



MOVING MOUNTAINS: UPROOTING AND PUSHING BOUNDARIES IN EDUCATION

OISE Graduate Student Research Conference 2022
Colloque de recherches des étudiants de l'IEPO 2022



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

THE LAND WE ARE ON

Tkaronto (presently known as Toronto) is a Mohawk word meaning the place in the water where the trees are standing” which is said to refer to the wooden stakes that were used as fishing weirs in the narrows of the local river systems by the Haudenosaunee and Wendat.

Tkaronto was surrendered to the British Crown through the Toronto Purchase, Treaty 13 which was clarified in 1805 and again in 2010 in a settlement made with the government (**Whose Land, 2021**). Between 1701 and 1923, a total of 70 historic treaties were signed. Between 1923 and 1975, for a total of 51 years, no treaties were signed by the Canadian Government. From 1975 to the present day, a span of 47 years, only 25 additional treaties have been made with Indigenous communities (**Government of Canada, n.d.**).

Tkaronto sits on the traditional territories of the Anishinaabe, Mississaugas of the Credit, Haudenosaunee, Metis and Wendat and is protected by the treaty of the Dish with One Spoon – but like many other treaties, this treaty was broken (**Mills & Roque, 2019**). The Dish with One Spoon reflects the relationship that we as settlers need to uphold with Indigenous communities. The dish represents harmony, interconnectedness, sovereignty, and shared responsibility for caring for the land (**Simpson, 2008**). As settlers, we have an obligation to learn and understand the significance of treaties, how they have been broken, and how we are expected to uphold these agreements as settlers (**OISE, n.d.**).

The 2022 GSRC Conference calls upon the OISE community to reflect on growing gaps and inequities created by deep-rooted systematic barriers and the role education has played in empowering us to move forward through collective action. However, part of this reflection means we cannot ignore the shortcomings of mainstream educational methods, systems, and traditions.

Canadian education is rooted in whiteness and settler-colonialism. The creation of residential schools was founded by the Canadian Government and Roman Catholic Church. Both parties created a system, that aimed to forcefully separate children from their families for extended periods of time. It was within these schools that severe acts of abuse were conducted. Residential schools were not a place of learning, it was a system of violent assimilation and erasure of Indigenous peoples. It is through the violent and systematic erasure of Indigenous peoples that made the settler-nation of Canada. Higher education is also not detached from settler-colonial roots. During the British colonial period, particularly during the America Civil War, large-scale migration of British loyalists occurred. In order to secure their British values and culture, a higher education system was developed and used as a tool to serve this agenda (**Jones, 2014**).

THE LAND WE ARE ON

"At a conference on educational research, it is not uncommon to hear speakers refer, almost casually, to the need to "decolonize our schools", or use "decolonizing methods" or "decolonize student thinking". Yet, we have observed a startling number of these discussions make no mention of Indigenous peoples, our/their struggles for the recognition of our/their sovereignty, or the contributions of Indigenous intellectuals and activists to theories and frameworks of decolonization."

EVE TUCK & K. WAYNE YANG (2012).

As co-chairs, our original intent was to collaborate with Indigenous communities at OISE. However, after having approached the Indigenous Education Network and other members of the Indigenous community at OISE, we were called to reflect upon the negative impact of our request, despite our good intentions. Together we paused and reflected, and realized that we were significantly underprepared and uneducated to create a collaborative space that is meaningful, reduces harm, and emotional labour. In order to uphold our commitment to anti-racism and anti-colonialism, we began to reflect and engage in Indigenous and Black scholarship to foster our own(un)/learning.

Settler-colonialism does not exist in the past tense.

According to the Yellowhead Institute's **"Calls to Action Accountability: A 2021 Status Update on Reconciliation"**, only 3 actions were completed in 2021 and 8 were completed between 2015 to 2019. Throughout the years, Canada has chosen to complete symbolic calls in performativity, while neglecting the structural changes called for by the TRC. We call on all settlers in this space to reflect on how our various roles and positions have contributed to performative action and the ways we can begin to help support meaningful change.

To the question, "When will it be enough?" we say: it will be enough when the systems of oppression no longer exist. We will arrive at reconciliation when Indigenous peoples in this country experience, at the bare minimum, a living standard that reflects their visions of healthy and prosperous communities.

EVA JEWELL AND IAN MOSBY

THE LAND WE ARE ON

The authorship of this statement does not indicate that we have come to the end of our own (un)/learning. In fact, there is still so much that we have yet to learn, know, and understand. (Un)learning is a lifelong commitment, and we would like to share some of the lessons we have learned throughout the year that have helped us in our journey thus far:

- Impact over intention – we can still cause harm, despite having good intentions. This reminds us to approach research, events, social situations and various other spaces with care and humility. If we make a mistake or get things wrong (which we have), we must remember to stop, listen to what is being said to us, and take the time to reflect and understand how we have replicated harm and how we can do better.
- Inviting Indigenous, Black, racialized, and other minoritized groups to speak at events or to provide us with insight or teachings is labour. Consider the work you are asking of a particular person or community and why you are asking this labour of them? If you do ask for their time and energy, ensure that they are compensated equitably.
- Understanding that we are all responsible for one another. When we gather together, we are responsible for building and co-creating a space that reflects and upholds respect and dignity for all.

Many of our sessions over the next two days will focus on dismantling various areas of oppression and privilege. We understand that we are all at various stages of (un)/learning and that these discussions can bring a sense of discomfort to our egos. To feel discomfort in this way is an indication of our privilege. To feel discomfort in this way is to be called in to acknowledge that the privileges that we hold have been granted at the expense of the marginalization of other communities.

We invite other settlers in this space to reflect on our words and how they apply to your own journeys beyond the conference. By engaging in meaningful reflection when we are confronted with the costs of our ignorance and privilege we are actively moving forward in working towards (un)/learning, apologizing for our wrongdoings, and finding ways to support meaningful and equitable change.

We thank you for your attention and openness.

FOR FURTHER READING

BOOKS/BOOK CHAPTERS

- Braiding Sweetgrass by Robin Wall Kimmerer
- Hood Feminism by Mikki Kendall
- How to be an Anti-Racist by Ibram X. Kendi
- I Am Afraid of Men by Vivek Shraya
- Invisible Women: Data Bias in a World Designed for Men by Caroline Criado Perez
- So You Want to Talk About Race? by Ijeoma Oluo
- Biting the university that feeds us by Professor Eve Tuck

ARTICLES

- Anti-Black racism in academia and what you can do about it by Audrey K. Bowden & Cullen R. Buie
- Institutionalized Oppression Definitions adapted from Institutional Oppression, Tools for Diversity
- Social Identities and Systems of Oppression from The Smithsonian, National Museum of African American History & Culture
- 'Universities don't become different just by wishing for it': Professor Eve Tuck on the challenge of changing academia
- Decolonization is not a metaphor by Professor Eve Tuck

WEBSITES

- Calls to Action Accountability: A 2021 Status Update on Reconciliation
- Government of Canada Report on Treaties and Agreements
- Indigenous Canada Course by the University of Alberta
- Racial Equity & Anti-Black Racism
- The Indigenous History of Tkaronto, U of T Library
- We Are All Treaty People Training Module
- Whose Land

VIDEOS

- Land acknowledgements: uncovering an oral history of Tkaronto
- Lunch and Learn Dish With One Spoon Wampum with Rick Hill Sr

KARI-ANNE KOOY

GSRC ARTWORK ARTIST

Kari-Anne Eby (nee Kooy) is a teacher candidate in the Master of Teaching program, Primary/Junior stream. She also has a background in social work and completed her Master of Social Work at Wilfred Laurier University in 2020. Currently, she is working part-time as a therapist for school-aged children and young adults. She has maintained a strong interest in art throughout her life and tries to find ways to bring art into every aspect of her life including within her studies. She is a passionate advocate for the arts and the role they can have in helping individuals to find self-expression and healing. Her hope is to incorporate psychotherapy tools within educational settings while also applying her interest in art.



TABLE OF CONTENTS

02

Letters from Co-Chairs

03

Subcommittees

04

Abstract Reviewers

05

Conference Programs and
Keynotes

10

Featured Sessions

17

Rapid Talk Competition

25

Administration,
Organization, and
Leadership in Education

31

Community Organizing
and Learning

39

Counselling, Wellness and
Human Development

43

Learning and Instruction

47

Postsecondary Education

55

Social Context of
Education

71

Teaching and Teacher
Education

TO THE OISE COMMUNITY,

Your thoughtful engagement has provided us with the privilege of showcasing over 65 presenters across two days. Thank you to our 48 volunteer-peer reviewers who collectively conducted over 200-peer reviews. Both your conference submissions and peer-review feedback shaped the featured areas of research you see today. Our sincerest thanks to our subcommittee members for your passion and dedication this planning season. Everyone listed in this abstract book had a part to play in the delivery of this year's 2022 OISE Graduate Student Research Conference "Moving Mountains: Uprooting and Pushing Boundaries in Education".

Despite this year's conference being virtual, we hope that you leave this space with a sense of community. Our vision was to create a space where meaningful discussion, reflection, and learning can happen. We called the OISE community to come together and reflect on the ways meaningful change can be created within our society through education. However, part of this reflection is to acknowledge the problematic foundation of whiteness, racism, and settler-colonialism found in conventional educational methods and systems. To do this, we must engage in active (un)/learning. This involves listening and reading works that reflect and build on anti-colonial and anti-racist frameworks. We know, that once our term as co-chairs comes to an end, our journey in (un)/learning must carry over in our everyday lives - and we invite you to join us by doing the same.

We hope that your time at the 2022 OISE GSRC Conference brings you curiosity, insight, ideas, new ways of thinking, and new connections with members of the community. We encourage you to continue to foster these connections and consider your role in 'Moving Mountains: Uprooting and Pushing Boundaries in Education'.

Sincerely,



Susan He (she/her)
PhD Student, Higher Education with CSEP



Christina Arayata (she/her)
PhD Student, Higher Education with CSEP



Joanne Lieu (she/her)
PhD Candidate, Educational Leadership & Policy with CSEP

We would like to personally thank our financial contributors. Without your support a conference of this stature would not have been possible.

- The Office of the Dean, OISE
- School of Graduate Studies, University of Toronto
- The Department of Curriculum Teaching and Learning, OISE
- The Department of Applied Psychology and Human Development, OISE
- The Department of Social Justice Education, OISE

SUBCOMMITTEES

Communications Committee

Co-Chair: Susan He



Victoria Parlatore
*PhD Student, Higher
Education*



Kelly Zhang
*PhD Student, Curriculum &
Pedagogy*



Jacob Li
2nd Year, HBA

Logistics Committee

Co-Chair: Joanne Lieu



Linda Hu
*MEd student, Educational,
Leadership & Policy*



Gayatri Thakor
*MEd student, Social Justice
Education*

Publications Committee

Co-Chair: Chrisitna Arayata



Cynthia Eden
*PhD-Flex student, Higher
Education*



Rya Buckley
*MA student, School and Clinical
Child Psychology*

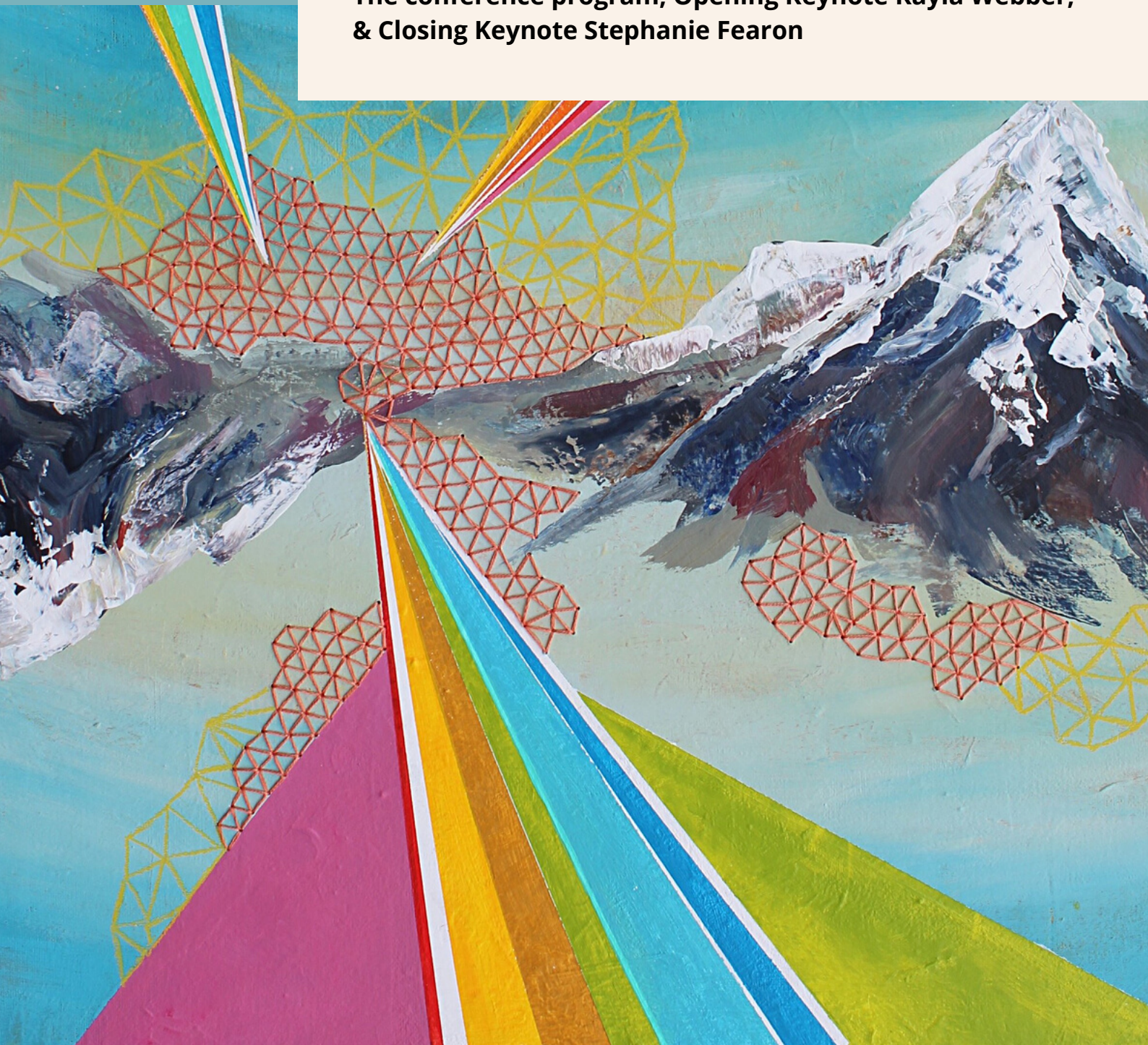
ABSTRACT REVIEWERS

Aasiya Satia
Adem Adjahoto
Alison Elizabeth Jefferson
Aliya Mustafina
Amelia Rutledge
Anisa Yan
Antik K Dey
Colleen Stevenson
Duyen Can
Elizabeth O'Brien
Elizabeth Ross
Emily Olga Rosa Dobrich
Eryn Tong
Francesca Pabale
Gayatri Thakor
Gloria Charles-Pierre
Helen Chatburn
Howard Hao-Hsiang Liao
Hunter Meng-Hsun Lee
Jessica Jamie Allan
Jona Malile
Joshua Grondin
Joyce Jing Yee Yip
Kelly Lin
Krystina Raymond

Leslie Tumangday
Mehdia Hassan
Michelle Williams-Marzucco
Nicole Ryan
Nilofar Noor Ellahi
Randeep Nota
Rizvan Desai
Rutwa Engineer
Sarah Jones
Shabnam Ahmad
Sherine Douglas
Sisi Feng
Teresa Orbillo
Tika Thapa
Trisha Dowling
Tu-Linh Ngo
Yehyeon (Ann) Yoo
Yuehua Sun
Yun Zhan
Yuntian Shi
Zahra Safdarian
Zeenat Ladak
Zein Abuosbej

CONFERENCE PROGRAM & KEYNOTES

The conference program, Opening Keynote Kayla Webber,
& Closing Keynote Stephanie Fearon



CONFERENCE PROGRAM

Friday, April 8, 2022

Time	Scheduled Events
10:00 - 10:15	The Land We are On <i>GSRC Co-Chairs</i>
10:15 - 10:30	Welcome Address <i>Prof. Sarfaroz Niyozov, Associate Dean Programs</i>
10:30 - 11:00	Opening Keynote Address <i>Kayla Webber</i>

Research Talks

11:10 - 12:10	Counselling, Wellness & Human Development Chair: Rya Buckley pgs. 39-42.	Social Context of Education Chair: Victoria Parlatore pgs. 56-59	Community Organizing and Learning Chair: Gayatri Thakor pgs. 32-34	Administration, Organization, and Leadership in Education Chair: Zian Zhang pgs. 25-28
---------------	---	---	---	---

Special Interest Groups

12:20 - 1:20	Brown for the Count: Confessions of a Public, Post Secondary Institution EDI Enrolment Manager Chair: Gayatri Thakor pg. 48	Introduction to Disability Studies (Not Special Ed) Chair: Victoria Parlatore pg. 60	Insights into Career Human Agency: A Look Into the Experiences of Newly Trained Professional Psychological helpers During a Global Pandemic Chair: Joanne Lieu pg. 42	Careers beyond Academia Chair: Norin Taj pg. 49
--------------	--	---	--	--

Lunch/Research Talks

1:30 - 2:30	Postsecondary Education Chair: Linda Hu pgs. 50-52	Social Context of Education Chair: Rya Buckley pgs. 61-64.	Community Organizing and Learning Chair: Christina Arayata pgs. 35-37
-------------	---	---	--

Panel

2:40 - 2:30	Jack Quarter Student Panel <i>Panel Chair: Prof. Marcelo Vieta, LHAE</i>
-------------	--

CONFERENCE PROGRAM

Saturday, April 9, 2022

Time	Scheduled Events		
10:00 - 11:20	Rapid Talk Competition <i>Faculty Judges: Profs. Daniel Corral, Patricia Gaviria, Sofya Malik, Linda Iwenofu, Lesley Wilton</i>		
Research Talks			
11:30 - 12:30	Social Context of Education Chair: Victoria Parlatore pgs. 65-68	Postsecondary Education Chair: Linda Hu pgs. 52-54	Learning and Instruction Chair: Zian Zhang pgs. 44-45
12:30-1:30	Lunch and Poster Sessions Chair: Rya Buckley		
Panel			
1:30-2:30	Panel on Academic Publishing and Journals <i>Panel Chair: Prof. Marcelo Vieta, LHAE</i>		
Workshops and Film Screening			
2:40-3:40	Trying to do "right" by...whom? Ethical Dilemmas in Teaching Chair: Gayatri Thakor pg. 75	Visiting Practices - Activities to engage groups in acknowledging territory Chair: Linda Hu pg. 38	Film Screening: <i>Periphery</i> Chair: Joanne Lieu pg. 16
3:50-4:50	Creating an Immersive Digital Learning Community in Gather.town Chair: Zian Zhang pg. 46	Research Impact through Strategic Engagement (RISE): A reflexive framework to critically appraise research impact Chair: Christina Arayata pg. 29	
Closing Keynote			
5:00 - 5:15	Co-Chairs' Closing Remarks <i>GSRC Co-Chairs</i>		
5:15 - 5:45	Closing Keynote Speaker <i>Stephanie Fearon</i>		
7:00 - 9:00	In-Person Reception (Reservation Required) <i>The Duke of York (39 Prince Arthur Ave)</i>		



KAYLA WEBBER

**OPENING KEYNOTE
APRIL 8, 2022 10:30-11:00 AM**

Kayla Webber is completing their Ph.D. in the Social Justice Education Department at the Ontario Institute Studies for Education, University of Toronto, specializing in Women and Gender Studies. Webber has held various academic, non-profit, government, and corporate sectors positions. Webber is an 1834 Fellow Alumni and has researched and addressed the discrimination and lack of funding for Black Womxn who are experiencing Mental Health in the post-secondary systems. Furthermore, they are also the Student Co-Chair for the Indigenous Education Network at OISE, UofT, and a Board Member for a non-profit organization named For Youth Initiative.

Webber is currently undertaking research into past and current relationships among Indigenous, Afro-Indigenous, and Black communities to inform sustainably healthy future relationships, with a focus on housing, especially housing for Indigenous, Afro-Indigenous, and Black Women and Girls who have and or are experiencing gender-based violence(s)/sexualized violence and how that housing is necessary for their health and safety. In addition, Webber, and mentor/professor/scholar Dr. Jennifer Brant is currently working on a journal article, which will be published in the Curriculum Inquiry in May 2022. The article is called "Hood-in-g the Ivory Tower: Centering Black, Indigenous, and Afro-Indigenous Feminist Solidarities."

STEPHANIE FEARON

CLOSING KEYNOTE

APRIL 9, 2022 5:15 – 5:45 PM

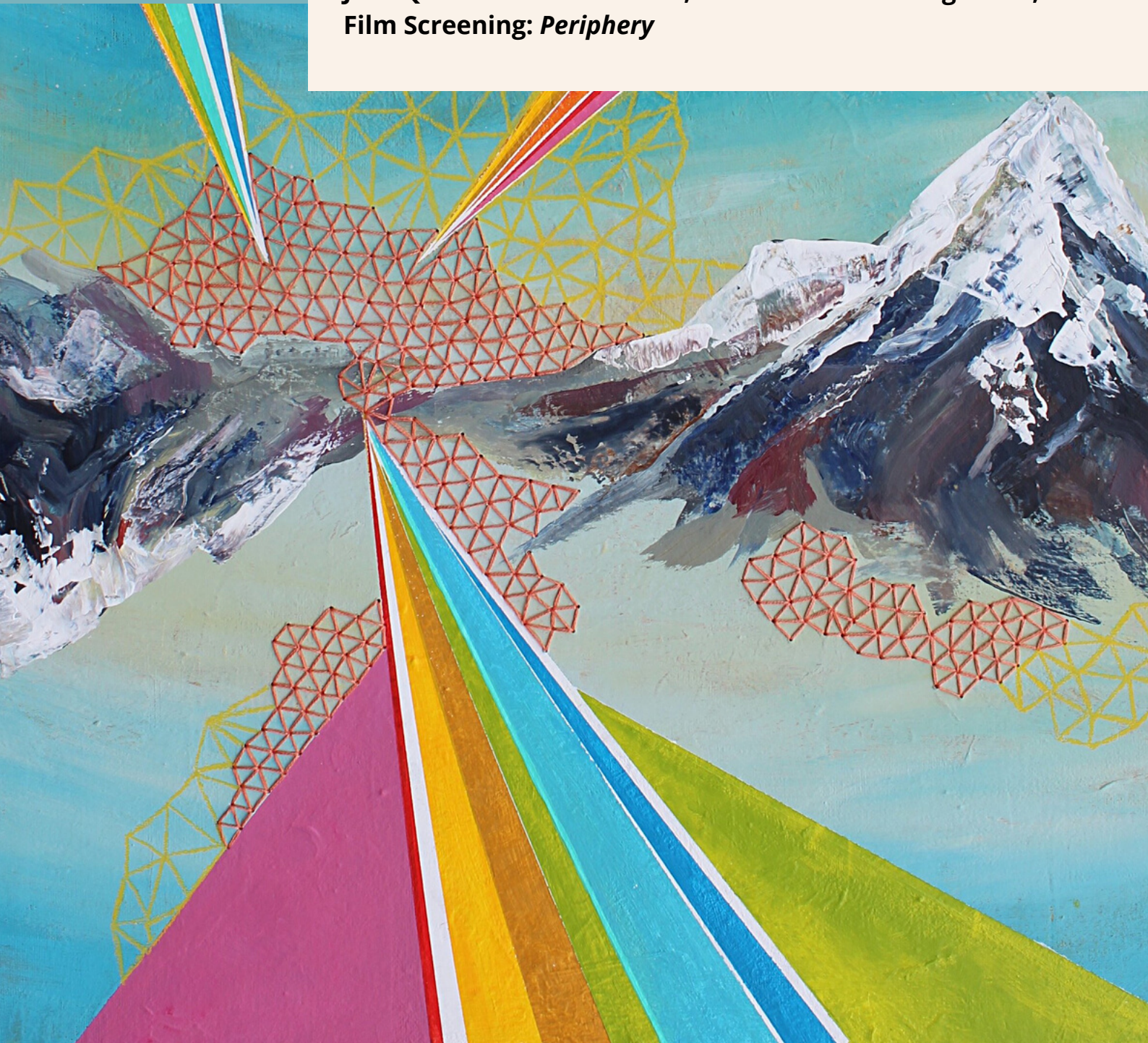
Stephanie Fearon provides leadership in education within Canada and internationally. She is the program coordinator for the Equity, Anti-Racism, Anti-Oppression, as well as the Model Schools for Inner Cities departments at the Toronto District School Board. In this role, Fearon provides leadership to administrators and system leaders in implementing policies and practices that promote student academic achievement, wellbeing, and belonging in schools.

Fearon has a Ph.D. in educational leadership and policy from the University of Toronto. Her research draws on Black storytelling traditions to explore the ways that Black families and educational institutions partner to support student wellbeing. Fearon's work uses literary and visual arts to communicate, in a structured, creative, and accessible form, insights gleaned from stories shared by Black mothers and their families. Her extensive academic and professional experiences have led her to work with system leaders, classroom educators, and community organizations across the country and internationally.



FEATURED SESSIONS

Jack Quarter Student Panel, Academic Publishing Panel,
Film Screening: *Periphery*



JACK QUARTER STUDENT PANEL

April 8, 2022 2:30-3:30 PM

Prof. Jack Quarter (1940-2019) spent his entire illustrious research, writing, practitioner, and teaching career at OISE, was one of OISE's founding faculty, and helped define the social economy from a Canadian context. For him, the social economy encompasses collective economic endeavours, such as non-profits, co-operatives, social enterprise, civic society organizations, and public-sector non-profits, including waged and volunteer work, and market and non-marketized forms of production, distribution, and exchange. In the social economy, process and product are social, socialized, and solidary, embracing formal and informal organizations functioning between and overlapping with the private and public sectors (Quarter, Mook, & Armstrong, 2018). This panel celebrates and honours Jack Quarter's many contributions to Canada's social economy and to OISE by featuring the work of four of his former OISE graduate students or current students influenced by his work.

Co-sponsored by the Jack Quarter Annual Lectureship on the Social Economy and the Centre for Learning, Social Economy & Work (CLSEW)

Moderator and chair

Prof. Marcelo Vieta, marceloo.vieta@utoronto.ca

Program in Adult Education and Community Development, Department of Leadership, Higher and Adult Education, OISE/UofT

Panelists:

Ushnish Sengupta, u.sengupta@utoronto.ca

PhD Candidate, Department of Adult Education and Community Development, Ontario Institute for Studies in Education, University of Toronto

Libby Edwards, libby.edwards@mail.utoronto.ca

MA Candidate, Adult Education and Community Development, LHAE

Andrea Chan, AndreaNW.Chan@utoronto.ca

PhD, Adult Education & Community Development

Lisa Mychajluk, lisa.mychajluk@mail.utoronto.ca

PhD Candidate, Department of Adult Education and Community Development, Ontario Institute for Studies in Education, University of Toronto

JACK QUARTER STUDENT PANEL

April 8, 2022 2:30-3:30 PM



USHNISH SENGUPTA

Ushnish Sengupta is an award-winning instructor at the Schulich School of Business at York University, and a PhD candidate at OISE at the University of Toronto. He has an Industrial Engineering and MBA education, and worked in various private sector and public sector organizations as an Information Technology Project Manager and Product Manager. Ushnish's research interests include Entrepreneurship, Blockchain, Artificial Intelligence, Open Data, Diversity, and the Social and Environmental impact of technology projects.

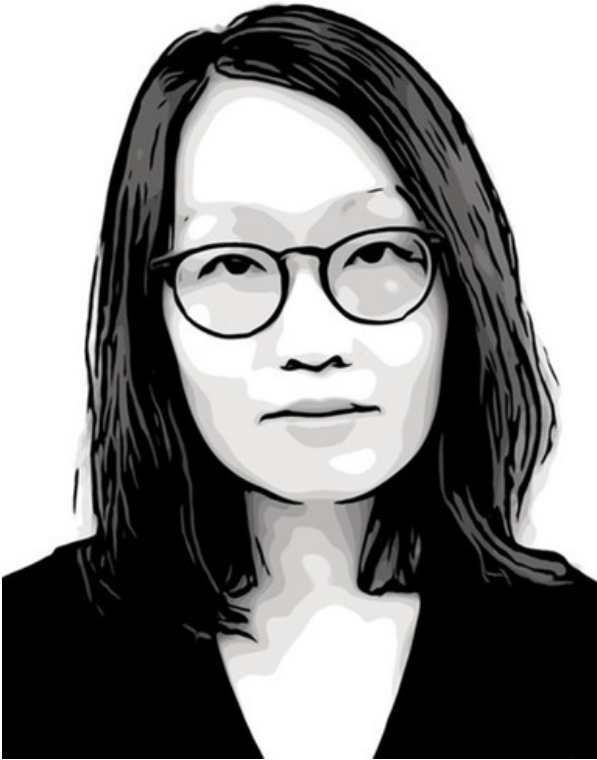


LIBBY EDWARDS

Elizabeth (Libby) Edwards is a second-year MA student and CGS Master's Scholarship recipient in the Adult Education and Community Development program in the LHAE department at OISE. Her areas of interest include urban agriculture, community economies, and the process of nurturing other-than-capitalist subjectivities. Her MA research is focused on applying the Community Economies Return on Investment (CEROI) methodology and toolkit to a local urban farm in northwest Toronto called Flemo Farm. She is grateful to be collaborating with the folks at Flemo Farm and hopes to complete her thesis by the end of this summer, 2022.

JACK QUARTER STUDENT PANEL

April 8, 2022 2:30-3:30 PM



ANDREA CHAN

Andrea has over 10 years of experience with community-engaged research, primarily with social enterprises and more broadly with social economy organizations. Her previous research focuses on the structural and relational supports within organizations that promote employment outcomes and overall wellbeing of people who experience social and economic exclusion. Her current research includes situated workplace learning for engineering leadership, youth and work integration social enterprises, and social procurement. Andrea has an MA in Public Policy and Administration from Ryerson University, and a PhD in Adult Education and Community Development from the University of Toronto. She is co-editor of the books, *Social Purpose Enterprises: Case Studies for Social Change* and *Selling Social: Procurement, Purchasing, and Social Enterprises* (forthcoming), published by University of Toronto Press.



LISA MYCHALYUK

Lisa Mychajluk is a PhD Candidate in Adult Education and Community Development (AECD), at the Ontario Institute for Studies in Education, University of Toronto (Canada). She combines academic research with personal practical experience, to understand how ecovillage-based learning opportunities support transitions to 'one planet living', and the development of regenerative communities. Prior to pursuing a doctorate at OISE, she completed the MA program in AECD, including a thesis that investigated how ecovillagers build social capacity to live and work together in pursuit of their collective sustainable community development objectives. Lisa's research explores how eco-communities craft alternative social and economic constructs through workplace, social, and transformative learning.

ACADEMIC PUBLISHING AND JOURNAL PANEL

April 9, 2022 1:30 - 2:30 PM



**PROFESSOR BECKY XI CHEN
(SHE/HER)**

Co-editor-in-chief, *Annals of Dyslexia*

Becky Xi Chen is a professor in the Department of Applied Psychology and Human Development at OISE/University of Toronto. Her research focuses on bilingual and ELL (English Language Learner) children's language and literacy development. She is interested in how children develop metalinguistic and literacy skills (e.g., morphological awareness, phonological awareness, orthographic processing, vocabulary, word reading, and reading comprehension) simultaneously in their first and second language, and how these skills transfer between the two languages. In recent years, she has conducted research among Canadian children enrolled in French immersion programs to become English-French bilinguals and Syrian refugee children who are Arabic speakers learning English as a second language. She is co-editor-in-chief of *Annals of Dyslexia*.



**PROFESSOR DOUGLAS
MCDUGALL (HE/HIM)**

Editor-in-Chief, *Canadian Journal of Science, Mathematics and Technology Education (CJSMTE)*

During his time as a faculty member at OISE, he has supervised over 50 doctoral students and 22 master students to completion, and currently is supervising 15 doctoral students. Dr. McDougall has been a faculty member in the Department of Curriculum, Teaching and Learning for 24 years and an educator for 40 years. He is also the recipient of the School of Graduate Studies Doctoral Supervision Award, the OISE Award for Excellence in Graduate Education, and the Mentor of the Year Award as part of the OISE Alumni Leaders and Legends Awards program. He is grateful for being able to work with graduate students because they brought and continue to bring him enriched learning experiences.

ACADEMIC PUBLISHING AND JOURNAL PANEL

April 9, 2022 1:30 - 2:30 PM



ERIC LAVIGNE (HE/HIM)

Editor, French section –
Canadian Journal of Higher
Education (CJHE)



SUMMER COWLEY (SHE/HER)

Managing Editor – Canadian
Journal of Higher Education
(CJHE)



RUBEN GAZTAMBIDE-FERNANDEZ (EL/HE/HIM)

Editor in Chief of Curriculum Inquiry at the
Ontario Institute for Studies in Education

FILM SCREENING: *PERIPHERY*

April 9, 2022 2:40-3:40 PM



Sara Yacobi-Harris is a multidisciplinary artist and filmmaker, educator and community organizer. She holds a Masters of Education from the University of Toronto-Ontario Institute of Studies in Education.

She is the founder of No Silence on Race, a non-profit organization dedicated to creating inclusive and equitable Jewish spaces across Canada through art, culture and community engagement.

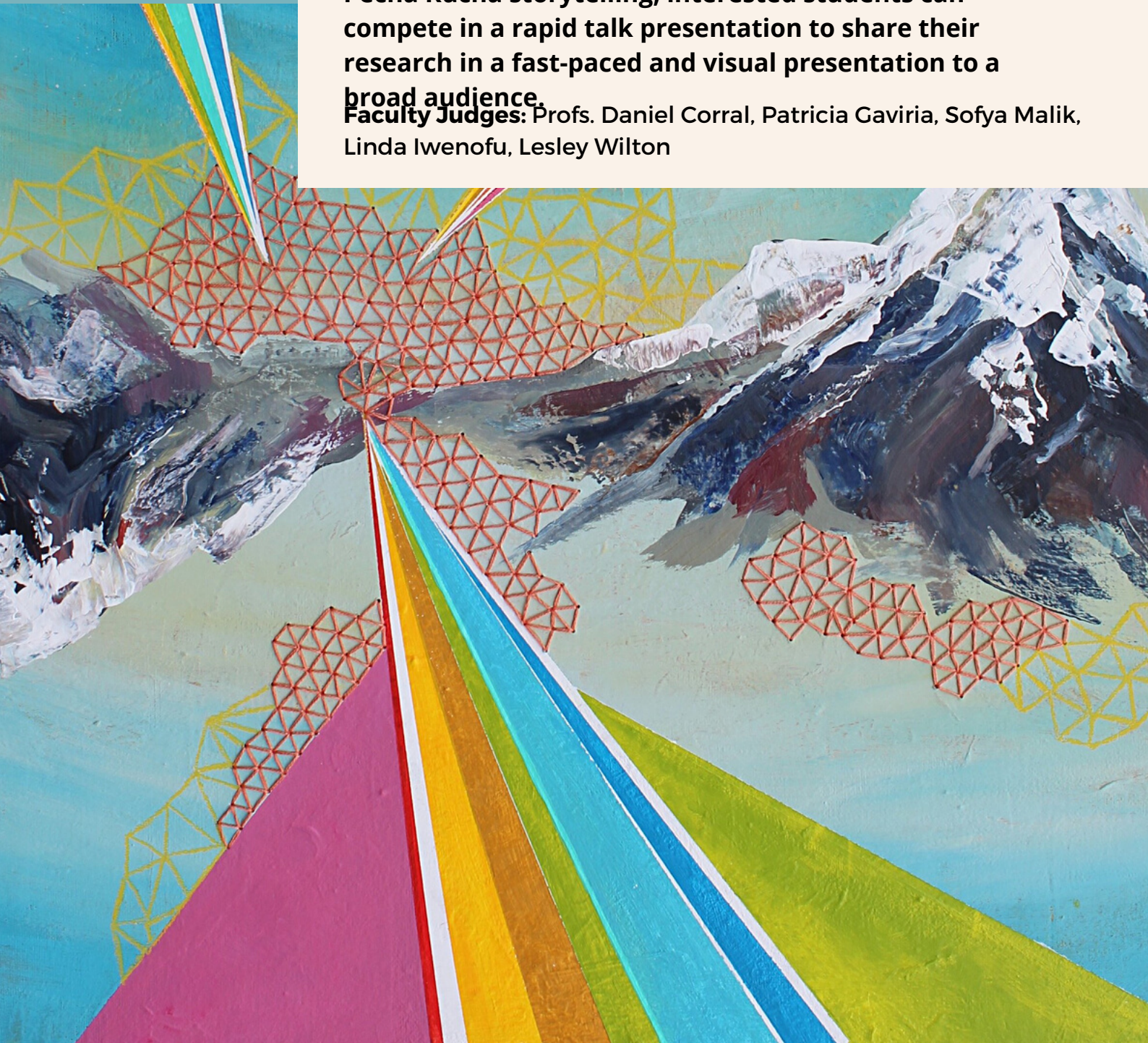
Periphery is an evocative short documentary that explores ethnic diversity in the Jewish community in Canada through dance, poetry and personal narratives. Following 10 Jews of Black/African, Korean, Iraqi, Indian and South American ancestry, the film challenges perceptions of who is a Jew, exploring ideas of representation, intersectionality, race, and sexuality. A window into the Jewish community, *Periphery* invites us to appreciate the richness of Jewish identity and cultural expression while also illustrating what it feels like to grapple with a sense of belonging and to seek recognition within one's own ethnic community.

RAPID TALK COMPETITION

Inspired by presentations such as the 3 Minute Thesis and Pecha Kucha storytelling, interested students can compete in a rapid talk presentation to share their research in a fast-paced and visual presentation to a

broad audience.

Faculty Judges: Profs. Daniel Corral, Patricia Gaviria, Sofya Malik, Linda Iwenofu, Lesley Wilton



Decolonizing Educational Leadership: An Alternative Approach to Leading Schools in the 21st Century



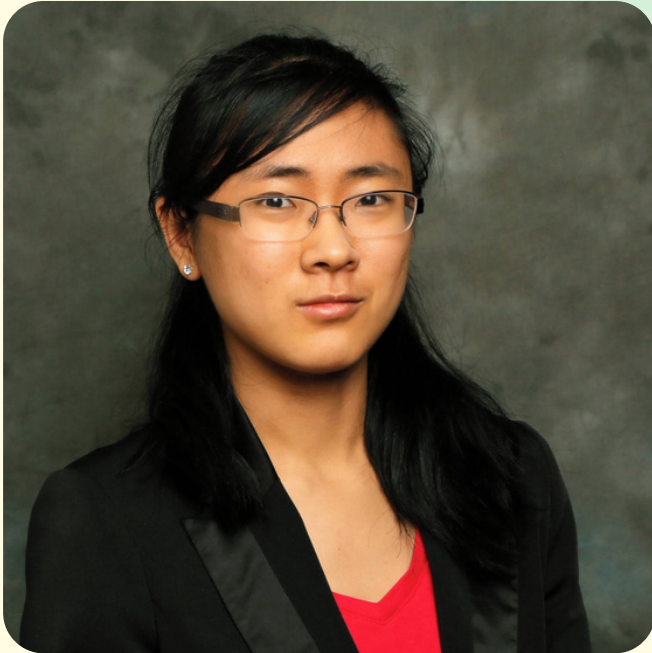
Rapid Talk Presenter: Shelly Khushal
April 9, 2022 10:00–11:20 AM

Shelly Khushal is a PhD Student in the Educational, Leadership and Policy program at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. She has spent the past two decades advocating for human rights. Through her commitment to the principles of equity, inclusivity, diversity, and justice, and in bridging the gap between education and human rights, Shelly is working towards transforming educational policies, which have historically excluded marginalized members of society. Shelly is passionate about issues relating to Indigenous rights, education, mental health and policy. Her research focuses on decolonizing education through disrupting Euro-centric Western paradigms and epistemologies.

Abstract:

Decolonizing Educational Leadership (DEL) is an alternative approach to leading schools in the 21st century. DEL highlights the role and responsibility of leaders in (1) becoming more responsive to the needs of marginalized/ racialized students (2) being intentional about including the history and narratives of Indigenous students (3) reflecting on the cultural diversity and intersecting identities within Indigenous communities and (4) addressing the deficit ideologies that serve to maintain and reproduce injustices in schools. I propose 5 areas where change can take place: through the role of Leaders, Teachers / Teaching Practices, Communities, Professional Development and Hiring Practices. Within each of these categories, I offer concrete examples and activities for leaders, teachers and students to be active participants in the decolonizing of education, with leadership at the helm of implementing transformative change. We can no longer turn our backs on the legacy of colonialism, the legacy of residential schools, and the impact of these events on Indigenous peoples today. We must acknowledge and address the oppressive actions, attitudes and policies that continue to infiltrate our education system. Leaders play a pivotal role in the social, emotional and academic well-being of students, and provide the conditions and processes for students to succeed or fail. If our responsibility is students, then our goal must be to ensure that all students have access to quality education, free from barriers, so that they are able to participate fully and benefit from all aspects of the educational experience.

Understanding Proof by Induction through Worked Examples



Rapid Talk Presenter: Sisi (Xiao) Feng
APRIL 9, 2022 10:00–11:20 AM

I am a graduate of the MT I/S program hoping to transform how we teach and view math education. With 10 years of experience working with students in grades 6-12, and post-secondary (both in academic and professional environments), as well as teaching families about financial literacy, I see the importance of math as not only an entry point to many careers in life, but also in our everyday lives (debt management, investing, real estate, computer technology, managing grocery bills, weather, travel and many, many more applications). I see math differently and wish to encourage more students to embrace the culture of math as something that is fun and simple to understand.

Abstract:

This presentation is part of a teacher research project focused on effective math pedagogy. Within the International Baccalaureate Higher Level Analyses/Approaches (IB HL A/A) math course, proof by induction is a topic that students commonly struggle with. My teacher partner has tried a variety of teaching strategies in his eight years of teaching and would like to implement a different teaching method to better student understanding. Our intervention is grounded in the social constructivism framework focused on group work, peer feedback, and self-discovery. Thus, our main research question is: How can providing feedback to worked examples help IB Diploma Programme students write better proofs? Students worked in groups to provide feedback to worked examples written by the teacher's previous class before creating their own mark scheme. Students then repeated the activity with homework answers provided by their peers the following day and completed an optional reflection before self-assessing their own work. Formative and summative assessments were given the day after the intervention, and two weeks later, respectively. We found that students not only better understood inductive proofs by understanding the structure, steps, and avoiding common errors past students often made, but that this was also reflected in their grades on assessments weeks later. Implications for educational stakeholders are also discussed.

Envisioning the futures of research-practice partnerships



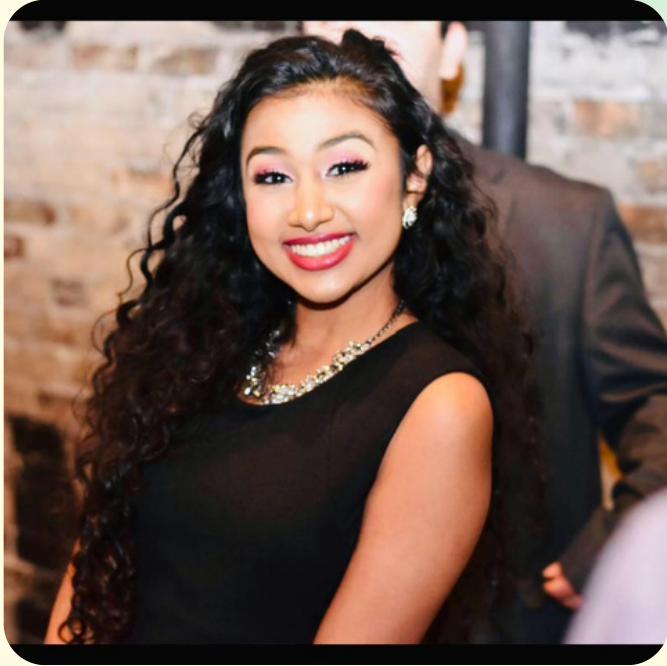
Rapid Talk Presenter: Jocelyn Shih
APRIL 9, 2022 10:00-11:20 AM

Jocelyn Shih is a 2nd year PhD student in the Department of Leadership, Higher and Adult Education at OISE. Professionally, Jocelyn is a teacher with the York Catholic District School Board who is currently on secondment to the Faculty of Education at York University. Her research interests include sustained teacher development, educational leadership, social justice education and system change. Jocelyn is committed to continued learning and growth through a critical transformative lens and is committed to the betterment of public education for students, families and communities.

Abstract:

How do we collectively imagine the futures of education? How might we create spaces for revitalization, reconstruction and renewal of relationships? Over the past two years, the purpose, desired outcomes and integrity of schooling have been called into question from within the field as well as the public arena. While the disruption to 'business as usual' in our schools has highlighted many of the challenges faced by Ontario's education system, it has also opened a window for imagining what could be. In this rapid talk, you are invited to consider what a culture of collaboration and shared responsibility for educational futures might look like through research-practice partnerships that challenge traditional collaborative norms, and proactively cultivate a space for shared futures.

Marginalization: Exploring the Logic of Separation through Legal Frameworks within Canada



Rapid Talk Presenter: Victoria Mohan (she/her)

APRIL 9, 2022 10:00–11:20 AM

Victoria Mohan (she/her) is a Master's Candidate in Social Justice Education with a Specialization in Educational Leadership and Policy at OISE.

Currently, Victoria is employed at Deloitte in Legal Project Solutions, where she reviews claims for a Class Action. Previously, Victoria worked as a Student Assistant with the Law in Action within Schools Program, at University of Toronto's Faculty of Law. She is also the Founder and Chair of The Caribbean Network, an organization aiming to provide accessible professional and leadership opportunities through mentorship for Caribbean youth in the GTA.

In the future, Victoria aspires to continue supporting diversity and inclusion initiatives in the corporate sector.

Abstract:

The focus of this discussion reviews how current legal systems of criminal justice and civil litigation use legal organization to develop frameworks that reflect power imbalances that produce social inequities and barriers to access of justice. In our current academic literature, there is an absence of research on how these systems act in unison to marginalize Indigenous peoples in Canadian society through both the construction of privilege and oppression in the development of criminality. This discussion aims to address this challenge by assessing harm through the construction of Indigeneity, empathy within the law, and the disproportionate representation of Indigenous populations within incarceration rates in Canada. The methodological approach will use an analysis of language within legal principles, the construction of harm through modes of punishment, emotionalization of law and reconciliation. This discussion will analyze the performative nature of legal systems that use principles of criminal justice to actively defy and neglect similar codes within the context of civil litigation. This discussion will present the logic of separation which refers to differential designs of legal structures with the aim to explore relationships of violence, harm and privilege based on civil litigation and criminal justice within Canada. The final reflection will deconstruct Canada's reconciliation efforts through assessing how it acts to develop limitations to access justice by historicizing the experiences of Indigenous peoples and developing transactions of justice. These limitations will act as a foundational argument for the necessity of developing transformative frameworks that actively require decolonizing legal spaces and promote the need for Indigenous knowledge and teachings.

What's so good about low stakes quizzes?



Rapid Talk Presenter: Nidhi Sachdeva

APRIL 9, 2022 10:00-11:20 AM

Abstract:

In this presentation I will present the definition, purpose and benefits of low stakes quizzes and discuss what the research views low stakes quizzes.

Decolonizing higher education in Africa - examining higher education in Zambia

Rapid Talk Presenter: Rachael Kalaba (she/her)

APRIL 9, 2022 10:00-11:20 AM

Rachael Kalaba (She/her) is a Ph.D. student in the Department of Leadership, Higher, and Adult Education (LHAE), AECD program specializing in Comparative International Development Education (CIDE) at OISE. Her experience includes completing MA in Management, a master's in development Practice and a Diploma in Responsible Leadership and Management. Through her academic career and work in the international development and NGO sector, she has been inspired to commence work on the component of decolonization, anti-colonial, gender, and anti-racism work. She is the creator and founder of ZamWILL- A women-led organization in Zambia. Her Inspiration is from her work as a grassroots worker manager, advocate, activist, and her lived experience as a Black woman, and her supervisor working on decolonial work in the education sector. Her research infuses social justice, equity, equality, and the Afrocentricity approach.

Abstract:

This paper critically examines the role of Indigenous and African scholars' work and research in higher education in Africa. This research reviews existing literature on the best approaches to decolonizing higher education in the African Region. The paper aims to deepen understanding of decolonizing research with, for, and by Indigenous peoples and peoples of African descent. This current study will cover a professional trajectory of a Zambian professional in international development and review the current trends of education work in Africa in the last 60 years. Overall, there are divergent views about the best approaches for achieving the decolonization of higher education in Africa. Some proponents have adopted a philosophical approach to ensure that decolonization is theoretically grounded. (Akena, 2012; Gostin, 2014). This study will review the process of decolonization in higher education using the Ubuntu Theory and revisit the importance of centring African Indigenous Knowledge in higher education and) and using African Indigenous Knowledge when working in the African context. The paper aims to deliver a different perspective on African Indigenous frameworks' analytical and conceptual aspects in higher education. Although the paper has identified Ubuntu as a promising approach in decolonizing; however more research is needed to re-center the role of African Indigenous Knowledge. Keywords: African Indigenous Knowledge, Decolonization, higher education, Adult Education, Ubuntu, lifelong learning.

Parent Involvement in Higher Education

Rapid Talk Presenter: J. Sparks

APRIL 9, 2022 10:00–11:20 AM

Abstract:

Canadian higher education institutions can promote student success and wellbeing by partnering with parents (and other supporters) of students. This PechaKucha style presentation will describe parent involvement in the lives of post-secondary students and highlight how higher education institutions can partner with parents (and other supporters) of students.

Rethinking Consciousness

Rapid Talk Presenter: Laurel Waterman (She/Her)

APRIL 9, 2022 10:00–11:20 AM

Laurel Waterman (she/her) is a doctoral student in Curriculum and Pedagogy, emphasis in wellbeing at The Ontario Institute for Studies in Education (OISE) at the University of Toronto. She also teaches creative non-fiction writing at University of Toronto, Mississauga in the department of Professional Writing and Communication, at the Institute of Communication, Culture, Information and Technology (ICCIT). Her research focuses on consciousness studies education and its connection to wellbeing.

Abstract:

Within the last three years, my understanding of consciousness has transformed. This rapid talk presents the categories of data that changed my mind. Experiments in quantum physics and studies of psi and "paranormal" phenomena upset the assumptions of scientific materialism. It is time for a paradigm shift in our understanding of consciousness. My study asks, What happens when we explore perspectives on consciousness in education settings? How can consciousness studies research be integrated into curriculum and pedagogy? How do people teach about consciousness studies research?

ADMINISTRATION, ORGANIZATION, AND LEADERSHIP

Works are welcome but not limited to: the different/current forms, values, distributions, structures, practices, impact, or the anticolonization or reformation of administration, organization, and leadership with education.



Reputation: Looking at urban Toronto families in a context of School Choice

Research Presenter: Leslie Tumangday

April 8, 2022 11:10 AM – 12:10 PM

Leslie Tumangday is a 2nd year Educational Leadership and Policy PhD candidate in the Department of Leadership, Higher and Adult Education at OISE. Professionally, she has spent 20+ years in the field of education, first as a teacher internationally and then in Toronto as a teacher, vice-principal and principal. Throughout her academic career and work as an educator, she has found inspiration from her community and the parents and students with whom she works. In all aspects of her career, she has worked to examine injustice and inequality in the communities that she serves.

Abstract:

School choice has become a key yet controversial issue in the urban landscape of the TDSB. While proponents of school choice believe that giving all students equal choice in attending schools outside their catchment areas will ensure equity and access to good programming, detractors of school choice argue that school choice policies can lead to inequality. In the urban area of the TDSB, what has emerged is secondary schools with very uneven enrolments. While some schools are highly popular and large, others are undersubscribed and shrinking. For this paper, I will use a Bourdieusian framework to show how urban families use cultural and social capital to choose the school that is best for their children. I will show how the social construct of "school reputation" appears to be a major driver in the process of choosing. I will also look at the implications of school choice policies (such as Optional Attendance) to enrollment in secondary schools, ask whether there is a stratification of downtown secondary schools in Toronto, and look at future possibilities.

Spatial Dispositions and Capitalization on Education Equity: A Qualitative Study Examining the Heterogeneity of School Choice in China

Research Presenter: Liwei Liao

April 8, 2022 11:10 AM – 12:10 PM



Liwei Liao is a 2nd year MEd student specializing in Educational Leadership and Policy at OISE. This year's GSRC is his second appearance as a presenter. His past experiences include obtaining a BSc. from U of T in population health and a diploma from Seneca on health promotion. Benefiting from his interdisciplinary background and diversified interests, he has keenly discerned the pressing need to evaluate the dynamic impact of capitalized education on intergenerational mobility during the post-pandemic era. His major research paper concerning Chinese parents' school choice exemplifies such correlation between educational administrative governance and social geography. This inspiration also stems from the revelatory effect through a comparative lens on unequal educational opportunities for racialized students attending school in Canada.

Abstract:

Unlike school choice in Canada, the regulatory policy of “attending nearby schools” enacted by the Ministry of Education of the People's Republic of China (MOE) is a mandatory obligation rather than a parental choice independent of the public school system (Tao, 2021; Yoon & Gulson, 2010). This policy intends to directly bind the admission right with the residential registration system (also called “hukou”) and emphasize that every child has an equal opportunity to receive basic education at the primary and secondary levels (Bi & Zhang, 2015). In that sense, it seems to ensure the equity and accessibility of education for every child. However, evidence shows since this policy was initiated in the 1980s, it disguisedly intensifies the competition for quality education places in urban areas. This research paper is to gain insights into what systemic factors influence the achievement of equal opportunity in education and explore the long-term impact of the residential registration system on urban educational development. I used critical social and spatial education theories (Bourdieu, 1998, 1999; Gulson & Symes, 2007) alongside the existing empirical evidence from cases in Beijing and Hangzhou to explore the basic education challenges China faces at the policy level. This social-spatial conceptual framework was targeted to identify and illustrate the relationship between education capitalization and a family's spatial dispositions. One-on-one semi-structured interviews with 13 Chinese international students studying in Canada were adopted to help determine parameters between racial segmentation and educational capitalization in terms of impact on their parents' school choices. The study results shed light on what interventions can be taken by provincial and municipal government actors to advance equity initiatives in China's educational policymaking. Although there are limitations to this study, it forms a solid basis for understanding Chinese parents' school choices concerning the regional heterogeneity and the practice of their spatial dispositions.

The Impact of Educators' Emotional Responses on Fostering Critical Consciousness in Traditional and Non-Traditional Learning Spaces

Research Presenters: Sarah Lenji Azeline, Marija Apostolovski, Jubran Muyini

April 8, 2022 11:10 AM - 12:10 PM

Sarah Lenji Ázeline is in her second year as an EdD student at the Ontario Institute for Studies in Education in the Department of Social Justice Education at the University of Toronto. She holds an MA in Developmental Psychology from Teachers College at Columbia University and a BA in Music Education from the University of Wisconsin-Madison. Ms. Lenji Ázeline has worked as an educator in the public, private, and non-profit sectors both in the United States and in Austria. Her current area of research is focused on critical whiteness studies in education and specifically the emotional responses of white educators in multiracial classrooms.

Marija Apostolovskiis a second-year MA student in the Department of Social Justice Education where she is currently conducting research for her thesis on the negotiation of personal names in educational spaces and their impact on identity formation. As a secondary educator she is actively involved on her school's equity committee, addressing the structural barriers that contribute to the mispronunciation of student names in educational spaces, hoping to initiate programming that will help staff and students better understand the significance of names and identity. Her interest in equity and social justice education stems from her years of experience teaching Law, Politics, Spanish and Economics at the secondary level.

Jubran Muyiniis a high school teacher in Saudi Arabia. He also worked for a period of time as a vice principal. He graduated with a BEd at Jazan University. He has a master's degree in Educational Studies from Lakehead University and a second master's in arts from Mount Saint Vincent University, where he worked on his thesis titled at Ontario "Advising Parents on How to Confront School Bullying: Analyzing Four Guidance Books from Four Canadian Provinces." He is currently in his second year in the EdD program in social justice education at Ontario Institute for Studies in Education, University of Toronto. His thesis interest is "Teachers' Emotions and Teachers' Needs in K-12 Public Education in Saudi Arabia".

Abstract:

Current research focuses on the emotional responses of educators as they relate to the immediate classroom environment. Examples of this include the emotions that teachers induce when misnaming students in the classroom (Kohli & Solórzán, 2012), the emotional demands placed on teachers in an international context (Alzaanin, 2021), and the emotional responses of white teachers in multiracial classrooms (Solomona et al, 2005). However, less has been done to investigate how the emotional responses of educators are influenced by and motivated through varied interactions with students within traditional classrooms and beyond traditional educational spaces. There is a further need for understanding how these varied emotional responses contribute to positive identity formations. This presentation will provide an overview of diverse scholarly sources and will call attention to the personal experiences of the presenters within the field of education. Through the framework of Foucauldian power relations, we will consider how these emotional responses manifest themselves in both a Canadian and teacher emotions international context through the mediums of preferred and given names, teacher emotions, and racially-charged interactions in the workplace. Initially, through an analysis of the culturally responsive teaching practices of educators in K-12 and higher education in Ontario, presenters will explore whether accurate student name pronunciations contribute to greater critical consciousness amongst educators and whether it lends itself to positive identity formation for students and teachers alike. By unpacking what emotional responses impact an educator's decision to take proactive strategies in learning student names, recommendations will be suggested to improve classroom practices and student-teacher rapport. Following this, the presenters will provide examples of the diverse emotions experienced by educators while interacting with various agents in K-12 education in Saudi Arabia and through further analysis of the literature will provide some suggested solutions that meet the needs and well-being of teachers. Additionally, presenters will explore the recorded responses of white colleagues who are in positions of leadership in a multiracial workplace with the intent of understanding and processing their emotional responses and illustrating how these responses connect to a broader educational environment. In conclusion, we will connect these seemingly unassociated categories through their intersections with gender, identity, and unequal power distribution. Presenters will evaluate how gender inequality is embedded in K-12 education in Saudi Arabia, how educators inadvertently rename students to mitigate the emotional responses associated with mispronouncing student names, and how gender is often overlooked as an important intersection with whiteness. Preliminary findings will be presented with respect to both one-to-one interviews and autoethnographic reflections, and will speak to the importance of understanding the impact of emotional responses on identity formation within various educational spaces as this area has often been underplayed (Day, 2011; Crawford, 2011). Thus, it is imperative that we maintain ongoing dialogue amongst various agents in education to develop greater critical consciousness among educators, improve teacher education programming and develop progressive education policies that will meet the needs of diverse groups in education.

Research Impact through Social Engagement (RISE): A reflexive framework to critically appraise research impact

Workshop Presenter: Zeenat Ladak (she/her)

April 9, 2022 3:50 - 4:50 PM



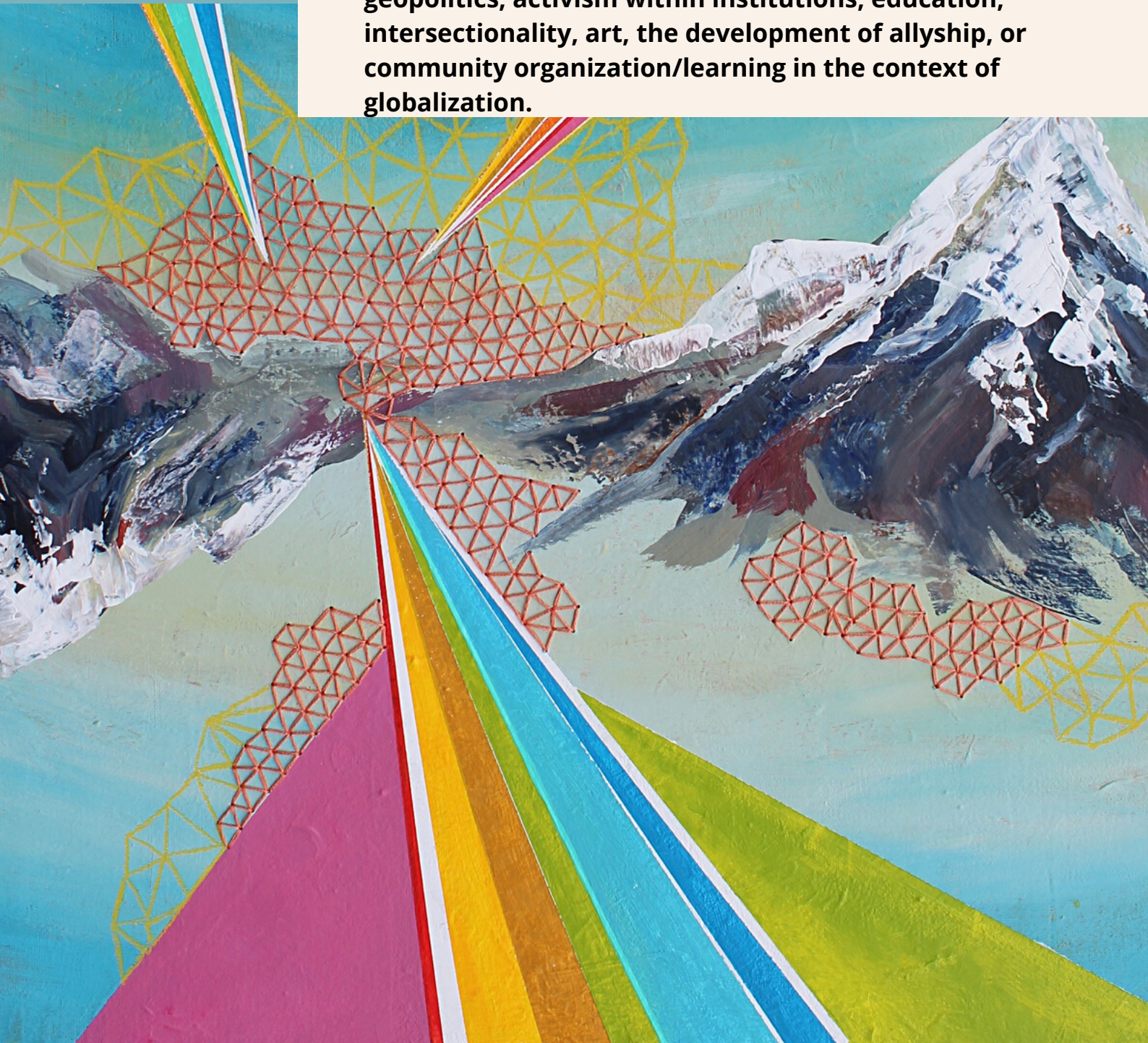
Zeenat Ladak (she/her) is a 1st year PhD student in Developmental Psychology & Education within the Department of Applied Psychology & Human Development at OISE. Zeenat earned her MSc in Pediatric Neurology from the University of Alberta and BSc in Biochemistry from York University. Over the last 8 months, she has worked collaboratively with the Office of the Associate Dean Research, International, and Innovation in developing a research impact framework for OISE. Zeenat is an enthusiastic researcher who focuses her strengths on the implementation and evaluation of innovations related to maternal and child health. She hopes to explore the impact of health equity from pregnancy to early child development during her doctoral studies.

Abstract:

Over the last three decades, there has been a growing interest and debate in the definition and measurement of research impact. The impact of research can be viewed in terms of 'academic' impact, and that which is 'beyond scholarly': impact understood as benefits to individuals, communities, and societies. Considering and understanding the impact of research in those areas beyond academic is both complex and challenging; not only can it take years in some cases to understand the impact, but impacts can be distal, unquantifiable, and cumulative. At OISE, we define research impact as the overall influence of research created within society that has a positive impact in quality of life across diverse sectors (e.g., education, health, economics) from an individual to global level. At OISE, we have developed a novel research impact framework, Research Impact through Strategic Engagement (RISE). Faculty and student researchers within and beyond OISE can use RISE to identify, monitor, and promote the 'beyond scholarly' impact of their research. This framework highlights areas within the research process to achieve and understand meaningful impact. RISE is a novel framework that critically appraises research impact at three interrelated stages - research outputs, knowledge mobilization activities, and monitoring/tracking of impact - that collectively work towards research impact. In this workshop graduate students will learn about the significance of research impact and develop an awareness of impact in their own research projects. Students will be introduced to the RISE framework and toolkit, and through a hands-on activity, they will begin to identify ways to understand, monitor and evaluate their own research impact. By the end of this one-hour workshop, we hope that participants will be more confident in making a meaningful impact in society through their research.

COMMUNITY ORGANIZING AND LEARNING

Works surrounding but not limited to activism, geopolitics, activism within institutions, education, intersectionality, art, the development of allyship, or community organization/learning in the context of globalization.



Reimagining Food Security in the Plantationocene: Exploring 'Food As A Commons' In Trinidad and Tobago

Research Presenter: Hana Mustapha (she/her)

April 8, 2022 11:10 AM - 12:10 PM

Hana Mustapha is a candidate in the Master of Arts, Adult Education and Community Development Program with an Environmental Studies specialization, in the Department of Leadership, Higher and Adult Education at OISE. Her research focuses on sustainable food systems and draws inspiration from her roots in Trinidad and Tobago. This research is also purposeful, a conscious attempt to counteract the brain drain plaguing developing nations by harnessing the transformative potential that food harbours as a source of resistance and innovation.

Abstract:

Food systems in Small Island Developing States (SIDS) are uniquely complex and susceptible to a range of external forces such as climate disruption and transnational market volatility (Connell & Lowitt 2020). In addition to these external forces, SIDS in the Caribbean basin must also navigate the ongoing socio-ecological consequences of the legacies of colonialism, capitalism, enduring racial hierarchies and plantation economics conceptualized by the "Plantationocene". Within the English-speaking Caribbean basin, Trinidad and Tobago's (TT) food security strategy presents a concrete example of how national policy development adheres to a market-based paradigm, which organizes food security around commodity markets in alignment with neoliberal trade policies outlined by transnational organizations (Lang & Heasman, 2016). Using a political economy lens, this qualitative study situates TT's dominant market-based food security paradigm within the context of the Plantationocene and problematizes how TT's food security paradigm reproduces a model embedded within the nexus of neo-colonial and capitalist market structures and attempts to explore an alternative to this framework using a 'food as a commons' approach (Wilson 2016; Connell & Lowitt 2020). A food as a commons approach embodies the multi-dimensionality of food by opposing and denying the mono-dimensional valuation of food as a for-profit commodity and reorganizes food systems away from a market-based food security paradigm (Schutter, Vivero-Pol, Ferrando & Mattei 2018). Despite the scholarly consensus that the dominant paradigm surrounding food security in TT prioritizes market forces which ultimately undermine food security and jeopardizes the process of food sovereignty, alternatives to a market-driven food system within national policy planning have been neither examined nor theorized (Wilson 2016; Connell & Lowitt 2020). Research insights will contribute to the literature on food security and sustainable food system frameworks in TT by exploring the potential for a reimagined community-based food system as a means to actualize the right to food.

Toward Global and Local Solidarity: Nurturing Critical Consciousness in Young Adults Amidst a Global Climate Crisis

Research Presenter: Madison R Laurin (she/her)

April 8, 2022 11:10 AM – 12:10 PM



Madison Laurin (she/her) is a White, settler-Canadian of British, French, Hungarian and German descent and is very grateful to have lived and learned in Nogojiwanong (Peterborough, ON), the traditional territory of the Michi Saagiig Anishnaabe, for over three years. She is currently in the first year of her Master of Arts in Adult Education and Community Development. Through her research and community work, and with an urgency experienced by many living through the global climate crisis, she hopes to learn how best to utilize adult education to promote global solidarity for climate justice.

Abstract:

Despite popular rhetoric determining COVID-19 as a shared global human experience in need of a globally streamlined response localism has been on the rise since the start of the pandemic. Does the resulting focus on local issues limit the possibility for global solidarity? Consider, for example, the stagnant global vaccine roll-out; in low-income countries, vaccination rates remain despairingly low while upper-middle- and high-income countries campaign locally for booster shots. Like the COVID-19 pandemic, the global climate crisis has been portrayed as a shared human experience in need of urgent global cooperation, but the global response has been similarly unsatisfying. My research inquiry stems from this recognition. The dominant discourse on the climate crisis in the West allows for a predominantly local focus, intensifying Westerners' blindness to global issues like poverty, food security and conflict that do not affect the West immediately but certainly overlap with experiences of uncertainty that do manifest in the West. For example, the reality of climate change has recently become more and more clear in the West, including experiences of displacement and extreme weather events. However, this research will demonstrate that there is still not a general awareness of the unequal burden of climate effects globally, the role the West plays in contributing to and perpetuating the crises being experienced in other parts of the world, and the obligation the West should have to respond. The research will identify Paulo Freire's conscientization as a process necessary to achieve an awareness of the realities which shapes Westerner's lives and of their capacity to transform that reality, and it will question to what extent this conscientization is taking place in young adults. This presentation will include findings from my literature review on the importance of conscientization for building global solidarity amidst a global climate crisis.

All That Sustains Us: Applying the CEROI methodology to co-evaluate the holistic impact of Flemo Farm

Research Presenter: Libby Edwards (she/her)

April 8, 2022 11:10 AM – 12:10 PM



Libby Edwards is a second-year MA student in the Adult Education and Community Development program in the LHAE department at OISE. Her areas of interest include urban agriculture, community economies, and the process of nurturing other-than-capitalist subjectivities. Her MA research is focused on applying the Community Economies Return on Investment (CEROI) methodology and toolkit to a local urban farm in northwest Toronto called Flemo Farm. She is grateful to be collaborating with the folks at Flemo Farm and hopes to complete her thesis by the end of this summer, 2022.

Abstract:

Located just northwest of Toronto's downtown core in the heart of the Flemington Park community, Flemo Farm stands out as a green and abundant agricultural space in a sea of concrete, human-made structures. In contrast to the operations of a typical capitalist enterprise, Flemo Farm is an example of a community economy – an economy in which “interdependence between humans, and humans and the non-human world is foregrounded and concerns for co-existence are ethically negotiated” (Cameron et al., 2014, p. 119). My research will use the Community Economies Return on Investment (CEROI) methodology and toolkit to co-create with Flemo Farm participants and staff a set of Flemo Farm-specific value-practices against which we may then evaluate the holistic impact of the farm (Dombroski et al., 2019). The goal of my research is two-fold: 1) to produce something genuinely useful to Flemo Farm and its managing organization, FoodShare Toronto. With the results of the CEROI evaluation, Flemo Farm will be able to demonstrate to funders and supporters – in a structured manner, accompanied by visual models – the holistic, non-monetary return on investment of the farm. And 2) in terms of the project's contribution to the advancement of knowledge of the social economy, my research will further test, troubleshoot, and refine the application of the CEROI methodology. In that sweet spot where theory meets practice, this work will contribute to the larger goal of developing a CEROI resource kit that may be used by organizations across the social economy to measure their own holistic impact. By the date of the OISE grad conference in April, I will be in the midst of the data collection portion of my study and look forward to sharing my progress.

Uprooting the “successfully settled/integrated immigrant”: Mature Tamil-Canadian womens’ reflections on displacement, memory and community

Research Presenter: Abarna Selvarajah (she/her)

April 8, 2022 1:30 – 2:30 PM



Abarna Selvarajah is a student-researcher, experienced facilitator, and activist whose community-centred research examines the intersections of gender, immigration, and displacement. Her Master’s thesis explores the effects of settlement and integration policy on mature Tamil-Canadian women and its roots in colonialism and state-building. She is a Masters student in the Social Justice Education program, with a specialization in Diaspora and Transnational Studies, at the Ontario Institute for Studies in Education (OISE) housed at the University of Toronto (U of T). Prior to this degree, Abarna received a Joint-Honours degree in Political Science and History at the University of Ottawa. She is a budding researcher and organizer who is committed to building spaces for political education and community care.

Abstract:

Immigration scholarship documents the limits of service-centered programming focused on only the first few years of an immigrant’s settlement and integration journey. Centering service provision and policy design solely around the experiences of a newcomer largely neglects how seemingly “successfully integrated” immigrants navigate long-term transitions. To understand the needs of immigrants navigating long-term settlement, this study explores how mature Tamil-Canadian women express a sense of self, several years after their arrival in Canada. Immigrant women interact closely with changing settlement and integration programs and yet, continue to face gendered and classed barriers. Canadian settlement and integration policy centers neoliberal and patriarchal definitions of the “successfully integrated immigrant,” which harm mature immigrant and refugee women by scripting their lives on the fringes of their communities. This study focuses on reflections from Tamil-Canadian women who have resided in Canada for over ten years. It draws on life-history interviews conducted with ten participants to explore how their descriptions of the everyday in domestic and communal spaces can inform settlement and integration policy. Methodology employed to design the interviews sought to create a space where mature Tamil-Canadian women could recount their settlement journeys and share their hopes, worries, obstacles, and expectations that they carry from that time. Participants described navigating periods of isolation and social exclusion to this very day, and rejected the notion that they “successfully integrated” into their lives in Canada. This study identifies the participants’ rejection of a “settled” or “integrated” status to not be singular occurrences, but rather structured outcomes of the wide-reaching power of state-sanctioned immigration policymaking. It further argues that these womens’ reflections uproot and challenge immigration policy to look beyond a time-limited definition of the “successfully settled/integrated immigrant” and towards more feminist, community-focused and rounded descriptions of belonging.

Knowledge building discourse on a knowledge sharing platform: An exploration and interpretation of dialogues in a language learning community

Research Presenter: Yun (Alison) Zhan (she/her)

April 8, 2022 1:30 – 2:30 PM

Abstract:

Knowledge creation and sharing are two inter-related but different aspects of knowledge management. While the impact of knowledge sharing on the advance of knowledge cannot be denied, it is not clear what distinguishes sharing from building. In other words, what drives a conversation toward the creation of new knowledge? The purpose of this research is to address the question by focusing on social media dialogues. Social media has been increasingly recognized for its role in knowledge sharing and its potential in supporting collective knowledge constructions in educational settings. Researchers have studied the technological features of social media and the cognitive and social processes it can induce. This research seeks to add to the literature through a discourse analysis of 45 posts in a language learning community on the platform of Reddit. The researchers used Bereiter and Scardamalia's knowledge-creating dialogue as a framework to explore the community discourses. The 45 posts were grouped into inquiry threads and were then assessed to discover their discourse patterns and knowledge characteristics. Results show that members of the community employ the following moves to mediate their dialogues and drive the conversation forward.: 1. Defining the topic of discussion; 2. Contributing new ideas; 3. Meta-dialogue of reflection and evaluation; 4. Connecting ideas across problem and community boundaries; 5. Critical discourse to identify the trustworthiness of information. However, higher level moves such as evaluation of idea promisingness and collaborative work to develop higher-level ideas are missing from the dialogues. The research advances our understanding of knowledge sharing dialogues and knowledge building discourses. When applied to educational settings, the understanding will help researchers, practitioners, and learners in their individual and collective practice of knowledge building.

Learning through Discovery: Community- and inquiry-based high school education led by graduate students

Research Presenter: Graeme S. Noble (he/him)

April 8, 2022 1:30 – 2:30 PM



Graeme Noble is a first-year M.Ed. Student in Curriculum & Pedagogy specialized in Educational Policy at OISE. Graeme draws inspiration for his research from his background in psychology, student advocacy, and higher education administration. With interests in educational psychology, technology, and accessibility, Graeme leverages his interdisciplinary background in pursuit of opportunities for educational development and instructional design. More recently, he has worked with University of Toronto's Discovery Initiative, the Centre for Teaching Support & Innovation/Teaching Assistants' Training Program, the McMaster Students Union. Graeme seeks to continue reflecting upon and critiquing his own views on teaching and learning, seeing the OISE GSRC as important step in doing so.

Abstract:

Secondary school curricula in Canada for science, technology, engineering, and math (STEM) subjects often emphasize surface-level learning. Frequently considered a prerequisite for complex and in-depth studies, such approaches often accentuate content-based knowledge but fail to adequately prepare students for life outside of the classroom. In 2016, in response to demands for STEM programming that promotes critical learning and real-life problem solving, Discovery was created. Operated out of the University of Toronto's Faculty for Applied Science and Engineering, Discovery symbolizes a participatory partnership with local secondary schools to champion inquiry-based learning for full classrooms of high school students on a longitudinal basis. Every semester, a team of university students, faculty members, and school educators design novel projects that feature real-life, multidimensional problems students tackle through exploration, collaboration, and iteration. Discovery's instructors—comprised of graduate and undergraduate students—develop these projects to address Ontario curriculum objectives in biology, chemistry, and physics. Instructors then transition their focus to mentorship, offering support and expertise to groups of Discovery students primarily via workshops and guided experimentation. Finally, student groups present their unique solutions at the annual cross-institutional Discovery symposia. Previously, Discovery has sought to offer a specialized program for students to engage in dynamic inquiry-driven learning experiences, for educators to experiment with collaborative instruction, and for cross-institutional relationships to blossom into a holistic community of practice. While Discovery seeks to diversify learning for all involved, educator development for Discovery instructors has remained largely implicit. In this study, we will introduce a teaching development course into Discovery's instructor preparation. Within a blended online learning environment across seven weekly modules, instructor assessment will consist directly of discussion boards containing content- and reflection-based prompts using holistic rubrics and indirectly via mentored students' performance. This action research thus strengthens constructivist STEM education opportunities for Ontario secondary and tertiary school students.

Visiting Practices - Activities to engage groups in acknowledging territory

Workshop Presenter: Jo Billows (They/them)

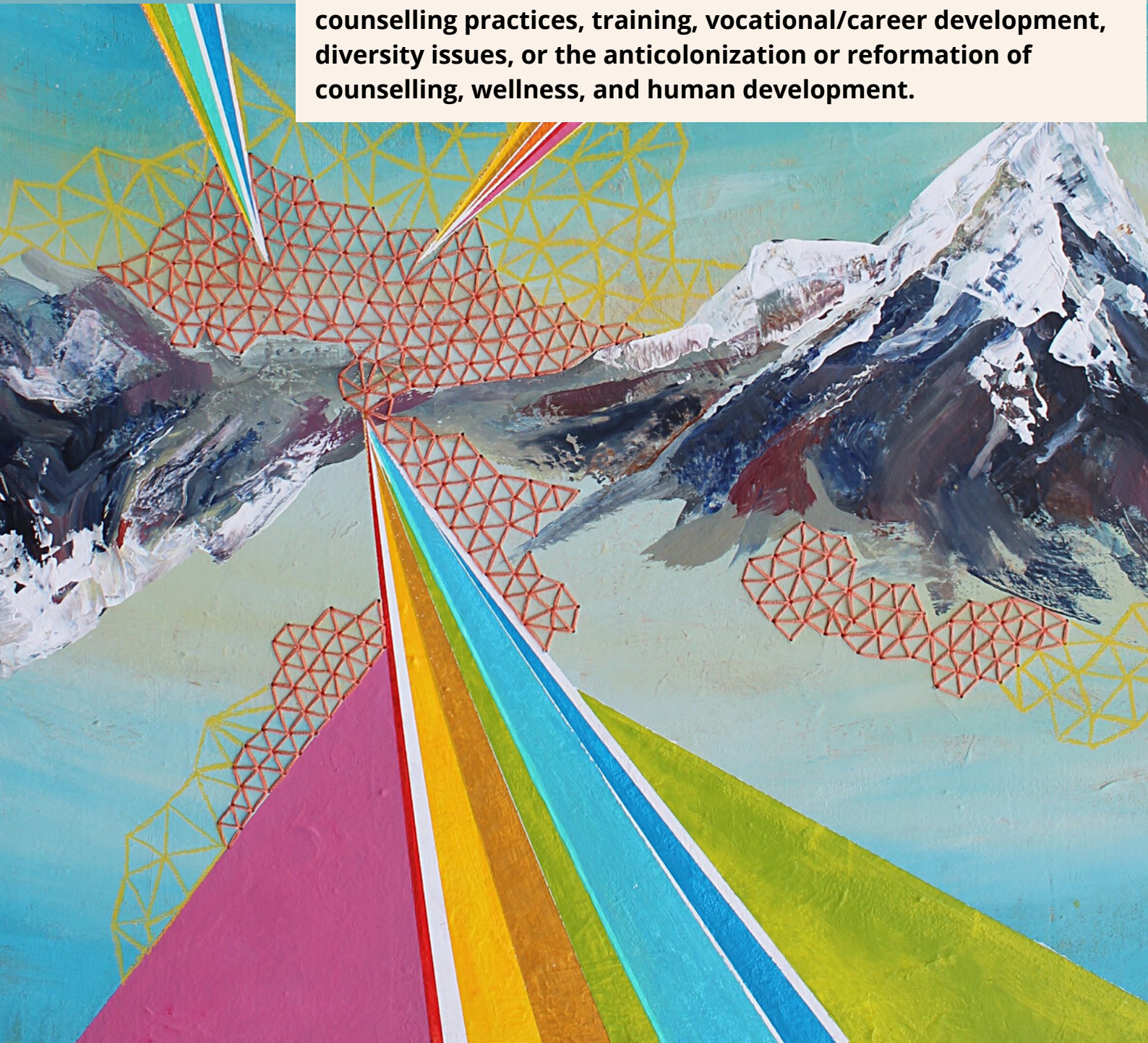
April 9, 2022 2:40 – 3:40 PM

Abstract:

Visiting practices are intended to help participants think about how we make and maintain relationships (with lands, waters, and each other). The pedagogical tools offered in this session were developed in part as a response to the critique of territory acknowledgements as performative and rote memorization. The facilitator for this session is a queer, Indigenous (Northern Coast Salish) Ph.D. student who is also considering how to be a good visitor here in Tkaronto. Through two facilitated activities, participants will have an opportunity to reflect on their own relations and responsibility to the lands and waters where they live. Additional resources and activity guides will also be provided to participants so that they can facilitate these types of conversations with the students or groups that they work with.

COUNSELLING, WELLNESS, AND HUMAN DEVELOPMENT

Works surrounding but not limited to: developmental processes for children, adolescents, and adults, evidence-based counselling practices, training, vocational/career development, diversity issues, or the anticolonization or reformation of counselling, wellness, and human development.



Ascertaining the effectiveness of culturally competent service provider in mental health care for Tamil Youth in Greater Toronto Area

Research Presenter: Jeyagoji Anandarajah (she/her)

April 8, 2022 11:10 AM - 12:10 PM

Jeyagoji Anandarajah is a candidate in the Master of Arts, Adult Education and Community Development. Jeyagoji has over 10 years of experience providing administrative and operational support with a specialization in stakeholder engagement, including government relations, community partners, mental health clients, and families. She is also a certified Project Management Professional with over 4 years of diverse project management experience in health care. She is very passionate about mental health and a strong advocate for mental health initiatives, particularly with marginalized populations. Most importantly, she believes in reducing mental health stigma and creating awareness within her Tamil Community.

Abstract:

This research will examine the significance of the culturally competent service provider in mental health care for Sri Lankan Tamil Youth in the Greater Toronto Area. A culturally competent service provider is an individual or health care system that “incorporates—at all levels—the importance of culture, assessment of cross-cultural relations, vigilance toward the dynamics that result from cultural differences, expansion of cultural knowledge, and adaptation of services to meet culturally unique needs”(Betancourt et al., 2003 p.294). Although mental illness can impact an individual at any age, adolescence is a critical time period due to the physical and mental growth and development that takes place. Despite the fact that there is research and emerging studies which examines mental health among South Asian youth populations, Sri Lankan Tamil youth are either not represented or underrepresented in these studies. This research is at the exploratory stages and will need further analysis before finalizing the process. Based on current knowledge, adult ethnic groups find benefit and value in components of cultural competency in their care. However, there is limited research or compelling evidence that cultural competency promotes better clinical outcomes for ethnic minority youth. The goals of this research are as follows: 1) Determine whether Sri Lankan youth also benefit from cultural competency in their mental health care 2) What Sri Lankan Tamil youth value in their service provider? 3) What is the role of culture in their mental health care? Based on the findings from this research, the plan is to offer some recommendations for mental health care for Sri Lankan Tamil youth.

Towards A More Universal Understanding Of Literacy And Numeracy Development: The Predictors Of Literacy And Numeracy Covariance In Rural Côte d'Ivoire

Research Presenter: Hannah Whitehead (she/her)

April 8, 2022 11:10 AM - 12:10 PM

Hannah Whitehead (she/her) is an MA student in the Developmental Psychology and Education program at OISE. She holds a B.Sc. (Hons.) in Psychology from the University of Western Ontario. Hannah is passionate about using evidence-based approaches to improve academic outcomes in at-risk children. Currently, she is investigating the relationship between literacy and numeracy development in Côte d'Ivoire, where children are at high risk for illiteracy and innumeracy.

Abstract:

Literacy and numeracy are highly correlated through a child's academic development (Cirino et al., 2018; Duncan et al., 2007). The acquisition of these skills requires structured environments such as school instruction (Thomas & Knowland, 2009); however, little is known about how these skills develop in populations with varying educational contexts (e.g., school instruction beginning at different ages). Research in children who develop literacy and numeracy at age 4 or 5 suggests that both domain-specific (e.g., phonological awareness) and domain-general (e.g., working memory) variables are predictors of the covariance between these skills. This study explores the relationship between numeracy and literacy in children who develop these skills later in their cognitive development. What are the predictors of the covariance between literacy and numeracy in this context? To address this question, we investigate literacy and numeracy in children in rural Côte d'Ivoire, where many children do not attend school or do so infrequently, delaying the development of these skills. In this study, a variety of domain-specific and domain-general measures, including those previously mentioned, were collected to investigate the research questions. Structural equation modelling is used to understand how domain-specific skills, domain-general skills, and environmental factors (e.g., age of school enrollment) predict literacy and numeracy covariance in this population. The scientific study of literacy and numeracy aims to establish a universal understanding of how these skills develop. However, conclusions that exist within the literature have been drawn from narrow populations, limiting our understanding of literacy and numeracy to those environments specifically. Expanding the scope of this research to include diverse populations, such as Cote d'Ivoire allows us to determine which predictors can be applied more broadly (i.e., exist across many populations) and which predictors are contingent upon environmental factors. As such, our findings will contribute to a more universal understanding of numeracy and literacy development.

Insights into Career Human Agency: A Look into the Experiences of Newly Trained Professional Psychological Helpers During a Global Pandemic

Special Interest Group Presenter: Marjan Khanjani (she/her)

April 8, 2022 12:20 - 1:20 PM



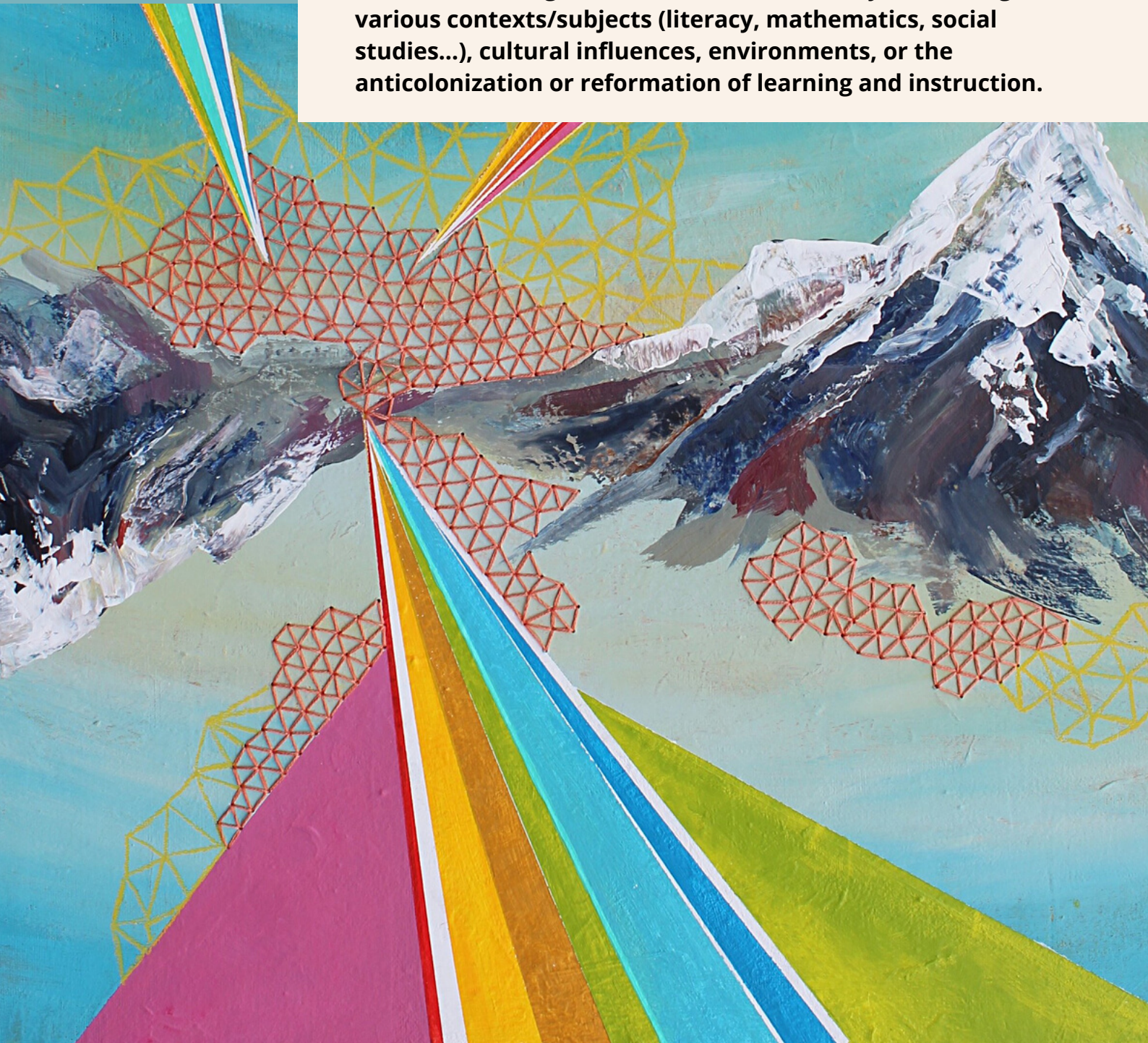
Marjan Khanjani is a Ph.D. student in Clinical and Counselling Psychology at the Ontario Institute for Studies in Education (OISE), University of Toronto. She received her B.A. in Psychology from York University and her M.A. in Clinical and Counselling Psychology from OISE, University of Toronto. She has received training in psychological assessment and has provided treatment for diverse populations. She is currently training at Toronto Western Hospital, University Health Network.

Abstract:

The present study explores a new metatheory titled career human agency theory (CHAT; Chen, 2015), and its four components: career intentionality, career forethought, career self-reactiveness, and career self-reflectiveness. CHAT is a new career psychology theory and is therefore in need of research to verify, support, and expand the theory. This study looks at the role of CHAT in the context of career coping during the COVID-19 pandemic. The research aims to analyze the career experiences of newly graduated "professional psychological helpers" who entered their field of practice and began work as therapists during the pandemic. The study was interested in exploring the role of human agency during these career experiences, answering the question: How is CHAT evidenced in the career coping experiences of newly trained helping professionals during a pandemic? Data collection will consist of interviews with "professional psychological helpers" and data will be analyzed with Interpretive Phenomenological Analysis (IPA). The data will help expand on the new metatheory of CHAT and provide insight into career human agency during a novel pandemic.

LEARNING AND INSTRUCTION

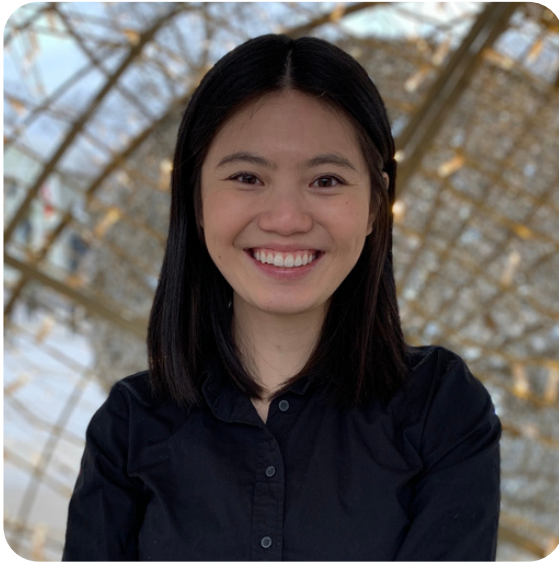
Works surrounding, but not limited to: the relationship between learning and instruction, the history of learning in various contexts/subjects (literacy, mathematics, social studies...), cultural influences, environments, or the anticolonization or reformation of learning and instruction.



Trauma-Sensitive Teaching: Supporting Refugee Students through Music Education

Research Presenter: Kelly Lin (she/her)

April 9, 2022 11:30 AM – 12:30 PM



Kelly Lin is a second-year Master of Teaching candidate in The Department of Curriculum, Teaching and Learning. She is also an OISE Fellow with Young Voices Toronto through the Vernon Douglas McCaw Memorial Fellowship. Through her role as a music educator and former child and youth worker for survivors of domestic violence, Kelly developed her interest in trauma-sensitive arts education. Kelly's current SSHRC-funded research explores the intersection of trauma-sensitive practices and music education in supporting students from refugee backgrounds.

Abstract:

Refugee children are a significant part of contemporary Canadian classrooms. Children who have fled their homes as refugees have experienced trauma and continue to bear the effects of it socially, emotionally, and academically. The existing literature examines trauma-sensitive frameworks, interventions, and practices in the general field of education; however, there is a lack of empirical research on the intersection of trauma-sensitive practices and their use in music education to support refugee students. My study identifies trauma-sensitive strategies that music educators in Ontario are using to support refugee students in Kindergarten to Grade 8. How are elementary music teachers in Ontario using music to support refugee students' processing of trauma? What are the impacts of trauma-sensitive music education on refugee students? What practices can music educators incorporate to support the well-being of refugee students? To address my research questions I conducted three 60-minute semi-structured interviews with music educators from Ontario, Canada. Each participant had professional training in music, experience providing group music instruction to K-8 refugee students, indicated an awareness of the manifestations of trauma in their students, and had experience implementing strategies to address refugee students' trauma. Four main themes to trauma-sensitive music instruction were identified. Trauma-sensitive music education (a) provides holistic care for refugee students; (b) supports refugee students in feeling empowered; (c) provides a space in which refugee students can cultivate their sense of personal and collective awareness, and (d) supports refugee students in feeling a sense of belonging. By caring for the emotional, physical, and social needs of their learners, music educators can play a vital role in creating a trauma-sensitive learning environment for refugee students. The implications of these findings provide educators with practical tools and strategies to facilitate a music-making environment in which refugee students can experience hope and healing.

Best Virtual Practices: Virtual Voice Pedagogy Through COVID-19 and Beyond

Research Presenter: Sarah Katherine Stapleton (she/they)

April 9, 2022 11:30 AM - 12:30 PM

Abstract:

My presentation will summarize the Best Virtual Practices study I conducted from 2020-2021, exploring the following in greater detail:

Summary of Purpose: The objective of this study was to analyze best practices for voice lessons and choral rehearsals in virtual contexts throughout the COVID-19 pandemic. Findings from this study may benefit vocal pedagogues and music educators as they transition to and from virtual spaces, providing them with strategies to continue teaching music through an unprecedented time.

Methods: I observed several choral rehearsals to evaluate the effectiveness of virtual rehearsal practices. These observations spanned choirs of many age ranges, genres, styles, and locations throughout Ontario. I also interviewed Ontario voice instructors and choral directors to learn about their experiences and challenges teaching voice in virtual settings. I additionally created a personal journal to depict my own experiences as an undergraduate voice student learning online. These methods were coded, and findings were integrated to draw overarching conclusions about virtual learning.

Findings: Significant themes in my own experiences often paralleled those of my participants, particularly student-directed learning, community building, and cultivation of enjoyment. These same themes emerged regardless of participant age, experience, or genre. Maintaining a positive attitude and creating a safe community for learning was crucial for students to be successful. Although the pandemic was an inconvenience and great hardship for many, it served as a barrier that led to unexpected creativity and exploration as the musical and global community alike brainstormed new solutions to overcome this hurdle. Teaching voice in a virtual environment, while not an exact substitute for in-person, can offer myriad benefits if done with a focus on humanity and personhood.

Creating an immersive digital learning community in Gather.town

Workshop Presenter: Rutwa Engineer (she/her)

April 9, 2022 3:50 - 4:50 PM



Rutwa Engineer is a 1st-year Curriculum & Pedagogy MA student in the Department of Curriculum, Teaching, and Learning. She graduated from the University of Toronto with an Honours Bachelor of Science with a double major in Computer Science and Criminology. Currently, Rutwa's research is in Computer Science Education (or computing education), where she examines the meaning of epistemic diversity. Moreover, Rutwa has held several roles at the University of Toronto, the Government of Canada, and has created her own startup. She is a teaching assistant, researcher, business analyst, project manager, and computer programmer. Her research invites new ways of thinking, dreaming, and coding in Computer Science Education.

Abstract:

This workshop aims to introduce attendees to an online video-chat platform called Gather.town. Gather is free to use and is extremely customizable, which means together instructors and students can create a replica of their real-life classroom and bring it to life virtually! I will discuss the process of creating a welcoming virtual classroom and office space.

In the age of Covid, many instructors and students have become accustomed to using Zoom and/or Microsoft Teams. However, it's important to note that both these platforms are primarily created for online meetings and not teaching, as Dr. Kirschner states in his interview with TES News. I would like to reflect upon the most common drawbacks of using Zoom and MS Teams for the online classroom (i.e., glitchy whiteboard, video freezing, difficulty getting students to interact, etc.). Then, we will segue into the advantages of using Gather.town through this conversation.

The workshop's focus will be on familiarising attendees to Gather.town features and how they can help create an immersive and interactive experience for their students.

Here are the workshop's structure and learning outcomes:

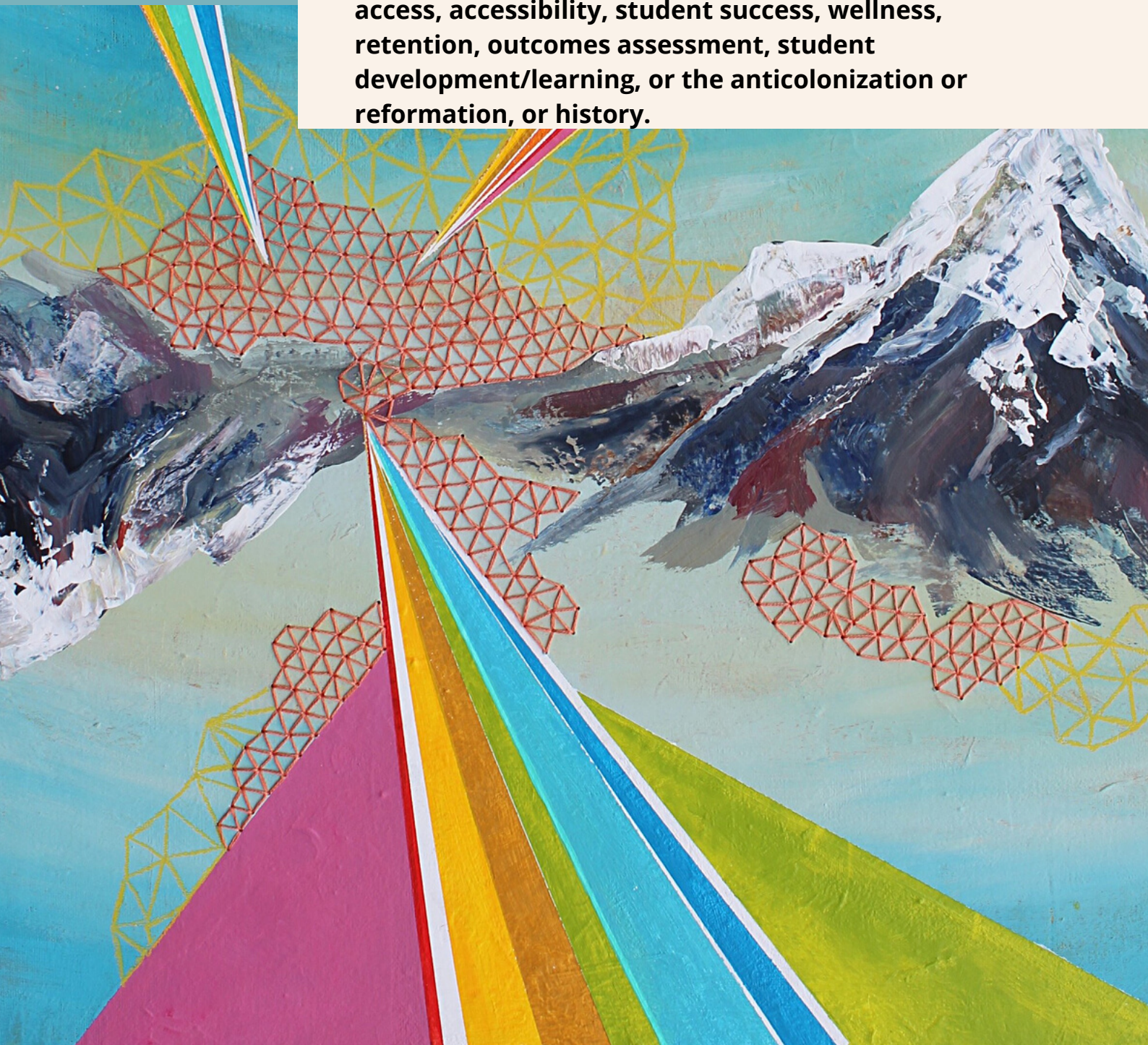
- What is Gather.town?
- Navigate and interact with objects in a Gather space
- Create a virtual online classroom, which includes private and public tiles
- Embed shared whiteboard, video, poster table, and shared documents
- Walkthrough of an OISE classroom created on Gather
- Evaluate strategies to increase student participant

Near the end of the workshop, I will allow participants to experiment and design their own online space. As a final thought, I will let participants know about my initiative to create a virtual replica of OISE on Gather.town to help new and old students feel connected.

No prior skills are required, and students from all OISE programs are welcome to join!

POSTSECONDARY EDUCATION

Works surrounding but not limited to accountability, access, accessibility, student success, wellness, retention, outcomes assessment, student development/learning, or the anticolonization or reformation, or history.



Brown for the Count: Confessions of a Public, Post-Secondary Institution EDI Enrolment Manager

Special Interest Group Presenter: Ryan Hargraves (he/him)

April 8, 2022 12:20 – 1:20 PM



Ryan Hargraves, who currently serves as Executive Director for (first-entry) Student Recruitment and Admissions at the University of Toronto, will leverage peer-reviewed scholarship and professional experience to address contemporary barriers relevant to the first-entry enrolment of students traditionally underrepresented at selective, North American post-secondary institutions. This presentation will use a (critical and narrative) inquiry-based approach, leveraging peer-reviewed literature as well as observational and practitioner data collected by way of over two decades of post-secondary enrolment leadership at several public, research universities in the United States and Canada. Hargraves leverages theoretical context rooted in the foundational work of Bourdieu, critical social systems theorists (Meadows, Habermas, Luhmann) and public policy scholars (Lipsky, Rittel, Stone, Weatherly) to build a conceptual framework to facilitate informing and engaging participants on the complex nature of system-level (e.g., home, school, community, post-secondary, state government) impacts on minority student enrolment.

Abstract:

Ryan Hargraves, who currently serves as Executive Director for (first-entry) Student Recruitment and Admissions at the University of Toronto, will leverage peer-reviewed scholarship and professional experience to address contemporary barriers relevant to the first-entry enrolment of students traditionally-underrepresented at selective, North American post-secondary institutions. This presentation will use a (critical and narrative) inquiry-based approach, leveraging peer-reviewed literature as well as observational and practitioner data collected by way of over two decades of post-secondary enrolment leadership at several public, research universities in the United States and Canada. Hargraves leverages theoretical context rooted in the foundational work of Bourdieu, critical social systems theorists (Meadows, Habermas, Luhmann) and public policy scholars (Lipsky, Rittel, Stone, Weatherly) to build a conceptual framework to facilitate informing and engaging participants on the complex nature of system-level (e.g., home, school, community, post-secondary, state government) impacts on minority student enrolment. This workshop is geared toward professionals working with prospective university students from “both sides of the desk” – in secondary and post-secondary school contexts – as well as other minority-student enrolment stakeholders. After this session, participants will have broad knowledge of the following:

- o Key terms relevant to the enrolment of underrepresented students (undermatching, sense of belonging, targeted universalism, equitable admissions, holistic admissions)
- o Theoretical frameworks pertinent to student underrepresentation (cultural capital, habitus, social systems, "wicked" policy problems, street-level bureaucracy)
- o Contemporary challenges related to minority student enrolment (data collection, curricular access, anti-affirmative action law and practice)
- o Student recruitment (admissions, financial aid) best practices (merit awards, pipeline programs)

Careers Beyond Academia

Special Interest Group Presenter: Norin Taj (She/her)

Guest Speaker - Dr. Carlos R. Ruano

April 8, 2022 12:20 – 1:20 PM



Norin Taj (She/her)

Norin Taj has recently completed her PhD in Educational Leadership and Policy program with a specialization in Comparative, International and Development Education at OISE, University of Toronto, Canada. Her general research interests are comparative education, gender studies and development. Her research examines the local understandings of the global policy discourse. Taking the case of girls' education in Pakistan, she explores the roles of institutions and overlapping institutional identities of actors when they enact global education policy at local levels.

Norin has gained extensive knowledge and experience in the governance process during her doctoral program. She has remained an active member of the OISE Council and OISE Equity Committee and has served as a student member at the Comparative International Education Society Board. Norin also co-chaired the OISE Graduate Student Conference 2021. In her free time, she enjoys painting and writing poetry.



Dr. Carlos R. Ruano

Dr. Carlos R. Ruano is an International Public Policy and Information Management specialist. Currently, he is a Strategic Policy and Business Integration Lead with the Canadian Border Services Agency. Previously he was Policy and Programs Advisor on Learning Outcomes and Nutrition in Schools at the World Food Program. Carlos holds a Doctorate in Sociology and Policy Studies in Education from the University of Toronto (OISE/UT). He also holds a Master of Information Science from the University of Ottawa and a Masters of Science in Learning Sciences from Georgia State University [USA]. Previously, he served as Program Specialist with ILO, The Conference Board of Canada, UNESCO, the World Bank Group and Global Affairs Canada where he has managed an extensive portfolio of policy and programs. As a Visiting Professor, he has worked with universities in the U.S., the Netherlands, Mexico and Colombia specializing in the training and mentoring of Graduate students. The author of over 60 publications in English, French and Spanish, Dr. Ruano is a well-known advocate for Policy responses to meet Quality of Education Standards challenges worldwide. In his spare time, Carlos enjoys Tennis, hiking and Maya Epigraphy.

Reach out to Dr. Ruano at [LinkedIn](#).

How has the Chinese PSE student exchange program been affected by the implementation of major educational policies in the 21st century?

Research Presenter: Yilun Jiang (his/him)

April 8, 2022 1:30 - 2:30 PM

I am a first-year graduate student in the MEd Higher Education program within CIDECE specialization. My research interests include higher education governance, educational policy, internationalization of higher education, and student mobility issues.

Abstract:

This study investigates how the Chinese post-secondary education's (PSE) student exchange program has been affected by the significant educational policies published by the Chinese government from 2000 to 2020. The essay will first examine the historical background of student exchange programs from the People's Republic of China's foundation in 1949 to 2020. This research will adopt Knight's (2012) internationalization theory and world culture theory as the conceptual framework. Based on the cosmopolitan paradigm, the study aims to show how the implementation of policies indicates a transformation between the state-led exchange program to a more autonomous university-led exchange program.

Documentary analysis and case study will be used as the research methods. To be specific, the study will analyze the state-led exchange program called China Scholarship Council (CSC) which cooperates with designated foreign institutions, and Nippon Foundation (NPF), a private exchange program between Peking University, one of the Chinese top-universities, and NPF, an enormous international foundation in multiple industries including HE. Finally, the study would take a look at the current exchange program situation by researching regionalized exchange programs with the Belt and Road countries. The project has come up with findings that Chinese student exchange programs are becoming more diverse in terms of providers and programs, and the Chinese government should keep its collaboration with the regionalized and world-top universities under a cosmopolitan paradigm.

Law School Pedagogy: How the Socratic method favours extroverts and pushes other law students behind the curve

Research Presenter: (Sherine) Lia Douglas

April 8, 2022 1:30 – 2:30 PM

Abstract:

It is often assumed that the best law students are extroverts and that the best extroverts make the best lawyers. In this proposed paper, I argue that this assumption could not be further from the truth. Although most of the teaching in legal education today relies on this belief, the data shows that many types of learners make great law students. This paper is concerned with bringing attention to the different ways law schools and law professors are changing their teaching practices to adapt to a changing society. In a world that continues to struggle with the aftermath of the COVID-19 pandemic and continues to navigate racial tensions and injustices, this is proof that today's modern problems require a different type of lawyer - one who can think critically, not quickly. The Socratic method is still the most often used teaching method in law schools. Listening to the professor lecture for one to two hours on a topic they are often an expert in and then cold-call students (currently on Zoom) to test their beginner's knowledge of the law of the facts of a case has not been particularly useful in meeting various students learning needs. This research focuses on understanding what society's current needs are with accessing justice through the Canadian legal system and using that data to modernize the traditional teaching methods that are often relied upon in law school classrooms. The Socratic method may work for some students, but more recent data shows that it does not allow a more empathetic and creative way to analyze real legal issues. This research becomes even more urgent when addressing issues of the law at the intersection of race, gender, and immigration status.

Higher Education in Wartimes: Youth Participation in Higher Education in Libya

Research Presenter: Rabia Alsabaie (she/her)

April 8, 2022 1:30 – 2:30 PM

Rabia is an MA student in the Adult Education and Community Development program from Libya at the University of Toronto. She is also a researcher fellowship at the higher education department at UofT. Her thesis is focused on higher education during war times and conflict-affected Libya. Moreover, her topic examines youth's motivation in participating in higher education during war times despite the crisis. She is also a community advocator and organizer who is patinate about community engagement and civic engagement. She has applied her skills and knowledge to work with the Regent Park Community, where she has lived since she arrived in Canada. There, she works with neighbours and fellow community members on creating a safe environment for our youth.

Abstract:

During the time of war in any country, Higher Education is one of the most affected sectors. However, despite the great challenges presented by warfare, there are people who become inspired to stick to their educational goals. This research explores the reasons that youth—both men and women—decide to participate in the Higher Education system in Libya, despite the war conditions the country has been facing since the Arabic Spring in 2011. Researching male youth is of particular interest given that they are the main participants of the militias that constitute the main forces in the confrontation. Young males are the ones who partake in attacks and plan them; they are the main beneficiary of the business of civil war; and they are the ones whose lives are threatened if they refuse to join an armed group. And for young women, they still go to school despite the cultural barriers they face because of the war. Based on these premises, my research seeks to find the motivations behind male youth who decide to opt out of militias and give up the social and economic benefits of warfare, and the motivations of female youth who risk their safety to attain their educational goals. For both men and women, these decisions sometimes even entail risking their own lives and the lives of their relatives. Conducting this research will contribute to literature on what prompts resilience in very difficult times. The factors that motivate people to pursue their dreams despite the uncertainty that war brings is a space that demands inquiry. Moreover, preliminary evidence from a variety of cross-cultural settings indicates that when people are affected by armed conflict and other violent events, they draw on their community, family, and education to differing degrees as resources to cope. Furthermore, these topics, although sensitive and complex, have not been covered significantly by scholarly work on the lived effects of war.

Developing & Supporting the Dual Professionalism of CAAT Faculty Members

Research Presenter: Mary M Overholt (she/her)

April 9, 2022 11:30 AM - 12:30 PM



Mary Overholt is a 4th year PhD candidate in the Department of Leadership, Higher and Adult Education at OISE. She works as a Teaching & Learning Specialist at Fleming College in Nogojiwanong (Peterborough). Mary's research interest and work is in supporting faculty members throughout their development and continuous learning as educators.

Abstract:

The phrase “dual professional” is used in Vocational Education and Training (VET) in reference to faculty members who are both subject-matter experts and teachers (Esmond & Wood, 2017; Lucas, Spencer, & Claxton, 2012; Steward, 2009). Ontario's Colleges of Applied Arts and Technology (CAATs) hire faculty members from a wide range of educational backgrounds who have qualifications ranging from those that enable them to work in a trade, to a PhD in a subject area. What they all have in common is their expertise in a particular subject, field, industry, or trade; however, many do not have previous formal teacher training. Unlike various jurisdictions around the world, Ontario does not have a requirement for CAAT faculty members to possess a teaching credential. As a result, teacher training is most often left to the institution's academic development unit. My study examined the perceptions of educational developers and other academic development unit staff members of CAAT teacher training as it currently exists, including its strengths and weaknesses, and how CAATs can enhance the training required to ensure that CAAT teachers can meet the expectation of dual professionalism.

Hands-on Explorations of Geometric Constructions with the Partnership of International Collaborators

Research Presenters: Athena Tassis (she her) & Professor Zohreh Shahbazi (she, her)

April 9, 2022 11:30 AM - 12:30 PM

Athena Tassis is a Master of Teaching graduate of the University of Toronto. She has a passion for creating supportive, equitable and engaging learning experiences online for students. Through her graduate studies at OISE, she was able to explore her passion for educational technology, and take action by putting theory into practice, introducing new and innovative technological lessons to her learners. As a Research Assistant for the Centre for Teaching and Learning, and during her time as a Learning Experience Assistant, she has supported professors in creating unique online learning experiences for students. Athena's knowledge of pedagogical and instructional design practices fuel her thirst for creating learner centered experiences for students.

Abstract:

This research study examines how the inclusion of hands-on activities presented by international experts in an undergraduate geometry course can support student learning. As one of U of T's Global Classrooms, the course was supported to conduct and complete the project components. International collaborators presented workshops covering a variety of subjects, including geometric origami constructions, Islamic geometric patterns, crochet model constructions of the hyperbolic plane, and dance and group structure visualization. We have evaluated the impact of this project on students' learning, through semi-structured interviews, and examined students' learning experiences using Thematic Analysis. Through our preliminary findings, we have identified improvements in students' learning attitudes by attending hands-on workshops and completing construction activities. This research gives insight towards the positive impact of alternative teaching and learning methods in mathematics and how these teaching methods foster student enthusiasm, motivation and engagement in learning mathematics. We hope to spark dialogue in how educators can reimagine mathematics instruction, so it stems beyond what students learn in our classrooms and how we can impact our learners on a deeper level. In addition, a critical approach to learning mathematics is often neglected and through this research we seek to examine how critical perspectives regarding mathematics influence student learning and ways of knowing.

SOCIAL CONTEXT OF EDUCATION

Works surrounding but not limited to: education in various settings such as the classroom, region, nation, city, or global scales; education within the context of intersectionality such as gender, class, disability/ability, race, religion etc.; education within policies and politics.



Micro-Reconciliation as Praxis for Equity, Diversity, Inclusion, and Anti-Racism (EDIR)

Research Presenter: Asha Edwin (she/her)

April 8, 2022 11:10 AM - 12:10 PM

Asha Edwin is a 1st year MEd student in Adult Education and Community Development. Her interest lies at the intersections of transformative change and anti-racist/racism, focusing on organizational change, community development, and well-being/wellness.

Abstract:

This paper explores the concept of micro-reconciliation as a critical opportunity for engagement and praxis at the individual level to address and confront racism, oppression, and inequity within various settings (Tait, 2019). Micro-reconciliation offers a framework for people to move from theory to action highlighting the role and imperativeness of truth and reconciliation in our lives and actions that contribute to a collective goal of social justice. By considering micro-settings (e.g., workplace, communities) as spaces where learning and unlearning happen, I look at how micro-reconciliation provides opportunities for individuals in workplace settings to confront racist and oppressive practices and reform their behaviours and interactions. Further exploration could consider the urgent need to weave truth, reconciliation, and accurate histories into national, provincial, municipal, and organizational frameworks. The research paper will use qualitative methods and descriptive and exploratory analysis to investigate individual reconciliation processes and micro-reconciliation in interpersonal interactions and relationships in the workplace. Specific to the workplace, micro-reconciliation in colleague-to-colleague interactions can help mitigate the broader re-entrenchment, perpetuation, and maintenance of racist and oppressive narratives within an organization's everyday functions.

Towards community building with digital storytelling in a Knowledge Building context

Research Presenter: Rob Huang (he/him)

April 8, 2022 11:10 AM – 12:10 PM

Robert Huang is a PhD Candidate at the Ontario Institute for Studies in Education in the Curriculum & Pedagogy program and the Knowledge Media Design Institute at the Faculty of Information. His main area of focus is studying the evolution of thought in digital and physical Knowledge Building communities utilizing digital stories and Knowledge Building pedagogy. His research interests include educational digital storytelling, cross-community Knowledge Building, multimedia learning, educational technology, instructional design, and sustained creative work with ideas. Professionally, Robert has over a decade of experience in design and media production with a specific focus in interaction and instructional design.

Abstract:

Due to the pandemic many teachers had little opportunity to prepare for remote learning, prompting a shift towards lecture-based learning for students with many potential detrimental effects, such as a lack of community. This study was conducted in a Grade 2 class, that investigated salmon life cycles and human impact on natural environments. Knowledge Building was the primary pedagogy used in the classes inquiry into salmon. Knowledge Building is a principles-based pedagogical theory that is fundamentally concerned with idea improvement, particularly over a sustained period of time. In addition, Knowledge Building seeks to flip education on its head by transferring greater levels of epistemic agency to students so they may work as a collective to take responsibility in driving their learning for the benefit of the entire group. The primary question this study investigated was how can digital storytelling aid and improve the sense of community within a Knowledge Building context? To address the shift in teaching and learning caused by the pandemic, digital storytelling was implemented as an additional layer of knowledge for students to connect with. Digital storytelling as a practice focuses on the sharing of personal narratives alongside subject-domain knowledge. These personal stories were important in improving a sense of community as it highlighted shared experiences that otherwise would remain tacit amongst students. A design-based research methodology was used in this study. A series of design interventions were implemented between January and June 2021. Qualitative data was collected via remote observations, interviews and design meetings. Quantitative data was collected through the Knowledge Forum web platform utilized in class, yielding data on frequency of read, write, build-on etc. Sequential exploratory approach was taken with data analysis. The findings suggested that a classes sense of community could be improved through the use of digital storytelling as it added an additional layer of relatable experiences that acted as artifacts that peers could connect with and build-on. This is particularly relevant towards the future of learning in which we may see more hybrid modes of education in which community needs to be built or maintained with learners spread across the time and space.

Chinese Intergeneration Oppression: Shaped by Confucianism and Faded by One-Child Policy

Research Presenter: Athena Li (She/her)

April 8, 2022 11:10 AM – 12:10 PM



Athena Li (Xin Li) is a first-year M.Ed. student in the Social Justice Education program of OISE. She studied Editing in the Chinese Literature Department of Nankai University as an undergraduate. She has a background in the media industry and online education in China. She has maintained a strong interest in observing and thinking about the narratives and reproduction of Chinese culture.

Abstract:

My proposed presentation will argue that intergeneration oppression shaped by the filial piety of Confucianism has been a unique and crucial form of oppression in Chinese society for the past two millennia. Using Frye's (1983) 5-point criterion and Freire's (1970) definition of oppressive relations, my presentation will define intergeneration oppression as an oppressive form that occurs within the Chinese family by elders against younger generations. My presentation will reflect on intergeneration oppression at the interpersonal, institutional and internalized levels (David and Derthick, 2017) and argue that oppression in these levels respectively provides the dynamics, maintenance system and reproduction mechanism to perpetuate intergeneration oppression. For the past two thousand years, intergeneration oppression shaped by filial piety has been the original template for all social relations and the basis for constructing all social mechanisms in China. Existing categories of oppression are based on Western societies and do not include intergeneration oppression, the core form of oppression in Confucian societies. Defining this form of oppression can help East Asian societies influenced by Confucianism reflect on and escape from it through education. My presentation believes that intergeneration oppression has been gradually deconstructed over the past century, the process of which can be divided into three historical stages: the New Culture Movement that started in the 1910s, the socialist reforms after the establishment of the People's Republic of China in 1949, and the one-child policy implemented in the 1980s. These three stages successively deconstructed the cultural, political, and economic mechanisms that practice intergeneration oppression. The one-child policy had changed the power structure of Chinese families, dealt a fatal blow to intergeneration oppression, and cleared the way for neoliberalism to dominate China. The rise of feminism and the plummeting fertility rate are both signs that China is in a period of post-generational oppression.

Beyond Plato: A Conceptual Critical Re-imagining of Euro-American Epistemology

Research Presenter: Marie M. McLeod

April 8, 2022 11:10 AM – 12:10 PM

Marie McLeod is a PhD candidate in the Department of Social Justice Education at the University of Toronto. Her research provides scholarship to apply a decolonial (anti-colonial/anti-racist) lens to Western traditional epistemology, given the dominance of its framing assumptions and concepts. One of the responsibilities of today's educator is to reject the hierarchization of Western epistemologies, making visible the ways in which Western notions of rationalism and essentialism/objectivism are constitutive of an absolute singular truth. This would allow learners to responsibly develop critical consciousness about different ways of coming to know and open spaces for counter-knowledges to emerge. Through this work she hopes to contribute to a robust epistemological framework that allows for the coexistence of, and conversation between, multiple epistemes.

Abstract:

Context / Background: This paper seeks to analyze the onto-epistemological implications of race in Euro-American knowledge production. The presence of any philosophical theorizing detailing the centrality of race to knowledge production and contemporary concepts of education as reinforcing epistemic oppression and domination is deficient.

Research Question: What constitutes Euro-American knowledge? What gets erased, discarded and whose knowledge is made invisible when knowledge is defined devoid of contextual factors, specifically race?

Connections to existing research literature: There is a plethora of scholarship about the need to challenge and subvert traditional Euro-American perspectives and discourses used to evaluate knowledge. We need to examine how race is a critically significant epistemological signifier in knowledge production. (Scheurich & Young, 1997; Banks, 1993; Dei, 2014, 2016; Stanfield, 1993, Mills, 1997, Simpson, 2006; Kidd, 2017; Mignolo, 2018).

Theoretical / Conceptual framework(s): I invoke an anti-colonial and integrative anti-racist education lens to critique the epistemological grounding of Euro-American canon and its "epistemic totalitarianism" (Mignolo, 2018). Integrative anti-racist education centres race, so, I engage an integrative anti-racist lens as an ability to interpret how knowledge is shaped by race, to think through, read and interpret the ways in which race inexorably influences the creation and interpretation of knowledge.

Methodology: My research employs a content analysis technique to organize the epistemological orientations outlined in Plato's seminal work *The Meno* so as to extrapolate connections between their epistemic arrangements and their links to establishing racial hierarchies resulting in epistemological hierarchization.

Findings / Results: My research findings suggest knowledge was not considered raced; only objective, neutral, rational, transcendental, devoid of context and experiences of authors' social location. Euro-American epistemological orientations emerge as systems of domination that marginalize racialized knowledge.

Introduction to Disability Studies (Not Special Ed)

Special Interest Group Presenters:

Elaine Cagulada (she/her), Maddy DeWelles (she/her),
and Jose Miguel Esteban (he/him)

April 8, 2022 12:20 - 1:20 PM

Abstract:

The aim of this workshop is to encourage students at OISE to think about education through a disability studies orientation. Rather than criticize special education, we make clear in this presentation that disability studies in education is not special education. Instead, disability studies in education is an invitation to wonder about the ways we have and continue to make disability matter. The structure of this workshop is as follows. We begin with an overview of disability studies, and the promise it holds in education. We explore how disability studies can support future educators, and open up new possibilities for thinking about teaching and learning in ways that disturb (rather than reproduce) normalcy. We then move to a more interactive part of our workshop. Each of the presenters will describe an artefact. The first will be a physical artefact from education—such as a toy or storybook that might be used in classrooms (i.e. special education classrooms). The second artefact will be textual—such as an Individual Education Plan, or IEP, often used in special education contexts. The third and final artefact will be conceptual—such as an institutional and policy document that promotes the concept of Universal Design for Learning. The presenters will describe each artefact through a disability studies orientation, illustrating what each artefact can tell us about what is expected of students and what is expected in special education. Tying the meanings made of disability within the physical, textual, and conceptual artefacts, the presenters will discuss how disability studies might re-orient us and encourage us to “do” disability differently in classrooms, in our lessons, and within systems and structures of education.

Critically revisiting international students' language barriers: An autoethnography

Research Presenter: Howard Liao (he/him)

April 8, 2022 1:30 – 2:30 PM



Howard Liao (he/him) is a first-year M.Ed. student in the Social Justice Education program with a collaborative specialization in Education Policy at OISE. His past experiences include having completed a Bachelor of Arts in Political Science at National Chengchi University, Taiwan, and worked in an NGO promoting students' rights. His research interest lies in the field of student voice, global governance, and social justice in education. He can be reached via email at howard.liao@mail.utoronto.ca.

Abstract:

This study applies autoethnography to examine the author's -- a Taiwanese graduate student-- experience of encountering language barriers during his adjustment to an Anglophone Canadian university. Following the lens of raciolinguistic theory, the study examines how race and language intersect to construct the raciolinguistic ideology of "standard English," which marks his English performance as inherently deviant and further estranges and marginalizes him from participating in course activities and discussions. Further, it unveils the similar raciolinguistic ideology that underlies a fair body of literature regarding international students' experiences. Specifically, it demonstrates how previous literature's emphasis on "what the international students lack" through using terms highlighting their deficit in the English language (e.g., problem, inadequacy, and weakness) has the potential to problematize "what they are." It argues that international students are put on a scale to weigh their distance from the presumed standard of English, which is constructed through the White gaze, resulting in them bearing undue responsibility to relinquish their own and acquire the new cultural and linguistic competence to assimilate. The study is of great importance because it unveils higher education institutions' performative nature believing that language ability is the root cause of international students' hardships. The author contends that, without interrogating the status of English, merely proposing language support as the solution to international students' challenges is complicit in reinforcing the raciolinguistic ideology, as it falls in the logic of affirming the assumption of international students' deficit in language. Therefore, shifting the focus from international students' deficit in the English language is urgently required.

The Effects of Ecological Factors on Children's Reading Development: A Longitudinal Study on Refugee Children in Canada

Research Presenters: James Jiang (he/him), Aaliyah Mulla (she/her), Yutong Wang (she/her), Songtao Wang (he/him), Krystina Raymond (she/her/elle), Redab Al Janaideh (she/her), and Becky Chen (she/her)

April 8, 2022 1:30 - 2:30 PM



James Jiang (he/him) is a second-year student at the University of Toronto pursuing a specialist in Political Science and a minor in Writing and Rhetoric. His research interests include Canadian multiculturalism, the role of rhetoric in everyday writing and media, and language development. As a non-native French and English speaker, he is deeply curious about how language skills develop and how literacy roadblocks can be overcome. His personal literacy developmental history motivates him to learn more about language acquisition and literacy development.

Aaliyah Mulla (she/her) is a 3rd-year undergraduate student at the University of Toronto, pursuing a double major in Neuroscience and Psychology. She is fascinated by the processes that underlie human behaviour and is interested in the intricacies of human communication, including the way that language shapes our perception of the world. She believes every child has the potential to succeed academically when provided with the right resources and is motivated to find ways to facilitate academic success for those who are experiencing educational challenges.

Yutong Wang (she/her) is a sophomore at the University of Toronto, pursuing a Psychology specialist and Human Biology major. Her study of interest is in understanding psychological disorders such as Speech-Language Disorder, ADHD, Major depression disorder etc. under the sight of applicable psychotherapy, neuropsychiatry, and brain networks, especially for children and adolescents groups. Yutong devotes herself to conducting public psychological disorder education by writing public education articles on ADHD&TD and hosting workshops. Besides academic curriculum, Yutong is a volunteer at Wellness Counselling Center for Youth Canada and a design facilitator at HOWdream, a start-up social organization to improve adolescents' mental health and education quality by designing psychology-based innovative products and workshops.

Abstract:

Extensive research has shown that ecological factors, such as home literacy environment, impact children's language and literacy development (Li et al., 2020). However, little is known about the role of these factors in refugee children. To fill this gap, the present study examined the contribution of ecological factors to English word reading among Syrian refugee children. A total of 133 children aged from 6 – 13 years old were recruited from 73 Syrian refugee families and tested at two different time points. The first wave of data was collected two years after the families arrived in Canada and the second wave was collected one year later as a follow-up. Family level predictors were collected twice through the ALEQ questionnaire (Paradis et al., 2020) to represent ecological factors. Furthermore, children were tested twice on English vocabulary and English word reading at the individual level. We conducted a hierarchical linear regression to examine the effects of ecological factors on children's reading comprehension. In the baseline linear regression model, parental education at time 1 significantly predicted time 1 and time 2 English word reading scores ($\beta_1 = 0.22, p < .05$; $\beta_2 = 0.32, p < .05$) above and beyond English vocabulary both concurrently and longitudinally. In order to partition the within-family effects from individual variances, a multilevel analysis will be carried out with ecological factors entered at the family level. Initial findings suggest that family environment significantly contributes to refugee children's English word reading after controlling for English vocabulary. Implications for future research were suggested to examine within-family effects beyond individual variances.

Translanguaging Pedagogy in an Ontario Continuing Education ESL Course: Obstacles, Strategies, and Development

Research Presenters: Wales Wong (she/her)

April 8, 2022 1:30 – 2:30 PM



Wales Wong is currently a PhD candidate in the Department of Curriculum, Teaching & Learning at the Ontario Institute for Studies in Education (OISE). She specializes in English as a Second Language (ESL) education at the secondary level in the private and public sector and has taught adolescents and adults for the past 15 years in Ontario. Wales' MA research was on the code-switching practices of Chinese adult plurilingual students in their written narratives. Her current research focuses on the development and implementation of translanguaging pedagogies to support plurilingual adult learners in continuing education programs.

Abstract:

Despite the development of a translanguaging pedagogy for the past decade (García, Johnson, & Seltzer, 2017; Cummins, 2018) and the encouragement by Ontario's Ministry of Education and the Ontario College of Teachers to use home languages in the classroom (Ontario's Ministry of Education, 2005, 2008; Ontario College of Teachers, 2017), teachers are not consistently utilizing students' home languages to support language learning (Stille, 2016). Informed by the theories of dynamic systems (Larsen-Freeman, 1997) and translanguaging (Garcia and Wei, 2014), this paper investigates how a translanguaging pedagogy may be conceptualized and implemented within the context of an adult English as a Second Language (ESL) program. This study is guided by three research questions: (1) What are ESL teachers' perceptions, stance, and understandings of translanguaging practices? (2) How might ESL teachers implement translanguaging practices in their classes? and (3) How might plurilingual students in a continuing education program respond to translanguaging practices? A multiple case study (Yin, 2018) and collaborative action research design (Townsend, 2014) was employed. Data sources were drawn from an ESL course in an Ontario continuing education program and interviews with the ESL program leader and ESL teachers, interviews with students, student artefacts, teachers' weekly reflections, and observations of online classes. Professional development workshops were conducted along with the collection of electronic communications from teacher participants. Findings suggest that teachers are willing to implement translanguaging strategies to benefit students' learning and support the use of home languages in the classroom under certain conditions. However, the analysis also reveals that challenges such as lack of time for preparation and delivery, limited professional development, competency with online teaching, students' resistance, and personal events in teachers' lives affected how teachers prioritized the implementation of translanguaging strategies. Professional development can address these limitations to support in-service teachers in implementing a translanguaging pedagogy.

Unpacking global COVID-19 education policy responses: Teachers in the discourses of international organizations on education continuity, recovery and “building back better”

Research Presenter: Tatiana Feitosa de Britto (she/hers)

April 9, 2022 11:30 AM – 12:30 PM



Tatiana Feitosa de Britto is a PhD candidate in the Educational Leadership and Policy (ELP) program and the collaborative specialization in Comparative, International and Development Education (CIDE) at OISE. She has an interdisciplinary academic background, combining studies from the fields of international relations, public policy, development studies and education. Her professional experience includes international cooperation and policy analysis in the fields of education and social protection. Her current research looks at the global education disruptions caused by the COVID-19 pandemic and the discourses of international organizations around teachers and teaching in this context.

Abstract:

As a truly global phenomenon with far-ranging effects, the pandemic and its impacts on education have become an early focus of attention for most of the global actors committed to educational improvement. My research aims to draft a comprehensive picture of how a particular set of global actors seek to influence education policy reform in the wake of COVID-19. To do so, the study will carry out a critical discourse analysis of the policy messages of four selected multilateral organizations (UNESCO, the World Bank, the OECD and the Inter-American Development Bank) regarding education continuity, recovery and “building back better” in a post-pandemic scenario. The analysis will focus on the meanings attached to teachers and teaching in these organizations' discourses, given the centrality of this topic in education policy and the attention it has recently received from several global actors. The theoretical underpinnings of the study integrate scholarly literature from three knowledge fields: comparative education frameworks; international relations constructivist approaches; and education scholarship discussing framings of teachers and teachers' work in policy and global agendas. The conceptual framework of the study integrates three dimensions of analysis: the broad institutional contexts of different international organizations; the evolution of discourses over time; and the multiple possibilities of conceptualizations around teachers and teachers' work. The presentation will focus on the theoretical grounding of the research, its conceptual framework and design, as well as preliminary findings emerging from document analysis of knowledge products developed by the selected organizations during the pandemic.

Inclusive or Exclusive? Students' Perceptions on How Teachers and Peers Treat Special Education Needs Students in General Education Classrooms

Research Presenters: Victoria Lee Parlatore

April 9, 2022 11:30 AM – 12:30 PM



Victoria Parlatore (she/her) is a first-year PhD student in Higher Education at OISE. Her background is in qualitative research exploring the academic, social, and emotional experiences of students in educational systems from their perspectives.

Abstract:

This study investigates how non-designated students perceive teacher and peer behaviours towards students designated with special educational needs (SEN). Semi-structured interviews with 25 university students who had been in general education classrooms in high school were conducted to understand how the epistemological beliefs teachers and peers hold impact the learning and experiences of students with SEN in inclusive classrooms. A thematic, phenomenological analysis identified factors such as accommodations, groupwork, presence of aides, and teacher modelling as influential in the interactions of students with SEN and their peers and teachers. The findings of this research may help schools determine how to improve the experiences of students with SEN in inclusive classrooms.

Risk and resilience factors for primary school dropout in West Africa

Research Presenters: Brooke Wortsman (she/her) and Angela Capani (she/her)

April 9, 2022 11:30 AM - 12:30 PM

Brooke Wortsman (she/her) is an M.Ed. student in the Developmental Psychology and Education program at OISE. During her B.Sc. (Hons.) in Psychology at Queen's University, her research was focused on adolescent development. Following her undergraduate studies she spent six years teaching English as a Second Language to students in kindergarten and elementary school both in classroom and online settings. Brooke is passionate about education, mental health, and child development. Her work in the BOLD lab focuses on investigating student dropout in Côte d'Ivoire using a risk and resilience framework.

Angela Capani (she/her) is a first year PhD student in the School and Clinical Child Psychology program at OISE. Throughout her academic career, Angela's research has focused on bilingualism and its impact on development throughout the lifespan. Her master's thesis explored the relationship between biliteracy development and social-emotional functioning in Syrian refugee children. Angela's work in the BOLD lab uses neuroimaging to examine the development of the neural network for reading in refugee children who have experienced periods of interrupted schooling.

Abstract:

In sub-Saharan Africa, 42 percent of school children will drop out before the end of primary education (UNESCO, 2012). School dropout is not an independent event; rather, a multitude of factors interact that increase risk of children leaving school prematurely (Hunt, 2008). To examine school dropout, we consider Bronfenbrenner's (2005) bioecological model in which a child's individual characteristics interact with aspects of the child's proximal (e.g., family/home) and distal environments (e.g., school) to influence the likelihood of dropout. Despite a confluence of factors that can put children at high risk of dropping out, some children stay in school. Individual-, family-, and school-level protective factors (e.g., academic self-efficacy, parental literacy, and involvement in extracurricular activities) may mitigate the risk of dropout. Risk factors that increase a child's risk of dropout have been studied extensively; however, more research is needed to understand the factors that promote children remaining in school when facing adversity. Our sample consists of primary school students (N=1193) in rural Côte d'Ivoire, where rates of dropout are high. Students completed measures of individual characteristics (e.g., academic performance) and proximal household and family characteristics (e.g., socioeconomic status). Data about the students' school characteristics (e.g., teacher qualifications) was gathered from teacher reports. Our study has two major objectives. First, using cumulative risk scores, we analyze risk factors that predict school dropout and examine the relative predictive strength of each risk factor. Second, we identify the resilience factors that contribute to children staying in school, despite facing similar adversities to those who have dropped out. Using the findings from this study, educational policy makers within the world's most vulnerable populations, such as those in sub-Saharan Africa, can identify children at high risk of dropout and introduce targeted interventions that are linked to academic resilience.

Integrating environmental consciousness into computer science education

Poster Presenter: Rutwa Engineer (she/her)

April 9, 2022 12:30 - 1:30 PM



Rutwa Engineer is a 1st-year Curriculum & Pedagogy MA student in the Department of Curriculum, Teaching, and Learning. She graduated from the University of Toronto with an Honours Bachelor of Science with a double major in Computer Science and Criminology. Currently, Rutwa's research is in Computer Science Education (or computing education), where she examines the meaning of epistemic diversity. Moreover, Rutwa has held several roles at the University of Toronto, the Government of Canada, and has created her own startup. She is a teaching assistant, researcher, business analyst, project manager, and computer programmer. Her research invites new ways of thinking, dreaming, and coding in Computer Science Education.

Abstract:

There has been a call to action to embed environmental consciousness into computational thinking and literacy in higher education to alleviate the climate crisis (Zalewski & Subramanian, 2015). The three technology giants, Google, Microsoft, and Amazon are using artificial intelligence (AI) and machine learning (ML) algorithms to extract oil from remote areas of the world (Cole, 2020). We need to prepare the next generation of computer science students to learn how to be a voice for our environment and unlearn Eurocentric, capitalist, industrialized ideologies that correlate to degrading the environment for a means to an end. This presentation will answer one question: How can computer science educators integrate environmental consciousness into computer science education? The research uses Andreotti's "HEADS UP" framework (i.e., Hegemony, Ethnocentrism, Ahistoricism, Depoliticization, Salvationism, Uncomplicated solutions, and Paternalism). Using content analysis, we collected environmental case studies related to computing (i.e., mineral conflicts, component shortages, unethical algorithms, etc.) that could be useful in bringing to light environmental injustices in the tech world. For Hegemony, Salvationism, and Paternalism, we discovered that the West attempts to save the East by building infrastructure to "close the digital divide" while destroying its way of living, knowing, and connecting with nature. Moreover, Ethnocentrism portrays technology giants implementing the promise of "Western labour" into Asian and African countries and exploiting their natural resources. Next, Ahistoricism and Depoliticization showcase how universities may not incorporate historical environmental injustices in computer science. Lastly, Un-complicated solutions illustrate how technology companies offer the "easiest solutions" to the climate crisis, such as collecting data on our habits that invade our privacy and raise other ethical concerns. The HEADS UP framework provides an interesting intersection between computer science education, environmental consciousness, and decolonization.

Efforts in Understanding the Statistics of Child Labor in Ivory Coast: An In-Depth Comparison of Parent and Child Reports of Child Labor in Côte d'Ivoire

Poster Presenter: Selin Goksoy

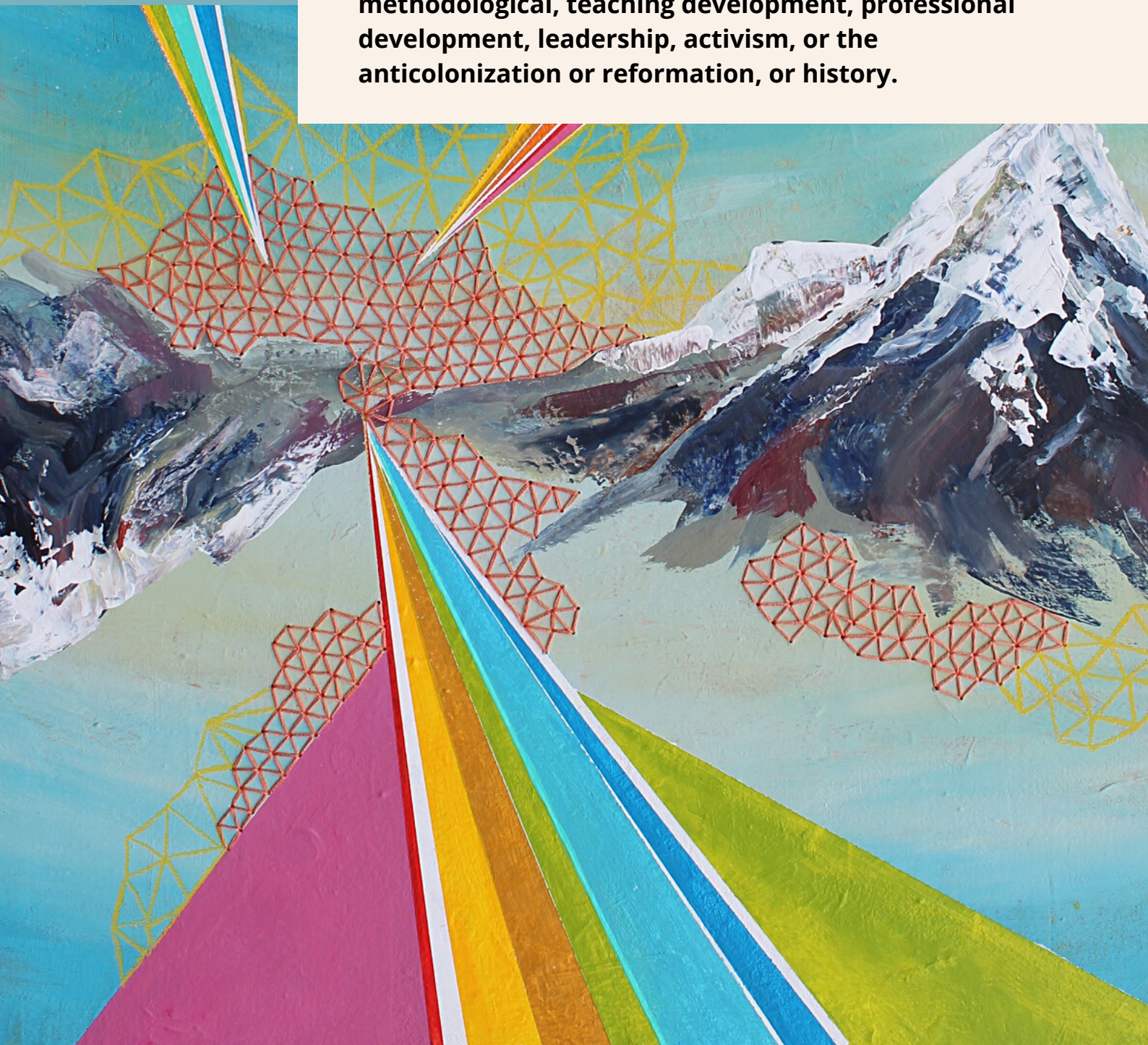
April 9, 2022 12:30 - 1:30 PM

Abstract:

In this study, we compare parent and child reports of child cocoa labor in Côte d'Ivoire. Our aim is to determine whether child and parent reports of child labor are similar, and understand the factors that contribute to potential discrepancies in parent and child reports. The reliability of child labor data is often limited by discrepancies in child labor data reported by parents and children. Specifically, biases intrinsic to each type of respondent (child versus parent) contribute to inaccuracies in reports of child labor. On one hand, children's cognitive development and memory retrieval can contribute to the underreporting of child labor by children (Dammer & Galdo, 2013). On the other hand, parents' response biases, whereby they give inaccurate or false answers to questions, further contribute to the unreliability of child labor reports by parents. A prominent type of response bias is socially-desirable responding which is the likelihood of the respondent to create positive self-descriptions in order to align with social expectations and norms (Yan, 2020). Thus, if parents assume child labor is bad, they are more likely to underreport their children's labor activities compared to what children themselves report (Danmert & Galdo, 2013). We directly compare reports of child labor collected independently from rural cocoa communities in Côte d'Ivoire. We test whether significant differences exist between parent and child reports. We further examine child and parent level factors which could have an impact on the possible discrepancy between parent and child reports. In order for an effective monitoring system of child labor in Côte d'Ivoire, we believe researchers and policy makers need access to transparent and reliable reports of child labor. Our study aims to contribute to the literature on child report data reliability by examining if and why the reports of child labor data differ between parent and child respondents.

TEACHING AND TEACHER EDUCATION

Works surrounding but not limited to the theoretical, methodological, teaching development, professional development, leadership, activism, or the anticolonization or reformation, or history.



The impact of online learning on language development in French Immersion

Poster Presenters: Azadeh Kashani (She/her), Zachary Lo (He/him),
Maria Vidal Valdespino (She/her), Zein Abuosbeh (She/Her), Diana Burchell,
Klaudia Krenca, Xi (Becky) Chen

April 9, 2022 12:30 - 1:30 PM

Diana Burchell is a project coordinator for The International Bilingual Education (IBE) project (Canada, China & the Netherlands) at the Multilingualism and Literacy Lab. Her research focuses on the accessibility of language immersion programs for exceptional and multilingual students in Canada. Diana is especially interested in working on an assessment and intervention method which will disentangle deficits due to language disability from language deficits due to multilingualism. Her SSHRC-funded dissertation project examines the effect of COVID-19 and socioeconomic status on the equitable access to French Immersion programs.

Dr. Klaudia Krenca received her PhD in the Developmental Psychology and Education program from the University of Toronto. Her dissertation examined the role of oral language in the literacy development of emerging English-French bilingual children. Klaudia joined the Language and Literacy Lab at Dalhousie University as a Donald Hill Postdoctoral Fellow in September 2020, supervised by Dr. Hélène Deacon. Klaudia's research program investigates the assessment of children's reading comprehension in digital environments via three projects: (1) an ongoing systematic review on children's reading comprehension in digital versus paper environments; (2) an online study that examines which digital features enhance children's reading comprehension; and (3) a large-scale survey that evaluates how parents support their child's language and literacy skills.

Dr. Becky Xi Chen is Professor in the Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education, University of Toronto, Canada. She is co-editor-in-chief for *Annals of Dyslexia*. Her research specializes in reading development and difficulties in bilingual children. In recent years, most of the studies conducted in her Multilingualism and Literacy Lab involves children in French immersion programs, including both English-French bilinguals as well as trilingual children who speak a minority language at home.

Azadeh Kashani is an undergraduate student, completing her third year. Her studies are in political science, with a focus on Canadian politics. She also studies International affairs and French language, learning about Middle Eastern conflict and practicing her French. She has completed her Diplome D'etude Langue Française at the B2 level and joined the lab to practice working with kids and in a French environment. Azadeh is beginning her undergraduate thesis this summer, focusing on health policy and the social determinants in the health of Indigenous groups in Canada. Outside of school, Azadeh loves traveling, hockey, and painting.

Zachary Lo is a second-year student at the University of Toronto specializing in Philosophy, and is currently participating in the Research Opportunity Program with the Multilingualism and Literacy Lab at the Department of Applied Psychology and Human Development at OISE. At OISE, he has primarily studied the relationship between reading comprehension and its constituent skills among French Immersion students under the Simple View of Reading. This academic year, he has worked with a team of 2 other undergraduate researchers to research the effects of virtual schooling on the English and French reading development of Grade 1 and 2 French Immersion students.

Maria Vidal Valdespino is a first-generation third-year undergraduate student pursuing a double major in Critical Studies in Equity and Solidarity, and Sociology at the University of Toronto. She joined the CHENLAB under Dr. Xi Becky Chen at OISE, as a research assistant one year ago and is now a student in the Research Opportunities Program. She plans to pursue further education in teaching, centring on equity based special and ELL education.

Zein Abuosbeh's research focuses on language and literacy development in French Immersion (FI) students. She is currently completing her MA under the supervision of Dr. Becky Chen in the Multilingualism and Literacy Lab at OISE/UofT. Her master's thesis is assessing the impact of online learning during the COVID-19 pandemic on language and reading development in both English and French among elementary FI students. Zein is especially interested in using her research to help create interventions for at-risk readers in multilingual learning environments.

Abstract:

Purpose: The COVID-19 pandemic has created a unique learning context. In Canada, teachers of French Immersion (FI) programs struggled with providing high-quality French input when school was online (Khan, 2021). Due to the limited exposure of FI students to French at home, teachers and parents expressed concerns over FI children's language development (Timmons et al., 2021). The current study will evaluate the impact of online schooling during the pandemic on language and reading development in English and French among elementary FI students, who are second language learners of French.

Methods: The participants of the present study belong to two cohorts of FI students. One cohort was tested in-person before the pandemic and consisted of 30 students in Grades 1 and 2. The second cohort was tested online during the pandemic and consisted of 38 students from both grades. A battery of language and literacy measures, including phonological awareness, word reading, vocabulary and reading comprehension, were administered in English and French to both cohorts. A Two Factor Analysis of Variance (ANOVA) was used to assess the influence of grade and cohort on these language and literacy measures.

Results: Preliminary analysis indicates that there was a significant difference between the two cohorts in their French vocabulary knowledge. Grade 1 and Grade 2 students in the in-person cohort performed better on French oral vocabulary than the online cohort.

Conclusion: Consistent with previous research (Place & Hoff, 2011), the decreased exposure to French during virtual schooling negatively impacted students' performance on the French vocabulary task. Vocabulary knowledge is key to reading comprehension development, therefore teachers must work to increase French language exposure during online schooling.

Trying to do “right” by.. whom?

Ethical Dilemmas in Teaching

Workshop Presenter: Tina Ta (she/her)

April 9, 2022 2:40 – 3:40 PM



Tina Ta (she/her) is a 2nd year PhD student in Language and Literacies Education at OISE. She holds a BA in Philosophy & Psychology from McGill University and a Master of Teaching degree from OISE. Prior to beginning her doctoral studies, Tina spent several years teaching in both primary and secondary school settings in Reading (England) and Burnaby (British Columbia). Her research interests include ethical dilemmas in education, teacher visioning in language arts instruction, and ethical decision-making and deliberation. Currently, she is working with a team at the Harvard Graduate School of Education and facilitating discussions of educational ethics with teachers in Chicago Public Schools.

Abstract:

Teachers are required to make numerous decisions in their daily work. Many of these decisions are challenging to make, leaving teachers with ethical dilemmas such as how to balance the conflicting needs of diverse learners and how to navigate mandated policies that conflict with their personal beliefs. In these situations, teachers must choose between compromising their own personal ethics or doing what they believe is right at the risk of experiencing negative professional consequences. Ethical dilemmas have been the focus in educational ethics, a field of research that aims to unify educators and policymakers in the same manner as medical or business ethics (Coombs, 1998). Researchers have indicated that while ethical dilemmas exist in teaching, they are not openly discussed; rather, they are often dealt with single-handedly (Tirri, 1999) because of feelings of shame (Levinson & Fay, 2016) and norms of non-interference in the work of colleagues (Campbell, 2003). This workshop is intended to help preservice teachers develop a more nuanced understanding of ethical dilemmas that may arise in their future work. We will first begin with an overview of various types of ethical challenges in teaching that have been identified in the literature. Next, participants will be split into break-out groups to discuss a case study in which a teacher must decide whether to teach a district-mandated literacy program that she believes is inadequate. While this case is fictionalized, it is empirically-informed by research in educational ethics. To help guide their deliberations, participants will use a discussion protocol developed by researchers at the Harvard Graduate School of Education. Finally, at the end of the workshop, participants will be invited to ask questions and share feedback on the case study.

