OISE Philosophy Club

Julia Lowe, Veronica Carr, Thomas Posie

Critical Intersections in Education: An OISE/UT Student Journal

Saskia Stille

LHAE Peer Mentorship Program

Wincy Li, Ikumi Yoshida, Irene Cheung

The Informal Policy Dialogues

Sabrina Persaud

Youth life

Room 5-280

Amadeusz The Look at My Life Project

Tina Nadia Gopal, Wiyanna Trevis, Ayla Raza

Unveiling Africa Foundation

Chizoba Imoka

Agents of Change Summer studio

Keita Demming, Anita Abraham

Equitable Education Initiative

Erica Peña

Teaching initiatives

Room 4-422

Volunteers Association for Bangladesh Canada (VAB-C)

Pamelia Khaled

Transdisciplinary Transformative Translation

Ander Negrazis

Assessment for Differentiated Instruction

Esther Collier

Improving Graphic Memorizing Ability by Eye-Tracking Training

Chao Hu

Session 5

16:40-18:00

Critical and Radical Implications of Philosophy in Teaching

Room 5-230

Rated R: Student Relativism and Teaching Philosophy

Joseph Longo

The Pedagogy of Existential Questioning: Becoming Hopefully Desperate

Zofia Zaliwska

Is Teacher Authority Always an Affront to Student Freedom? Dewey Contra Illich

Thomas Allen Posie

Thinking About Thinking: An Inquiry into the Perceptions of Philosophy Held By New Teachers in Training

Julia Lowe

Everyday Experiences with the Environment

Room 5-260

Artful Learning for the Earth

Rachel York-Bridgers

An Exploration of the Condo Food Garden Model as an Implementation Tool for Sustainable Urban Development: Developing an Adult Education/Community Development Toolkit for Establishing Condo Food Gardens in Toronto

Justin Wei-Yu Tai

Digging Into The Student Experience Of A School Garden

The Cool Researchers, Susan Jagger

Ecological Economics to Protect the Planet from Ecocide and Free People from Iron Cage Consumerism

Kazi Rouf

Perceptions vs Realities: Health, The Body, and Food

Room 5-280

A Suffering Generation: Six Factors Contributing to the Mental Health Crisis in North American Higher Education

Alicia Margriet Kruisselbrink

Leading Away from Fat Phobia

Rhonda Dynes

A Shifting Phenomenon in Canadian Medicine: The Past, Present and Immigrant Medical Doctors

Cindy R. Sinclair

Appearances Can Be Deceiving: Perceptions of Organic Food Among a Small Sample of Graduate Students

Natasha A. Jamal

Educating for the Future: Innovations in Leadership and Teaching

Room 4-422

Twenty-Second Century Educational Leadership Skills Needed Now!

Frank Samuels

Teaching for Wisdom in Secondary School English Classrooms, and Beyond

Christine E. Guthrie

Teaching and Learning Mathematics through Games

Mimi Kam

Colour, Shape and Sound: A New System of Music Notation

Mitchell Wong

Gendered Experiences: Educating for Empowering Realities

Room 4-418

Negotiating Masculinities in the Classroom: The Experiences of Male Elementary School Teachers in a Predominantly Female Profession

Michael-James Palazzo

The Impact of Gender Roles and Stereotypes on Safer-Sex Negotiation: A

Angela Palangi

Trust and Transformation: Women's Experiences Choosing Midwifery and Home Birth in Ontario

Shawna DiFilippo

Religious Patriarchal Values Obstruct Bangladeshi Rural Women's Human Rights

Kazi Rouf

Journeys in Wellbeing, Mindfulness, and Survival

Room 4-420

Mindful Navigation from Alienation to Self-Actualisation at Work

Suwimon Phaetthayanan

'Well-Being Education' - An Integrative Approach to Fostering Students' Emotional and Mental Health

Emily McInnes

On the lighted path: Uncovering the spiritual and embodied dimensions of personal transformation

Saeeda N. Noorllahi

"Umeed" (Hope): Exploring the Health Experiences of Minority Women in Toronto

M. Syed

Posters presentations

Room 5-210

15:00-16:40

Posters will be displayed: 14:00-18:00

Young Children Scan Own- and Other-Race Faces Differently

Chao Super Hu, Qiandong Wang, Genyue Fu, Paul Quinn, Kang Lee

The Influence of Parenting Styles on Prosocial Lie-Telling Behavior

Sarah Lynn Anderson, Megan Brunet, Kang Lee

Staff and Parent Perspectives of Nature & Physical Activity at a Camp for Children with Exceptionalities

John Benjamin Blakey, Rory Coughlan

Literacy and the Social Context: Voices of Immigrant Adolescents Living in an Urban Marginalized Community

Linda Iwenofu, Esther Geva

Family Functioning and Cumulative Risks among Immigrant Populations: A Within- and Between-Family Analysis

Sofia Puente

Student Attitudes Towards Native and Non-native French Speaking Teachers in Ontario:
Master's Thesis
Sarah Kipp-Ferguson

A Comparative Case Study of Approaches to Technological Integration in Two K-12
Schools in Toronto, Canada
Curtis Wang

You're Beautiful, Now Change: The Impact of Romantic Relationships on a Woman's
Body Dissatisfaction, and Eating Patterns
Ammaar Kidwai

The Writer's Workshop
Sarah E. Truman

Experiential Learning For Social Justice
Olethea Pimenta

Muriel Fung Student Achievement Award

Presentation of award by Graduate Students' Association

18:10-18:20

Dialogical Keynote Address

18:20-19:30

Education for real success: Breaking the cycle of colonialism

Dr. John-Peter Portelli and Dr. Suzanne L. Stewart

OISE Library (The event will be streamed online)

Reception

19:30-21:00

Nexus Lounge

Refreshments served.

Friday, March 22, 2013

8:30 Registration and Light Breakfast, Room 5-210

Session 6

9:00-10:30

Global Perspectives on Higher Education Governance

Room 5-230

Governing Higher Education: Toward a Post-neoliberal Agenda?

Christian Noumi

Issues of 'Shared Governance' in Modern-Day Universities: Reflections and Misconceptions around the Notion in the Post-Soviet Area Higher Education Setting

Artur Khoyetsyan

Building Trust through Co-Management: Case study of the University of Northern British Columbia

Cynthia Christina Louise Field

Governance Reforms in The Netherlands: A Gramscian Analysis of Student Involvement in University Decision-Making

Kamaljeet Singh

Encountering Race in Theory, Film, and Lived Experience

Room 5-240

"Visible Minority": To be or not to be? How Racialized Teachers Understand Equity Initiatives

Robin Liu Hopson

Blackness: The Art of Fact and the Despondency of Theft

Loren Ola Delaney

Does Race and Sexuality Matter in Aging? Exploring the Racialized and Sexual Minority Position of Elderly Filipino Gay Men in Canada

Fritz Luther Pino

Monsters and the Mind: Early Film and Racism

Elizabeth Peden

Reimagining Literacy Education

Room 5-250

Critical Literacy: An Exploration into Student Learning and Teacher Perceptions

Yael Leibovitch

Getting Graphic: Juxtaposing Text and Image in the High School Classroom

Samantha Butwell

Integrating Students' Realities into Literacy Lessons: A Holistic Approach

Talia Pagnello

A Secret Edge: A Narrative Inquiry into the Role of the Novel in the Desires and Survival Strategies of LGBTQ Students

Jeff Daniel Lloyd

Technology in the Classroom

Room 5-260

A Comparative Case Study of Approaches to Technological Integration in Two K-12 Schools in Toronto, Canada

Curtis Wang

Technology and the 21st Century Learner: Teaching for the Future

Caitlin Chaput

Literacy, Standardization, and the Digital Age: Exploring the Digital Literacy Practices of Students Who Failed the Ontario Secondary School Literacy Test

Lotoya Jackson

The Potentials of Technology to Support Student Assessment

Catherine Mary Fujiwara

Contributions to Community-building

Room 5-280

Building Sustainable Parent Leadership for Inclusive School Communities: A case of Muslim Parents

Jamila Akhtar Butt

Community Service Learning: A Growing Trend Amongst Canadian Post-Secondary Institutions

Lianne Newman

Participation in Arts Based Community Development

Pamela Snell

Incorporation Act Issues for Revenue Generating Green Social Enterprises and NGOs Transforming into Green Social Enterprise Microfinance Institutions (MFIs) in Ontario, Canada

Kazi Rouf

Teacher Education: More Than Practice

Room 5-170

Mapping the Concepts of 'Teacher Professional Development', 'Teacher Learning', and 'Teacher Change'

Elizabeth Rosales

Sociocultural Theory as a Lens for Interpreting Secondary School Mathematics Pre-Service Teachers' Perspectives on Their Knowledge Of Content, Pedagogy and Research

Alexander Antropov

Pre-Service High School Physical Educators and Inclusion: An Arts-Based Exploratory Study

Derrick Tu

Teacher Educators' Conceptualizations of Diversity: Implications for their Teaching
Victorina Baxan

Experiencing the Workplace : Gender, Sexuality, Race, and Violence

Room 5-160

Challenges Women Leaders Face Balancing Work and Family
Katie Higginbottom, Claire Kelly

The Construction of Workplace Violence and Harassment as Separate Phenomena: A Textual Analysis of Bill 168
Adriana Berlingieri

Racialized Labour and the Canadian Foreign Service: A Longstanding Reliance
Nicola Forfar

Equity Employment Educational Training Programs in the Canadian Forces
Ruben Sergio Avila

Coffee break

Room 5-210

10:30-10:45

Session 7

10:45-12:15

Teaching Diversity through Dialogue

Room 5-230

Being Canadian: Conceptualizing and Constructing Identity in Ontario Social Studies Classrooms
Jean Wan

Best Practices in Using Literature for Equity-Based Education in Elementary Classrooms
Julie Kow

Diversity in Education: Engagement through Studio Critique

Bernie Murray, Ben Barry

Multicultural Growth in Cooperative Learning Classrooms: Techniques, Challenges and Benefits

Kerthiga Manokumar

Beyond the Book: Media, Culture, and Technology

Room 5-240

Media Literacy: Inviting Students to Become Critical Consumers of the Media

Sama Hamid

“I Blogged It, Liked It, Retweeted It, and Shared It on YouTube”: The Benefits of Incorporating Social Media in the Secondary School Classroom Environment

Ravneet Kaur Dulai

Linking the Digital to Democracy: A Critical Inquiry into the Discourses of the Social Web

Enam Bari Samad

Popular Culture Integration in the Classroom

Shael Katz

Learning and Linking : Digital Tools in Interactive Education

Room 5-260

Motivational Effects of Gamification of Piano Instruction and Practice

Heather Birch

There's Something about Linking: Exploring the Ways Hyperlinks Help Students Construct Knowledge Online

Krystle Shivana Phirangee

Enhancing Academic Behaviour and Personalizing Student Learning through the Integration of an Intelligent Recommendation System in an Online Learning Environment

Alexandra Makos

Challenging Educational Administration: Organizational, Economic, and Policy Issues

Room 5-280

Implementation of Outcomes-Based Education (OBE) in One Art & Design University: An Action Research

Bahar Mousavi Hejazi

Teaching in Between the Lines: The Institutional Dimensions of Teaching

Aaron Marques

'Banking on Education': World Bank's privatization of education in Pakistan

Momina Afridi

Decolonizing Education: Theories and Methods

Room 5-250

On Sharing, Passing & Receiving the Knowledge: Decolonizing Ways

Jukeepa Hainnu, Cathy E. Lee

From Questions to Proposal: Theorizing Education from an Indigenous Center

Moyo Rainos Mutamba

It's All Black!: Anti-Colonial Struggles and Black Facts

Loren Ola Delaney

Building a Theory of the Non-Indigenous Canadian Bystander: A Multidisciplinary Review of Research on Bystanders to Genocide

Rochelle Johnston

Visionary Teaching in Traditional Lessons

Room 5-170

Cross-Cutting Integration of Conflict Resolution in the Curriculum: Can it be Done in the Sciences?

Nicola Forfar

Creating Inclusive Science Classrooms through Culturally Responsive Teaching

Heidi Parker

Critical History and Student Success in the Applied-Level History Classroom

Ashley E. Bailey

Music Integration in the Elementary Classroom

Danielle R. Baird

12:15-13:15

Lunch

Room 5-210

Workshop:

Getting to Know your OISE Alumni Association

Room 5-280

Session 8

13:15-14:45

Higher Education Inside-out: Rankings and Experiences

Room 5-150

World-Class Universities: An Exploration of the Transnational Convergence Process

Olivier Begin-Caouette

'Perception is not Reality': how U.S News & World Rankings has distorted American Higher Education

Roland Mascarenhas

Symbolic Capital of Ukrainian University Students in Canada and their Academic Trajectories

Maksym Antonenko

Experiential Learning in Undergraduate Pharmacy Curriculum in Ontario: How Co-Op Affects Students' Professional and Personal Development

Certina Ho

Student Engagement Within and Beyond the Classroom

Room 5-160

“Participation? What Does that Mean?”: How Participation is Variably Conceptualized in the Context of International Education Aid to Youth Programs in Haiti’s Reconstruction
Gary W.J. Plum

Motivating Students for Social Justice: Challenge and Opportunity in Higher Education
Pamela Walker

A Review of Student Voice Initiatives: From the Traditional to the Critical Democratic Notion of Student Roles
Natasha A. Jamal

Student Attitudes and Perceptions Towards Native and Non-native English-speaking Teachers in English as a Foreign Language Contexts: A Critical Review of the Literature
Sarah Kipp-Ferguson

Evaluating and Re-evaluating Lessons in Writing

Room 4-410

Being Funny: An Expert-Novice Study on Comedy Sketch Writers
Jayson San Miguel

The Impact of Peer Feedback on Students’ Writing
Mobeen Uddin

Writing Will Set You Free: An Anti-Oppression Expressive Writing Pedagogy
Michele Irwin

Pedagogical Models

Room 5-260

Original Thought(s), Fulfilling Acts, Innovative Society: The Imperative of Creative Education
Laura Barrett

The Timing of Corrective Feedback: Language Learners' Development and Impressions
Paul Gregory Quinn

Thinking Out-Loud: Engaging with Stories through Role
Sarah Meghan Leslie

Chinese Teachers' Perceptions of the Desired Characteristics of IB Teachers and their
Perceptions of the Existing In-Service Professional Development Practices
Xuefeng Huang

Anti-Oppression

Room 5-280

Deficit Thinking, Educators and the Process of Transformative Change
Manu Sharma

Working Towards Anti-Oppressive Classroom Practices
Nada Musa

Critical Action: Creating an Anti-Oppressive Primary Classroom
Trish Starling

Applications of Feminist and Anti-Racist Counselling in the Education System
Maria Calleja

Exploring the Connections between Teaching and Learning

Room 4-418

What are TIMSS Mathematics Test Scores Telling Mathematics Educators?
Zhaoyun Wang

Learning to Teach in an Intensive Introductory TESL Training Course: A Case Study of
English Teacher Learning
Danielle Coellho Michel Freitas

Ideologies of English Learning in Post-Secondary Study Abroad: A Critical Discourse
Analysis of Study-Abroad Self-Help Books in South Korea
In Chull Jang

English in the Korean Youth Market: A Linguistic Landscape of Myungmool Geori
Eun-Hee Park, Jin-Suk Yang

Faculty and Students Panel: OISE in Focus

Friday, March 22nd, 15:00-16:30, Room 5-210

Event will be streamed online.

Wrap-up

Friday, March 22nd, 16:30-17:00, Room 5-210

You are invited to join a short conversation and offer your reflections and suggestions regarding your conference experience.

End of Conference Celebration!

Friday, March 22nd, 17:00-20:00, Room 5-170

Join us to a social gathering and a celebration with music, drinks, food, and... dancing!

Reviewers

Señor Edgar Valencia Acuna
Momina Afridi
Alison Genevieve Altidor-Brooks
Maksym Antonenko
Cal Armstrong
Javeria Arshad
Ashley E Bailey
Victorina Baxan
Heather Birch
Jennifer Bremner
Jamila Akhtar Butt
Andrea Leigh Carlaw
Irene Cheung
Rebecca Mary Cober
James Corcoran
Carla D'elia
Yuliya Desyatova
Stephanie Marie Dimech
Su Darlene Donovaro
Prof Rhonda Dynes
Stephanie Nicole Fearon
Phil Gold
Cristina Alexandra Guerrero
Christine E. Guthrie
Sarah Haller
Charmaine Headley
Bahar Mousavi Hejazi
Katie Higginbottom
Kate Higgins
Robin Liu Hopson
Audrey Hudson
Chizoba Mary Imoka
Natasha Jamal
Limin Jao
Rochelle Johnston
Mimi Kam
Patricia Kmiec
Ibtissem Knouzi
Poh Wee Koh
Alicia Margriet Kruisselbrink
Yael Leibovitch
Janny Li
Julia Lowe
Alexandra Arraiz Matute
Emily Mcinnes
Bernie Murray
Moyo Rainos Mutamba
Tiffany Ng
Pamela Osmond
Maurine Parzen
Fritz Luther Pino
Gary W.J. Pluim
Carmen Poole
Thomas Allen Posie
Sofia Puente
Emily Ann Quinan
Ariel Evalle Quinio
Nadia Qureshi
Tasha Richardson
Nikki Rotas
Joseph E. Sawan
Herleen Sayal
Ushnish Sengupta
Manu Sharma
Nita Shori
Aaron Smith
Hewton Tavares
Mobeen Uddin
Abdurrahman A. Wahab
Jennifer N Wyatt
Zhenhua Xu
Jin-suk Yang
Doron Yosef-Hassidim
Jingshun Zhang
Luyan Zheng
Rakhat K Zholdoshalieva

Notes

Dean

Julia O'Sullivan

Keynote Speakers

Dr. John-Peter Portelli
Dr. Suzanne L. Stewart

Director Student Services

Eleanor Gower

Conference Co-chairs

Patti Kmiec
Doron Yosef-Hassidim

Conference Coordinator

Mary MacDonell

Photography

Julie Smitka

Conference Committee

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Andrea Carlaw
Aaron Chin-Smith
Samantha Cochrane
Holly Fraser
Sarah Haller
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Alexandra Arráiz Matute
Lianne Newman
Thomas Posie
Herleen Sayal
Ushnish Sengupta
Sara Vafakhah
Jiaqi Yu
Zhi Zeng
Luyan Zheng

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