FRIDAY, FEBRUARY 29, 2008

8:30 AM

REGISTRATION
LOBBY

9:30 TO 10:30 AM

OPENING
LIBRARY

Welcome               Jane Gaskell, Dean OISE
Presentation          Muriel Fung Award
Poster Session Round-Robin

10:30 TO 12:00 NOON

POSTER SESSIONS CHAIR: TBA
LIBRARY

- Annotated Bibliography of Inclusive Resources for Teaching Science in Grades 1-8
  Jason Singh Mukhi, John Percy, Belinda Longe

- Attributions of Adolescents with Attention-Deficit/Hyperactivity Disorder (ADHD) for their Problem Behaviours and their Disorder
  Angela Varma, Judith Wiener

- Errorless Acquiescence Training: External and Social Validation
  Nathalie K Conn, Joseph M Ducharme

- Aboriginal Head Start Ontario: Impact on Health and Education
  Angela Mashford-Pringle

- Analyzing L1 and L2 Paraphrasing Strategies through Concurrent Verbal Protocols and Stimulated Recall
  Lara McInnis

- Parenting Styles and Parental Involvement: Is There A Connection?
  Saba Mir
The Relationship Between Working Memory and Reading and Orthographic Skills
*Madison Aitken*

Questioning Authority in the UK: Teacher Positioning in a Boys' Secondary School
*Yasmin Lalani*

Psychometric Assessment Of Gender Identity/Gender Dysphoria And Recalled Sex-Typed Behaviour In Childhood: A Comparison Of Adolescents And Adults With Gender Identity Disorder And Clinical Controls
*Devita Singh, Kenneth Zucker*

*Andrea Michelle Regina, Jody Maureen Chong, Dale M. Willows*

The daily lives of kindergarten children and their parents: The role of school-based integrated early childhood services
*Tomoko Arimura, Carl Corter*

Coping with psychological abuse: Evaluating gender differences in coping styles endorsed by those in psychologically abusive dating relationships
*Melissa Pauline Bolton*

Literary Globalization and the English Teacher
*dana mafalda colarusso*

10:30 TO 12:00 NOON

**French Language Learning Chair: TBA**
**Room 2-212**

- Home language maintenance and literacy development among allophones in Elementary French Immersion
  *Gail Lori Prasad*
  *Stephanie Arnott*
- An analysis of three frameworks for integrating linguistic and non-linguistic curricular considerations in second language education
  *Reed Thomas*
- A Sociocultural Perspective on a Summer French Language Immersion Programme
  *Sophie Marie Monique Gravel*

**Equity Through Standardization?**
Room 2-296

Panel
Jennifer Hompoth, Melodie D. Wilson, Hilary Edelstein, Adam Clare

Global Voices in Social Justice Chair: Jennifer Sipos-Smith
Room 2-211

- Women abuse in Muslim community
  Narges Hosseini
- The Lost Voices: Understanding the Psychological effect of Rape on Younger Women in West Africa
  Edna Aryee
  The role played by Canadian NGOs in overseas education for development
  Gary W.J. Pluim
- Deepening Democracy From the Bottom-Up: The Movement of Working Children in India
  Christie Michele Nash

Technology Chair: Mina Mahdavinia
Room 2-286

- Examining the Growth Trajectory of a Wiki-Based Knowledge Community
  Hedieh Najafi, James Slotta
- Co-Designing a Wiki-Based Scripted Activity for Secondary School Biology
  Vanessa Lynn Peters
- iMovie Lesson Plan
  Diane Heekyong Lee

12:00 to 1:00 PM

Lunch; Performance & Art Exhibit Chair: Christina Parker
Library

- Gender Imbalance: Embodied Language through Male Dancers
  zihao li
- Masked: An (visual) art-informed perspective into gay teacher identity.
  Robert Jason Durocher

1:00 to 2:30 PM

Politics of Education Chair: Rachel Larabee
Room 2-212
- The Subjectivity and Objectivity Questions in Knowledge Production: The Museveni Regime and the Crisis of Education in Northern Uganda
  Francis Advanga Akena
- Mass Higher Education as an example of Educational Reform in the Globalization era - A case study of Taiwan
  Ching-Hsiao Chiang
- Quality Assurance and Diverse Perspectives of the University
  Meggan Lee Madden
- Disturbing the Equilibrium: The Influence of a Constructivist Learning Environment on Chinese Graduate Students
  JIE QI

**Reflective Practice Chair: Yuko Kawashima**
Room 2-286

- Rewriting racism: A process of critical inquiry
  Miwa Takeuchi
- The tensions within the teacher as 'practitioner' and 'theorist'
  Burcu Yaman Ntimoglu
- Possibilities of New Beginnings!
  Rula Hassan Kahil
- The strategic use of privilege in cross-cultural pedagogical encounters: The example of the Frontier College labourer-teacher
  Adam Perry

**Schooling: Afro-centric and faith-based Chair: Kerry-Ann Escayg**
Room 2-296

- Much Ado About Segregation: Of Black Focused School And Issues Of (Re)Segregation
  Paul Banahene Adjei, Rosina Agyepong
- What have we learned from the recent faith-based schooling debate here in the Province of Ontario?
  Anthony Palma
- Religious School with Public Funding: From Both Points of Equality and Equity
  Miyuko Ukai

**English Language, Literature, & Literacy Chair: Shelley Murphy**
Room 2-211

- Young Boys at Play: Meaning Making Processes and Literacy Development
  Kimberly Bezaire
- Literary Globalization and the English Teacher
  Dana Mafalda Colarusso
Two Japanese language tourists' ESL experience of the functions of the comprehensible output hypothesis: The potential for learning through speaking
Paul Quinn

Linguistic Imperialism or market demand? First language inclusion/exclusion at private Brazilian EFL schools
James Corcoran

ARTS-INFORMED CHAIR: ZIHAO (MICHAEL) LI LIBRARY

Telling wounds: Re-imagining institutional cultures through verbal and visual stories
Paula S Cameron

A Somatic Ecology
susan Corinne Aaron

Voyaging Women
Rebecca Maria Ballen

2:30 TO 2:45 PM
Coffee

2:45 TO 4:15 PM

POSTMETHOD METHOD, SCHOOL CHANGE AND ORGANIZATIONAL THEORY
ROOM 2-286 CHAIR: MIRA GAMBHIR

Understanding Postmethod Paradigm
Kangxian Zhao

Facilitating Change in a Middle Eastern School: A Case Study of Reflection on Practice
Mina Mahdavinia

A Valence Theory of Organization
Mark Federman

CHILDHOOD CONSIDERED CHAIR: DAVID GOLDBERG
ROOM 2-212

Two Reasonable Conceptions of Childhood: A Discussion of Childhood in the Educational Writings of John Locke and Jean-Jacques Rousseau
Mary G Chaktsiris

The Image of My Child
farveh ghafouri

Integrating Aboriginal Knowledge in Early Childhood Education Studies
Zeenat Janmohamed
DE-COLONIALISM AND IDENTITY CONSTRUCTION CHAIR: PAUL ADJEI  
ROOM 2-211

➢ The Fragmented Life of a Filipino Woman: Decolonizing Journey  
  Rose Ann Torres
➢ Education, Identity and Ethnicity: The Construction of a Tamil Identity  
  Tharisini (Thara) Mohanathas
➢ Who am I? How Young Students Conceptualize their Cultural Identity  
  Christina Parker
➢ Decolonizing Colonialism  
  Yafet Tewelde

CALLING UPON THE ARTS CHAIR: BURCU YAMAN NTELIOGLOU  
ROOM 2-296

➢ How I found myself in drama: notes from a young playwright's diary  
  Jennifer Sipos-Smith
➢ Creative Drama in the Science Classroom  
  Lauren Tuff
➢ Education in the World of Harry Potter  
  Joannie Leung
➢ Notes from a Cuban Diary: An Inquiry into the 1961 Literacy Campaign using  
  Photographic Representation  
  Joanne C Elvy

5:00 PM

KEYNOTE ADDRESS  
LIBRARY

PROFESSOR FAZAL RIZVI  
EDUCATIONAL POLICY STUDIES  
COLLEGE OF EDUCATION AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

RESEARCH ETHICS AND TRANSNATIONAL SPACES

6:00 PM

RECEPTION  
LIBRARY  
WITH THE MUSIC OF JAZZ CONNECTIONS
SATURDAY, MARCH 1, 2008

9:00 TO 10:30 PM

TEACHERS’ PEDAGOGICAL KNOWLEDGE CHAIR: KIMBERLY BEZAIRE
ROOM 2-286

- Pattern of Discourse for Improving Pedagogical Knowledge
  *chewlee teo*
- Teacher’s attitude as a dimension of mathematics education reform implementation
  *Alexander Antropov*
- Ethical Dilemmas in Cooperative Learning
  *Ching-chao Feng*
- Leadership Distribution within Professional Learning Community
  *Anna Yashkina*

EDUCATIONAL LEADERSHIP CHAIR: MINA MAHDAVINIA

ROOM 2-199

- Diverse Perspectives & Participative Decision Making in a School
  *Safdar Muhammad*
- How Educational Leaders can use Mindfulness to Engage Community Members
  *Sean William Coutts*
- The Perceptions of People of Colour Who Are Seeking Leadership Opportunities in Education
  *Joannie Leung*
- Effectiveness of principals and student achievement in primary schools
  *Gunawardena (Warden) Egodawatte*

SCIENCE, MATH AND THE ENVIRONMENT CHAIR: EKTA KALIA
ROOM 2-296

- An analysis of Knowledge Building Contributions in Elementary Science Classes
  *Dorian Stoilescu*
- Algebraic procedures used by 14 to 15 year old Sri Lankan students
  *Gunawardena Egodawatte*
- Environmental Activists, Agricultural Land and the Ontario Municipal Board (OMB): Learnings through Political Engagement
  *Suzanne L. Cook, Therese Taylor*
- Wingspread: on birds, identity, and home place
  *Andrew Peter Kett*

EMPATHIC PRACTICE CHAIR: DAVID GOLDBERG
ROOM 2-198
- It's not all about drugs! Exploring and Understanding the role of counselling and Psychotherapy among women living with HIV/AIDS
  
  *Edna Aryee*

- Empathic States, Empathic Traits - A Dynamic Relation
  
  *Laura Gollino*

- Educational Empathy: Broadcast Media Coverage of Hurricane Katrina, the Lessons Learned, and the Place of Narrative
  
  *Jonathan Patrick Arendt*

10:30 TO 10:45 PM

Coffee

10:45 AM TO 12:15 PM

WORKPLACE TRANSITIONS CHAIR: RACHEL LARABEE

ROOM 2-199

- The experiences of first generation of South Asian teachers with joining and working in Canadian teaching force
  
  *Ekta Kalia*

- From Highly Skilled to High School: The Social Organization of "Canadian Work Experience", Immigration, and Volunteer work
  
  *Bonnie Lynn Slade*

- Pre-Retirement Work Connections to Volunteer Activities Among Retirees: A Qualitative Exploration
  
  *Suzanne L. Cook*

- Brain drain of Health Professionals from Developing to Developed countries
  
  *Salima Jaffer*

GLOBAL EDUCATION CHAIR: GAIL PRASAD

ROOM 2-296

- The Coming Peace Education for a Post-Modern Age
  
  *Bryan Wright*

- Education for Global Citizenship: Towards a Democratic Society
  
  *Saskia Stille*

- Citizenship Education and Islamic Education: Could they share educational goals?
  
  *Reshma Somani*

- The Values Orientation of Global Education
  
  *Pamela L. MacIsaac*

QUESTIONS OF INCLUSION CHAIR: TBA

ROOM 2-286
Re-imagining Disability, Physical Education and Inclusion  
*Susan S Lee*

The Paradox of Inclusion: A Foucauldian Analysis of Learning Disability Discourse  
*Kelly Ruth Ladd*

Comparing Indigenous Postsecondary Institutions in Canada and the U.S.  
*Andrea L. Jenkins*

Living Robust Democracy  
*Manu Sharma*

**The Adolescent’s Self-Construction**  
**Chair: Burcu Yaman Ntelioğlou**  
**Room 2-198**

- Exploring the Spiritual Experiences and Inner Knowings of Girls in Late Adolescence  
  *Karen Csoli*
- "At-Risk" Students and Student Success  
  *Tara Kumabe*
- Bringing the Outside Inside  
  *David Alan Goldberg*
- A Cultural Studies Approach to Youth's Imagined Futures  
  *Kate Cairns*

**Critical Literacy in Action**  
**Room 2-211**

Panel  
*Mary Rankin, Nicole Pleten, Liam O'Donnell*

**12:15 to 1:15 PM**

**Lunch; Performance and Presentation**  
**Room 2-212**

- Exploring Serendipity  
  *Daniel Louis Hill*
- The use of an assistive technology method (video conferencing) in aiding student understanding in a Junior Academic Level Science classroom  
  *Kamla Kerry-Ann Reid*
- What Hillary and Obama got to do? Issues of sampling in critical research  
  *Paul Banahene Adjei*
1:15 TO 2:45 PM

CRITICAL CURRICULAR ANALYSIS CHAIR: PAMELA MACISSAC
ROOM 2-286

- Don't Read About Them: Censorship and Technology in Education
  *Cynthia A. Aoki, Miwa Takeuchi*
- A Critical Analysis Case Study of a Romanian Textbook Taught in Elementary International Language Programs
  *Dorian Stoilescu*
- The (Im)possibility of Pedagogical Eros
  *Denis Begun*

PRETTY IN PINK: GIRLHOOD IN THE 21ST CENTURY
ROOM 2-199

Panel

*Kimberly Bezaire, Farveh Ghafouri, Shelley Murphy*

INNOVATIONS TO TEACHER EDUCATION PROGRAMS CHAIR: JAGJEET GILL
ROOM 2-198

- Preparing Global Teachers - The Internationalization of Initial Teacher Education
  *Mira R Gambhir*
- Hey PETE, what's the story? Diverse theoretical perspectives of physical education teacher education research and practice.
  *Tim Fletcher*
- Black Voices: Experiences with race and anti-racist education in teacher training programs
  *Kerry-Ann Escayg*
- Transitioning 'young farmers' into secondary school science teachers: challenges of the Faculties of Education in Ethiopian public universities
  *Solomon Belay*

LANGUAGE ACQUISITION CHAIR: JAMES COROCAN
ROOM 2-296

- Teaching English Vocabulary through Cognates in Ukrainian Academic Context
  *zhanna perhan*
- Second Language Students and Spelling Morphologically Complex Words
  *Mahshid Azimi-Bolourian, Esther Geva*
- Development of writing in EL1 nd EL2 children: Analysis of writing samples from grade 4 and grade 6.
  *Lucja Segal-Seiden, Esther Geva*
ARTS-INFORMED II CHAIR: ROBERT DUROCHER
ROOM 2-212

➢ Theatre as a tool for Diversity Education
  Jill Laura-Lee Bianca Honica Andrew
➢ Lesbian LifeLine(s): Starting with me
  Susan Diane
➢ (En)Compassing Heart: A NGO Journey Towards Sustainability
  Rachel Larabee

2:45 to 3:15 PM

WRAP-UP
ROOM 2-212

POSTER SESSIONS

Annotated Bibliography of Inclusive Resources for Teaching Science in Grades 1-8
Jason Singh Mukhi, John Percy, Belinda Longe

Abstract
Many teachers consult different resources when developing their lesson plans and teaching their classes. However, not many of these resources cater to all students, especially to visible minorities. We were especially concerned about students from groups that have traditionally been under-served or under-represented in science and technology. As a result, we have compiled a list of resources, such as websites, books, journal articles, etc, that would accomplish this goal. We hope elementary teachers will refer to our annotated bibliography when they develop and/or teach their classes. High school teachers will also find this bibliography useful in developing their lesson plan, especially the section on science and ethics, since many of the resources are generally applicable.

Attributions of Adolescents with Attention-Deficit/Hyperactivity Disorder (ADHD) for their Problem Behaviours and their Disorder
Angela Varma, Judith Wiener

Abstract
This study investigated the behaviours and characteristics that adolescents with and without ADHD view as problematic for themselves and the attributions they make for their self-identified most problematic behaviour on dimensions of controllability, pervasiveness, stigmatization, and locus of causality. The attributions of adolescents with ADHD for their most problematic behaviour were also compared to their attributions for ADHD as a disorder.
Participants included 17 male adolescents with ADHD and 17 age-matched male adolescents without behavioural or academic difficulties, aged 13 to 17 years. Adolescents with ADHD reported having more problem behaviours, mainly symptoms of inattention and academic difficulties, than adolescents without ADHD. Adolescents with ADHD viewed their problematic behaviour as more stigmatizing, particularly to teachers and peers, than adolescents without ADHD. Adolescents with ADHD perceived their most problematic behaviour as more stigmatizing to their parents than their disorder. Implications for future research and clinical practice are discussed.

Profile
Angela Varma is a 2nd year PhD student in the Department of Human Development and Applied Psychology in the School and Clinical Child Psychology program.

Errorless Acquiescence Training: External and Social Validation
*Nathalie K Conn, Joseph M Ducharme*

Abstract
The present study examined the external and social validity of Errorless Acquiescence Training (EAT), a social skills program for children with severe externalizing behaviour problems. Previous evaluations of EAT have been conducted in clinic settings; however, the present investigation occurred in a community school to address external validity considerations. Eight children participated in the program, which used success-focused errorless procedures (e.g., stimulus fading) to teach children to be flexible with the needs of peers and tolerate challenging social situations. Using time-series observations, we examined children's behaviour before, during and following EAT. These data revealed that children displayed increases in acquiescent responding, prosocial and clean-up behaviours, along with reductions in antisocial behaviours. We also collected pre-post teacher-ratings using a standardized questionnaire of social competence to examine the social validity of treatment effects. According to these data, the classroom teacher perceived meaningful improvements in children's social skills and problem behaviours.

Profiles
Nathalie Conn, M.A., is a doctoral candidate in the School and Clinical Child Psychology program at the University of Toronto. Her research interests include the development and evaluation of proactive interventions for children with behavioral disorders.

Joseph Ducharme, Ph.D., is a professor at the University of Toronto. His research interests include child behavior therapy, parent, staff and teacher training approaches, and proactive classroom management.

Aboriginal Head Start Ontario: Impact on Health and Education
*Angela Mashford-Pringle*

Abstract
Aboriginal Head Start Urban and Northern Communities (AHSUNC) in Ontario has operated for 12 years. Little research has been documented on how the culturally and spiritually sensitive
program has impacted any of the social determinants of health. My presentation will contribute to the knowledge of population health, the social determinants of health, early childhood development, and AHSUNC in Ontario. My study has examined what the impact of AHSUNC has had on the health and education of Aboriginal children and their families. The study provides a base for future research as well as possible policy implications for the federal government. I compared initial enrolment self-assessment questionnaires completed by parents/caregivers of enrolling children to a second questionnaire provided three months later. There have been impacts that can casually be attributed to the Aboriginal Head Start program. My presentation will provide policy implications, concrete findings about changes in education, social support, culture, language, and health among urban Aboriginal children and their families.

Profile
I am currently completing my second year in the Master of Arts degree at SESE, as well as the Collaborative Program in Aboriginal Health. Beyond my degree, I work full-time at Health Canada's Ontario Regional office in social programs.

Analyzing L1 and L2 Paraphrasing Strategies through Concurrent Verbal Protocols and Stimulated Recall
*Lara McInnis*

Abstract
Paraphrasing is a common strategy used by university students to avoid plagiarism in their academic essays. However, it also presents a variety of cognitive and lexical challenges for native speakers of English (L1) and nonnative speakers of English (L2). To address the implications of teaching paraphrasing skills in the classroom, this paper proposes to investigate the types of paraphrasing strategies used by 10 L1 and 10 L2 graduate students in a paraphrasing task. These strategies will be determined through analyses of concurrent verbal protocols, stimulated recalls, and the participants' written work. Primary sources of data will include audio-recordings of students' verbalized thoughts, notes from interviews, computer data, and the final written product of four paraphrases for each participant. Each paraphrase will be ranked in terms of overall quality, appropriateness and type of revision based on specific criteria introduced in previous studies.

Parenting Styles and Parental Involvement: Is There A Connection?
*Saba Mir*

Abstract
Parents are "children's first and most enduring educators" (Robson, 2006), and as such, the parent-child relationship has profound effects on various aspects of children's development. Parenting styles (PS) and parental involvement (PI) are both heavily, yet separately, studied facets of this complex relationship. Research has consistently shown the powerful effects of these factors on children's academic functioning, social capability, and psychological development (Darling, 1999), as well as the school's integration as part of the community, and the enhancement of both students' and parents' sense of self-efficacy (Hoover-Dempsey et al., 2005). The aim of the current study is to explore the potential connection between PS and PI, using survey data collected previously (Corter, Harris & Pelletier, 1998). Participating parents
are categorized based on their PS, while information on their perceived importance of various types of PI is examined. This study takes children's grade level, parents' gender and language skills, into consideration.

Profile
Saba Mir is currently pursuing her second Masters in Child Study and Education from the Department of Human Development and Applied Psychology at University of Toronto's Ontario Institute for Studies in Education (OISE/UT). She also holds a M.Sc. in Neuroscience in addition to an Honours B.Sc. from University of Toronto. She will be pursuing her Ph.D. in Fall 2008. Her research interests include parent-child relationships as well as early childhood development and education.

The Relationship Between Working Memory and Reading and Orthographic Skills
Madison Aitken

Abstract
A child's reading and writing abilities impact all aspects of his or her education. As such, it is important to understand the cognitive factors that are related to these basic academic skills. Doing so can inform decisions about education programs and interventions, as well as contribute to the field of reading and writing disabilities. Data analyses are forthcoming, but the intent of this poster is to focus on the relationships between working memory (both visual and verbal) and reading and orthographic skills. Data are from a small sample of typical junior-grade elementary school students who completed measures of working memory, alphabet fluency, orthographic choice, reading and attentional control.

Profile
Madison Aitken is an MA student in HDAP.

Questioning Authority in the UK: Teacher Positioning in a Boys' Secondary School
Yasmin Lalani

Abstract
This paper highlights the results of a critical ethnographic study I conducted on teacher authority at St. John's Boys' High School in London, UK. I employed participant observations and unstructured interviews as integral tools for data collection. As a teacher and researcher, I observed that teacher authority at St. John's was defined as a uni-dimensional masculine trait (which does not necessarily mean that only men could practice authority in a masculine way) which failed to acknowledged "difference" as it pertains to gender, age and race as it relates to language practice and cultural assimilation into a white, Eurocentric social order. Because I discovered that teachers' racial/linguistic or gendered positioning affected how traditional notions of authority historically reject "difference", the study aimed to problematize conventional concepts of teacher authority that involved overt displays of sexism and racism (from a sociolinguistic perspective). In this paper, I will examine two different discourses on authority as they related to gender and ethnicity (language practice). These discourses will be used to provide insight and analysis of the interviews of two teacher participants who expressed that they were undermined and disempowered in their day-to-day interactions with their students. From a
broader perspective, the gendered and linguistic hegemonic models of authority in a western context (and therefore, in the school), encouraged the sexist and racist practices and ideologies which both teachers experienced and felt in their classrooms.

Profile
Yasmin Lalani is a first year PhD student at OISE/UT as of January 2008. Her current research interests thus far include student and teacher identities and race and gender relations in educational settings. Yasmin was a teacher of Music, Psychology and Sociology in London, UK for five years.

Psychometric Assessment Of Gender Identity/Gender Dysphoria And Recalled Sex-Typed Behaviour In Childhood: A Comparison Of Adolescents And Adults With Gender Identity Disorder And Clinical Controls
Devita Singh, Kenneth Zucker

Abstract
The goal of this study was to examine the psychometric properties of two questionnaires designed to measure two of the three components of psychosexual development: gender identity and gender role. Several lines of evidence converge to support the need for a dimensional measure of gender identity, but, hitherto, only a few studies have attempted this. Thus, the present study was designed to examine further the psychometric properties of a dimensional measure of gender identity, the Gender Identity Questionnaire for Adolescents and Adults (GIQAA). The study also aimed to report on the psychometric properties of a measure of recalled childhood gender role behaviour, the Recalled Childhood Gender Identity/Gender Role Questionnaire (RCGI). Using a two study, the GIQAA and RCGI were administered to adolescents and adults with gender identity disorder and clinical control patients. Across both studies, the measures exhibited strong evidence for discriminant and convergent validity.

Andrea Michelle Regina, Jody Maureen Chong, Dale M. Willows

Abstract
This poster presentation will highlight a mixed-method study conducted to examine and better understand the impact of participating in an intensive, remedial reading program on the self-perceptions of maltreated struggling readers from the Ontario Child-Welfare system. Maltreated youth with reading difficulties, aged 15 to 23 years, were extensively interviewed both prior to and following intervention about their reading and skill-related self-perceptions. Their responses were analyzed thematically using grounded theory methodology. Independent and paired-samples t tests were also conducted to measure the impact of intervention on the self-perceptions and reading achievement of these youth. Results converged to provide empirical support for the benefits of reading intervention for the population under review. Implications, limitations and directions for future research will be discussed.
Profiles


Dale Willows, PhD, is the Program Chair, Child Study & Education and a professor in the Child Study & Education & School & Clinical Child Psychology program.

The daily lives of kindergarten children and their parents: The role of school-based integrated early childhood services
Tomoko Arimura, Carl Corter

Abstract
The study explored the impact of integrated services consisting of kindergarten, child care and family support programs on the daily lives of parents and their kindergarten-aged children. The quasi-experimental design compared the daily experiences of parents and children accessing integrated versus traditional forms of kindergarten and child care services. Thirty-eight parents completed questionnaires and semi-structured interviews regarding daily routines, parenting daily hassles, social support networks, and views about early childhood services. Sixteen children participated in a semi-structured interview that assessed their views about their daily routines. Analyses indicated that service integration is associated with lower levels of daily parenting hassles, greater satisfaction with some forms of support, and greater levels of continuity in children's days.

Profiles
Tomoko Arimura is a PhD candidate in the School and Clinical Child Psychology program in the Department of Human Development and Applied Psychology.

Carl Corter is a professor at the Institute of Child Study, Human Development and Applied Psychology and the Atkinson Charitable Foundation Chair in Early Child Development and Education.

Coping with psychological abuse: Evaluating gender differences in coping styles endorsed by those in psychologically abusive dating relationships
Melissa Pauline Bolton

Abstract
The present study evaluated gender differences in coping styles endorsed by those in psychologically abusive dating relationships. It was hypothesized that in community participants (N=147, 18-35 years of age), differences in coping styles used would be evident between individuals in psychologically abusive relationships versus those not abused. Moreover, an interaction was expected between gender and psychological abuse on coping. Partial support for the original hypotheses was obtained, as gender alone predicted emotion focused, but not avoidance, or problem focused coping styles. Essentially, females used emotional expression and
social support to a greater extent than did males. Additionally, those within psychologically abusive relationships used emotion focused coping (humor, other blame, self-blame, emotional control, passivity, and wishful thinking) more than those who were not abused. It is uncertain whether these coping styles hindered the abused individual from leaving their situation, or whether their abusive situation promoted particular response styles.

Profile
Melissa Bolton is a 1st year Masters student (M.A.)- Counselling Psychology for Psychology Specialists at OISE.

**Literary Globalization and the English Teacher**
*Dana Mafalda Colarusso*

Abstract
How does the rise of global English bear upon the role and nature of the English teacher's work? Considering the extinction of many international languages (UNESCO, 2000), and the influence of Anglo-American culture through media and multinationals, the English teacher can be seen to be at an ethical crossroads marked both by linguistic (Sonntag, 2000) and literary globalization. This year I will be interviewing secondary English teachers in Ontario to survey their perspectives on emerging implications of teaching global English in a multicultural society. Where has secondary English curriculum successfully responded to changing realities, where does it fall short, and why? A subsidiary question will be, does Shakespeare (which consumes more curriculum time in many schools in Ontario than any other body of a single author's work) prove exceptional in the (slow) movement towards curricular reform? Finally, how can English teachers make virtue of necessity through intercultural dialogue?

Profile
Dana Colarusso is a 3rd year Ph.D. candidate, Department of Curriculum, Teaching and Learning.

**SESSION 1: FRENCH LANGUAGE LEARNING**

**Home language maintenance and literacy development among allophones in Elementary French Immersion**
*Gail Lori Prasad*

Abstract
The number of allophones in French immersion programs in Canada has been increasing over the last decade. This paper first reviews the literature regarding the suitability of French immersion (FI) programs for such learners; second, it examines modifications necessary to the FI design to accommodate the linguistic diversity such students bring into the classroom and to support additive language learning; and finally, it explores strategies in FI pedagogy and global multilingual education that can help immersion educators support home language maintenance and literacy development of allophone learners. The conclusion of the paper points to future
research possibilities and collaboration between immersion educators, researchers and diverse allophone communities.

Profile
Gail Prasad is a 1st year MA Candidate in Second Language Education/ Comparative, International & Development Education.

Stephanie Arnott

Abstract
This study examines the Accelerative Integrated Method (AIM) in action during the initial stages of French Second Language (FSL) acquisition. Twelve observations of an elementary core French class were conducted. The teacher and twelve students participated in two semi-structured interviews. Results suggest teachers are integral factors in the launch and success of the AIM program for beginning language learners. A dual focus on the teacher as facilitator and the learner as an active and vocal participant emerged from the data. Interview findings offer explanations for observed student engagement and willingness to take risks with French in this learning environment. Existing theory and research in second language education are presented to support the program's pedagogical elements. The implications of this study for FSL pedagogy and future research are also discussed.

Profile
Stephanie Arnott is in the first year of the PhD program in the Second Language Education department at OISE/UT. She completed her M.Ed. in this department in 2005, and for the past two years has been teaching Senior Kindergarten and elementary-level French as a Second Language in Toronto.

An analysis of three frameworks for integrating linguistic and non-linguistic curricular considerations in second language education
Reed Thomas

Abstract
This paper outlines and explains three frameworks relevant to a study on teachers' beliefs and practices in different second language contexts in Ontario. Each of these models for integrating linguistic and non-linguistic aspects of the curriculum exemplifies a different approach toward integration: one with a focus on language, another that highlights content, and a third where identity occupies a central position. Analysis and comparison reveal several emergent themes, as well as areas of overlap and difference among the models. Illustrative classroom-based studies point to the relevance of these frameworks for teachers' professional practice. The application of the models to the research project will be outlined.

A Sociocultural Perspective on a Summer French Language Immersion Programme
Sophie Marie Monique Gravel
Abstract
This paper will discuss a future five-week study on an intensive Summer French Language Immersion Programme in Canada. The site chosen, annually hosts a government funded programme for Canadian citizens who wish to learn or improve their Second Official Language, here, French. An attempt to shed light on the improvement or lack of improvement of the students will be sought by asking the following questions: (a) Have students improved in their French proficiency after their five week sojourn? (b) How can improvement or lack of improvement be explained? (c) Does active participation in sociocultural activities offered by the programme have an impact on French language acquisition? The theoretical framework will be guided by Sociocultural Theory and to answer the research questions, original data will be collected using both quantitative and qualitative methods.

Profile
Sophie Gravel is an MA candidate in the Department of Curriculum, Teaching & Learning

Session 2: Equity Through Standardization? Panel
Jennifer Hompoth, Melodie D. Wilson, Hilary Edelstein, Adam Clare

Abstract
The papers included in this panel emerged from a collaborative process of reflection and writing in a Philosophy of Education seminar focusing on the topic of critical and controversial issues in schooling, of which the role of schooling in the promotion of equity formed a key underlying concern. The epistemological and political considerations of "controversial issues" discussed in the following presentations reflect a common interest to articulate modes of teaching, learning, and knowing which address the emancipatory potential of education. The significance of 1. educational policy and institutional change, in the case of discussions of separate, faith-based, and 'focused' schooling, and of 2. pedagogical approaches and technologies at the classroom level, in the discussions of "subjugated knowledges and amanuensis", and "the internet and social web in the classroom", are articulated with reference to the goal of promoting equity in and through education. These perspectives seek to promote an account of education consistent with a robust notion of democracy vital to the flourishing of pluralistic societies while questioning the boundaries of political liberalism.

Session 3: Global Voices in Social Justice

Women abuse in Muslim community
Narges Hosseini

Abstract
Research has demonstrated that domestic violence occurs regardless of cultural, religious, or socioeconomic boundaries. North American council estimated that 10% of Muslim women have experienced physical, sexual and emotional abuse (Memon, 1998), though this has not yet empirically established. Domestic violence in this population can be higher because of two reasons. First, control and power are major issues in this community (Ayyub, 2000). Second, it is likely that risk of domestic violence among Muslims is increased by the general life stress and
isolation experienced by immigrant families. This study, first, seeks to understand how Muslim women interface with domestic violence, and how violence and controlling behaviour are shaped within the context of immigration and religious beliefs. Second this study puts forth the hypothesis that the level of acculturation and attitude towards women moderate the level of women's empowerment and the rate of female victimization within the Muslim families.

Profile
Narges Hosseini is a PhD student in the Department of Human Development and Applied Psychology.

The Lost Voices: Understanding the Psychological effect of Rape on Younger Women in West Africa
Edna Aryee

Abstract
My study was aimed at assessing the psychological effects of rape on younger refugee women who were raped during the Liberian and Sierra-Leonean civil wars. The study comprised of thirty younger women and thirty older women who were victims of rape. Data were gathered using structured and unstructured questionnaire. Using t-test for independent samples in analyzing the data, the results showed that younger women exhibited higher level of depression than older women. Results also showed that there was no significant difference in the level of depression among women from Sierra-Leone, Liberia and Ghana. Younger women undergoing counseling exhibited lower level of depression than those without counseling. The war is over and most of the women have return to their home countries but the question here is, "what psychological support can we provide to these young women as professionals." Detailed results were discussed and recommendations made to future researches and professionals.

The role played by Canadian NGOs in overseas education for development
Gary W.J. Pluim

Abstract
This paper highlights the sector of Canadian NGOs that focus on education for development in overseas countries. Through document analyses it broadly examines the sector in Canada and then reports on qualitative, case study analyses of selected, pivotal players in the Canadian NGO community. The research focuses on the approaches, strategies, and roles of these organizations vis-a-vis international aid patterns, global conventions in education, and critical literature on curriculum and pedagogy in developing countries. The specific positions of these NGOs are then compared with other organizations in education for development, such as larger NGOs, INGOs, and IOs.

Profile
Gary Pluim is an MA Candidate in the Department of Curriculum, Teaching and Learning, Comparative, International and Development Education Program.

Deepening Democracy From the Bottom-Up: The Movement of Working Children in India
Christie Michele Nash
Abstract
This paper examines a unique program initiated by the Concerned for Working Children (CWC), a local non-governmental organization based in Bangalore, India that works specifically with working children in empowerment and leadership development strategies and initiatives which are embedded in the Convention on the Rights of the Child's (CRC) principle that enables children's right to participate. Through their fundamental mandate of working with children as partners, CWC has initiated a unique program which embodies democratic principles whereby the children, the primary stakeholders, are at the centre of all decision-making processes pertaining to their learning and social action. This model demonstrates that participation in democratic decision-making processes can lead to enlightened citizenship and deeper citizenship engagements. Moreover, it demonstrates that even the most "disenfranchised" or "dispossessed" citizens (i.e. child labourers) are capable of becoming vital contributors to decision-making processes, thus deepening our democratic structures, and overcoming issues of child labour from the ground-up rather than from the top-down. This model has been exceptionally successful and has achieved many tangible accomplishments, such as the declaration of 56 Panchayats (regional areas) which are now "child labour free." From this local success to continued international recognition, Bhima Sangha is an extraordinary example of how being engaged in a participatory democracy, and learning democracy by doing it, can lead to social change and strong citizenship attributes. Certainly, there are many other intangible accomplishments that these programs have achieved in the individuals, such as political efficacy and critical analytical skills. In this presentation I will outline the programs, structures, and processes that support and mobilize this social movement, and discuss its successes and challenges regarding its to participatory democracy approach.

Profile
Christie Nash is an M.Ed Candidate in Adult Education and Community Development and Comparative International Development Education.

SESSION 4: TECHNOLOGY

Examining the Growth Trajectory of a Wiki-Based Knowledge Community
Hedieh Najafi, James Slotta

Abstract
While proponents of information and computer technologies (ICTs) argue that ICTs will transform teaching and learning in higher education, examples of transformative integration of technology within graduate level courses are rare. The use of ICTs in face to face graduate course is typically limited to such applications as resource webpages or online asynchronous discussions. What's more, online discussions and other resources do not typically go beyond the lifetime of the course and when a new section starts, students do not have access to the knowledge base developed by the preceding classes. This presentation will discuss an innovative attempt to integrate ICTs into the teaching, learning, and collective knowledge building within a multidisciplinary, face-to-face, graduate-level course at OISE/UT. In designing this course, we sought to create a persistent web-supported knowledge community that would complement the
physical, face-to-face community of graduate students and evolve over multiple offerings. Participants of this study are the course instructor, graduate assistants, and three cohorts of students within successive offerings of the course. Activity Theory provides an analytical framework that simultaneously takes into account macro and micro level factors that affect the process of community building. In its third iteration, this ongoing study explores how initial systemic tensions that arose from the initial design decisions have provided a major driving force in defining the structure for a wiki-based course community. The study investigates the creative tensions that occur, between the instructor's vision for the course and students' implementation of their own vision. This research has implications for faculty members attempting to integrate ICT in their instruction to transform students' learning, in that it elaborates on the opportunities and challenges this process entails.

**Co-Designing a Wiki-Based Scripted Activity for Secondary School Biology**

*Vanessa Lynn Peters*

**Abstract**

The goal of this study was to create a new wiki-based activity that links scripted learning activities with collective knowledge building efforts for secondary school biology. Using a co-design method, the researcher collaborated with two experienced science teachers to create a curriculum lesson where 108 grade-ten biology students developed a knowledge base of ideas about biodiversity, then drew upon those ideas as resources for subsequent curricular activities. Results demonstrate that this innovative lesson fostered collaborative knowledge construction as well as individual student learning. This suggests that a carefully designed scripted activity can complement and enhance the value of a collective knowledge building community within secondary school settings.

**Profile**

Vanessa Lynn Peters is Ph.D. candidate in the Department of Curriculum, Teaching and Learning.

**iMovie Lesson Plan**

*Diane Heekyong Lee*

**Abstract**

This workshop will present a lesson plan, using high tech multi-media that can assist second language learners to experience a unique way of expression with their own inner voice through film art. Software applications such as iMovie and iPhoto demonstrate not only students' academic achievements in computer-mediated language literacy but also personal reflections on their second language learning process as they combine personal video clips, photos, and favourite songs with their own narration. In addition to computer-mediated communications, some of the challenges in using an image-based class project will be discussed.

**Profile**

Diane Heekyong Lee is in the Second Language Education Program in the Department of Curriculum, Teaching and Learning.
SESSION 5: PERFORMANCE & EXHIBIT

Gender Imbalance: Embodied Language through Male Dancers
Zihao Li

Abstract
As a multi-dimensional artist, teacher, student, and a researcher, I witness bodily work - dance as not merely an expression but a form of inquiry into the research process. Similar to the academic research process, dancers and choreographers have long known that the choreographic process is one of sorting, sifting, editing, forming, designing, shaping, spacing, making, and remaking. In recent years, I have worked diligently to communicate with other scholars through the combination of movements - body and literature - mind. For this research, I employed movements within a framework of educational research to raise critical questions; to connect with the emotions of participants; to understand phenomenological and epistemological concepts that are concealed in dancers' body, in particular, the male dancers' body.

Profile
Zihao Li is a teacher at Rosedale Heights School of the Arts and a 2nd year PhD student in Curriculum, Teaching and Learning.

Masked: An (visual) art-informed perspective into gay teacher identity.
Robert Jason Durocher

Abstract
Among self-identified gay, lesbian, bisexual, transgendered/transsexual and queer (LGBTTQ) teachers that may be out to friends and family in their personal lives, there are some that feel the need to 'mask' or conceal their sexuality in their professional lives to students and other educators. My research uses the visual and performance based metaphor and performance of mask making to research the ways in which LGBTTQ teachers conceal their sexuality while fulfilling their role of teacher.

Profile
Robert Durocher is MA candidate in the Department of Curriculum, Teaching and Learning.

SESSION 6: POLITICS OF EDUCATION

The Subjectivity and Objectivity Questions in Knowledge Production: The Museveni Regime and the Crisis of Education in Northern Uganda
Francis Adyanga Akena

Abstract
This paper argues that the positive presentation of education in northern Uganda by the Museveni administration hide the grave reality of the destruction of educational institutions, very high student drop-out rates, poor quality instruction and substandard education. The subjectivity of the administration makes it necessary to find out why politicians are misrepresenting the negative realities of education in northern Uganda as success. This paper will examine the
Museveni administration, the Ugandan society and politics of knowledge production. It is divided into three parts. The first part reviews the literatures on sociology of knowledge production. The second part applies the literatures to understand the politics of education in northern Uganda. The third part provides a conclusion.

Profile
Francis Adyanga Akena is a student in the Department of Sociology of Education and Equity Studies.

Mass Higher Education as an example of Educational Reform in the Globalization era - A case study of Taiwan
Ching-Hsiao Chiang

Abstract
In this paper, I firstly review how socio-political and socio-economic structure transformation in the globalization era articulated Taiwan's educational reform. Then I look at how Taiwan conducts a series unprecedented mega-sized educational reform policies and initiatives in the hope of responding to globalization challenges and enhancing the national competitiveness, improving human resources and the country's higher education. Secondly, I take mass higher education as an example of educational reform and to examine whether Taiwan has had a mass higher education based on Trow's development of "elite-mass-universal access" framework of higher education. In addition to that, recent examples will be discussed in terms of Altbach's logic of mass higher education so as to detect the performance and to identify the problems raised by massification of higher education initiative in Taiwan in the globalization era. A brief comparison with circumstance in Australia will be carried out to verify if what Altbach contends logic of mass higher education an overall trend in the global society. Finally I conclude if Taiwan's mass higher education in the educational reform met its goals to reflect to globalization challenges.

Quality Assurance and Diverse Perspectives of the University
Meggan Lee Madden

Abstract
Most discussions of quality assurance overlook the need to define explicitly the core values of the university that characterize, underlie, and inform standards of academic quality. Deeply held notions of the university--its historical foundation, its interaction with the nation state, and its ideals of knowledge--continue to shape its identity and interaction in the global economy. This paper considers five diverse ideal-types of the university and their relationships between the individual, society, and knowledge in order to propose necessary characteristics of quality assurance that support unique forms of the university and indigenous ways of knowing. Quality assurance practices in four countries--Malaysia, the Netherlands, South Africa, and the United States--are examined to understand the interactions between the nation state and these ideal-types of the university

Profile
Meggan Madden is a PhD candidate in Higher Education, Department of Theory and Policy
Disturbing the Equilibrium: The Influence of a Constructivist Learning Environment on Chinese Graduate Students

Jie Qi

Abstract
The study examined some main concepts in cognitive constructivism and social constructivism and analyzed Chinese graduate students’ understanding of the process in a constructivist learning environment, and the psychological change they have gone through during the past year. The flexible design of grounded theory of qualitative research was chosen in this study. Open-ended questions were asked in order to get real, valid, deep, and rich data. Eight participants were chosen purposefully. The unique standpoint of Chinese graduate students concerning the concept of constructivism in education and the influence of this educational philosophy on them reflected some main differences between cultures. This study provided useful insights for the Chinese graduate students and international educators. At last, some recommendations for constructivist teaching are also presented.

SESSION 7: REFLECTIVE PRACTICE

Rewriting racism: A process of critical inquiry

Miwa Takeuchi

Abstract
In this presentation, I will introduce my critical inquiry project through which I revisited a pedagogical moment where racism became relevant. Based on this reflection, I explored two interrelated questions: 1) how previous researchers have constructed the development of racism, and 2) what kind of literacy pedagogy can challenge the power imbalance under the status quo. I will first review the literature from cognitive psychology and anthropological psychology to draw different models of children and racism development. Second, I will introduce some principles of "rewriting" by drawing on critical literacies pedagogy. Especially, I will review the following principles: interaction between deconstructing and redesigning texts, acknowledgement of plural form of literacy, and transformation of personal narratives to social narratives. Finally, I will unpack these principles by examining classroom snapshots introduced in the previous literature.

Profile
Miwa Takeuchi is a first-year PhD student at the program of Curriculum Studies and Teacher Development in the department of Curriculum, Teaching, and Learning.

The tensions within the teacher as 'practitioner' and 'theorist'

Burcu Yaman Nielioglou

Abstract
In this paper, I will be examining theories in relation to curriculum, culture, language, multiculturalism and diversity. Reflecting on my experiences as an ESL/EFL teacher and a graduate student, I will discuss the tensions between 'practitioner' and 'theorist'. More specifically, I will share personal narratives of the struggles and epiphanies I experienced as a result of examining the teaching of linguistically and culturally diverse students in urban schools.

Possibilities of New Beginnings!
*Rula Hassan Kahil*

Abstract
This paper is a result of situating myself as a teacher and learner coming from Lebanon, a place facing the adversities of war. To Greene (1988), a "homecomer" notices details in her environment she never saw before. I notice that the diminished sense of responsibility toward social justice and the limited classroom discussions related to national responsibility create a sense of despair to many educators. Therefore, in the midst of reluctance and despair, what makes educators awaken to possibilities of new beginnings, to hopeful living, and break out of the cycle of oppression? In answering this question, I will refer to Paulo Freire's and Maxine Greene's work on oppression and agency. I will present my belief in the capability of teachers to break through the cycle of oppression through an "unsettling" process of self reflection which triggers responsibility and need of liberatory education characterized by dialogue, reflection, and action.

Profile
Rula Kahil is an MA student in the Philosophy of Education in the Department of Theory and Policy Studies.

The strategic use of privilege in cross-cultural pedagogical encounters: The example of the Frontier College labourer-teacher
*Adam Perry*

Abstract
My presentation will analyze data from interviews I have conducted with present-day Frontier College labourer-teachers on the issue of how educators can use privilege to their advantage in developing strategies of resistance to dominant discourse. Specifically, I will explore the possibility of cross-border relationship building and the strategic subversion of unequal power relations. Since 1989 the Frontier College labourer-teacher program has been working in agricultural settings with migrant farm workers from Mexico and the Caribbean who come to Canada to work as temporary labourers through the Seasonal Agricultural Workers Program. Historically, the Frontier College labourer-teacher program has recruited more privileged 'middle-class' Canadians to go and work with less privileged 'working-class' new Canadians. Today, Frontier College works from a model more typical of an international development organization, sending more privileged Canadian volunteers from the Global North to work with less privileged men and women from the Global South.
Much ado about segregation: Of black focused school and issues of (re)segregation
Paul Banahene Adjei, Rosina Agyepong

Abstract
The recent decision of Toronto District School Board (TDSB) to give a thought to the idea of having a black focused school in Toronto has resurrected the old nagging question: Is a Black focused school not a segregated school? Those who pose this question rely on the erroneous assumption that the present arrangement in the school system is desegregated and the laws sustaining segregated schools in Canada have been relegated to a distant past. Clearly, such an assumption is informed by historical amnesia, and lack of a collective frame of reference to understand how contemporary issues in education-- that is, high school disengagement and drop-out among Black students --are shaped by historical legacies of racism and inequities in the school system. To be thought of as a slave and not treated as one is not a noble gesture that one has to be gracious and proud of. An education system that insists we are always welcome, and yet, constantly ignores our presence by refusing to include our experience, culture, knowledge, values, identity, and history in the curricular and pedagogical practices is as good as enforcing segregation. In this paper we use the historical trajectory of segregation and contemporary practices in Toronto to show the fundamental flaws, inconsistency, and contradictions in the argument that Black focused school is a segregated school.

Profile
What have we learned from the recent faith-based schooling debate here in the Province of Ontario?

Anthony Palma

Abstract
This paper will attempt to respond to this question in light of relevant media coverage of the past provincial election campaign, from September 10th, 2007 to October 10th, 2007, inclusive. The study at hand focuses on published articles in three Toronto newspapers: The Globe and Mail, The National Post, and The Toronto Star.

Profile
Anthony Palma is a PhD candidate in the department of Theory and Policy Studies, Ontario Institute for Studies in Education.

Religious School with Public Funding: From Both Points of Equality and Equity

Miyuko Ukai

Abstract
This presentation firstly points out 1) that religious neutrality at common schooling actually meets difficult problems from the view of relations among "religion, education, and values". Secondly 2) by reanalyzing arguments around whether religious school with public funding should be admitted or not, I reconfirm a kind of agreement on the ideal of equity and equality(democratic principles) within a series of arguments though it seems to have conflicts of opinions from the level of ways. Finally, I conclude 3) that religious school with public funding is admitted as one of public policies by connecting and reinforcing such look for social equity and equality with more educational equity and equality. The main way to approach this issue is to refer to the arguments around religious school with public funding through the theory and critics of Gutmann,A. I also try to apply some political and social theories into educational theories.

Profile
Miyuko Ukai is a doctoral exchange student in the Department of Theory and Policy Studies.

Young Boys at Play: Meaning Making Processes and Literacy Development

Kimberly Bezaire

Abstract
This presentation features an update on a thesis 'work in progress', examining the influence of boys' play on literacy development. What inspires, engages and enriches boy's 'play'? What playscapes, places, props, plots, partners and practices enrich/facilitate/correspond with literacy development, essentially meaning-making processes? This presentation offers a review of recently collected data, examining children's language, gesture, movement and play themes. Emerging patterns and themes will be described, as I work toward establishing and cross-
referencing categories of play and literacies (talking, reading, writing, drawing, representing, building, sculpting, composing, singing...).

Profile
Kimberly Bezaire is a specialist in Early Childhood Education, and a Doctoral Candidate in the Department of Curriculum, Teaching and Learning, OISE/UT. Her research interests include play, language and literacy, and children's consumer marketing.

**Literary Globalization and the English Teacher**
*Dana Mafalda Colarusso*

Abstract
How does the rise of global English bear upon the role and nature of the English teacher's work? Considering the extinction of many international languages (UNESCO, 2000), and the influence of Anglo-American culture through media and multinationals, the English teacher can be seen to be at an ethical crossroads marked both by linguistic (Sonntag, 2000) and literary globalization. This year I will be interviewing English teachers in Ontario to survey their perspectives on emerging implications of teaching global English in a multicultural society. Where has secondary English curriculum successfully responded to changing realities, where does it fall short, and why? A subsidiary question will be, does Shakespeare (which consumes more curriculum time in many schools in Ontario than any other body of a single author's work) prove exceptional in the (slow) movement towards curricular reform? Finally, how can English teachers make virtue of necessity through intercultural dialogue?

Profile
Dana Colarusso is a 3rd year PhD candidate in the Department of Curriculum, Teaching and Learning.

**Two Japanese language tourists' ESL experience of the functions of the comprehensible output hypothesis: The potential for learning through speaking**
*Paul Quinn*

Abstract
The spoken output of adult Japanese students in private Canadian ESL schools is under-researched. These 'language tourists' believe they can improve their English through spoken output despite literature suggesting they are inhibited about speaking. Swain (1985, 1995, 2005) claims language learning can occur through pushed output featuring noticing, hypothesis testing, and metalinguistic reflection. Krashen (1994, 1998, 2003) argues pushed output is anxiety-inducing and infrequent. This case study investigates two Japanese of different gender, proficiency, and class type. Observations of classes and social events, stimulated recalls, learner diaries, and semi-structured interviews provided quantitative and qualitative descriptions of the extent to which they produced spoken output; how that production varied by individual, learning context, activity type, and form and function of language; and what the participants' affective reactions were to the experience. Participants produced at a higher rate out of school than in, and experienced oral production anxiety as worthwhile.
Linguistic Imperialism or market demand? First language inclusion/exclusion at private Brazilian EFL schools

James Corcoran

Abstract
While English Language Teaching (ELT) teacher practice of excluding or ignoring the first language (L1) is common in private Brazilian English language schools, research points to the benefits of both teachers and students using the L1 as an effective tool in the second language (L2) learning process (Cummins, 2008; Ellis, 2006; Swain & Lapkin, 2000). This study explores the issue of why Brazilian English as a foreign language (EFL) teachers of adults include, exclude or ignore the L1.

My paper presentation will discuss research findings including a comprehensive list of factors contributing to non-native English-speaking (NNES) teacher beliefs on target language (TL)/L1 use, a contrast of stated beliefs and observed classroom practice, an emergent asymmetrical power relationship between NNES teachers with experience abroad and those without, and a discussion of student demand for TL/L1 use.

Profile
James Corcoran is an MA candidate (SLE/CIDE).

Telling wounds: Re-imagining institutional cultures through verbal and visual stories

Paula S Cameron

Abstract
In this arts-informed session, I will explore verbal and visual storytelling as a means of re-imagining institutional cultures, with attention to the embodied and emotional aspects of authority within these cultures. Art pieces to be shared include a small handmade book (or zine), a sculpture, two silkscreened garments, photographs, and drawings. These works in progress, part of a larger program of research on authority and education conducted over the past six years, constitute a preliminary exploration of authority and the mind-body duality that has dominated Western institutional cultures, and our wider cultural imagination, since Enlightenment times. The rational mind is most often conceived as the seat of our intellect, character, and legitimacy, with the body portrayed as a wilderness to be feared and controlled. Here I ask: what happens when our minds become the wilderness? When they are revealed to be just another untamable thing to be feared?

Profile
Paula Cameron is a first-year PhD student in the Adult Education and Community Development Program at OISE-UT.
A Somatic Ecology  
*Susan Corinne Aaron*

Abstract  
I am presenting an arts based research project using the somatic, the rhythms of the body, as a practice to redefine what knowledge is by offering a kinetic process. The ecology is not to be a set environment, or a metaphor, but a design, a flexible loci, that relooks the notion of a fixed site, including that of the research problem, where the senses become locked. It moves in life as restorative, rather than world forming, supported by arts based methodologies, aesthetics, and cultural theory, feminist, transformative, and environmental and health practices. I facilitate an observing and guiding process opening the constructs of people, nature, and technology to play with the imagination as a clue, a practice, a jumping off point, to actions that are kinetic, continually re-created. The research has taken the form of artful explorations, and observations of art, moving between academia and life in a locale.

Profile  
Susan Aaron is a doctoral student in Curriculum Teaching and Learning. She holds a Masters of Education from Adult Education at OISE in creative inquiry, and a Masters in Drama from the University of Toronto.

Voyaging Women  
*Rebecca Maria Ballen*

Abstract  
This video presentation reveals the meaning of everyday life as experienced by women who live aboard sailboats. The four participants' stories explore the deeper meaning of ordinary experiences of this extraordinary way of Being in the world. We learn that a woman’s reconsidered image of self, discovered through her lived experience, reshapes her interactions in the world. Voiced by voyaging women, the metaphor of the sea, and the ways sailors navigate through life provide the work's themes, including relationship with Nature, others, self, and possessions; simplification of life; realization of freedom; and reconsideration of time and place. This work also informs the lived experience of the researcher, who voyaged to sea to discover a new way of knowing herself. This video documentary is a tool of inquiry to understand the multi-dimensional qualities of voyaging women's lives, and to reflexively invite new perspectives. It is a rendering that will leave us in awe of our inspired everydayness.

**SESSION 11: POSTMETHOD METHOD, SCHOOL CHANGE AND ORGANIZATIONAL THEORY**

Understanding Postmethod Paradigm  
*Kangxian Zhao*

Abstract  
Since the end of the Second World War and the increasing awareness of the need to understand others' languages and cultures, discussions on second and foreign language education have often focused on teaching methods. Scholars and educators have shifted from looking for the best
method to realizing that there is no single best method (Prabhu, 1990), to questioning the concept of method (Pennycook, 1989), and to suggesting going beyond method (Kumaravadivelu, 2003) in the "post-method era" (Brown, 2002). Even in this "postmethod condition" (Kumaravadivelu, 1994) the topic of method is still a popular but sensitive issue in the field. In this presentation, I will review the main viewpoints of postmethod paradigm and have a critical discussion. I argue that the postmethod pedagogy appears to be an approach though it is named differently, and that postmethod pedagogy has become popular but many scholars might have misconceptions of its original theory.

Profile
Kangxian Zhao is a first year Ph D student at Second Language Education program. Her research interests include second language teaching methodology, teacher education, and internationally educated teachers.

Facilitating Change in a Middle Eastern School: A Case Study of Reflection on Practice
Mina Mahdavinia

Abstract
This paper presents the result of one consultant's reflection on her recent project of renewing a school's administrative system. This case study benefits practitioners and researchers, who are interested in school-based self-renewal initiatives, and in reflective practice. The purpose of the study is to explore how the process of change affected the consultant (change facilitator) and the school. For this, three dimensions of change are analyzed:
(1) Personal: How the change facilitator's identity mediated the change process. How the change facilitator's identity was constructed through the change process. (2) Interpersonal: How the nature of the change facilitator's relationships within the context was shaped. How it shaped the change process. (3) Organizational: How the planned process differed from the implemented process. How one may visualize the way the organization experienced the change.

Mina Mahdavinia is a Doctoral Candidate
Ontario Institute for Studies in Education of the University of Toronto

A Valence Theory of Organization
Mark Federman

Abstract
Some might argue that organization simply reflects the means through which people come together to collaboratively accomplish some set of common objectives. Others may critically argue that organization has become a self-perpetuating end in itself, in a fashion analogous to that used by Castells to describe a bureaucracy (1996, p. 171). I suggest that neither conception is adequate to account for the plethora of diverse effects and interactions of organizations in the context of our contemporary, globalized world.

A potentially useful approach is framed by Latour (1999), who describes the way in which human and nonhuman actants collectively create a social fabric in which each acquires properties of the other over time. This entwining of characteristics results in "an exchange of human and
nonhuman properties” (p. 193), and the emergence of new actants as a collective. I argue that the modern organization takes on industrial age, machine-like characteristics manifest as bureaucracy, administrative controls, and hierarchy - BAH - well described by Frederick Taylor (1911), Henri Fayol, and Max Weber (Miner, 1982). Further, the non-human, BAH-organization entwines its human "components" and infuses them with its mechanistic characteristics (Franklin, 1990).

We are, however, no longer in the industrial age; ours is an epoch characterized by multi-way, instantaneous communications. Since the industrial age, organization was mechanistically "enrolled" and imbued humanity with many of its nonhuman characteristics - in particular, those that comprise BAH. The overwhelming majority of the working and volunteering population has known only the culture of the BAH-organization-person collective. Now, under ubiquitously connected and pervasively proximate (UCaPP) conditions, a new nonhuman (technological) actant is introduced to the collective that is engendering more humanistic qualities, namely, those of complex, direct and indirect relationships. Thus, organization is ripe for reconception, away from the instrumentality imposed by its BAH nonhuman aspects, in favour of humanistic elements that will reform the collective to be consistent with the intimate effects of UCaPP.

Drawing a metaphor from atomic science that serves to capture essential aspects of mutual, binding and exchange relationships, I propose a Valence Theory of Organization that describes the various relationships or valences - the capacity to connect, unite, react, or interact - among individuals and organizations, the latter now provisionally defined as those emergent forms resulting from two or more individuals, or two or more organizations, or both, that share multiple valences at particular strengths, with particular pervasiveness, among its component elements.

The proposed presentation will report on the research in progress, conducted through a series of semi-structured interviews with participants from a variety of organizations of various sizes, topologies, sectors and types. Participants’ perceptions of various intra- and inter-organization valence relationships and interactions, as well as their organization's ability to perceive their effects are explored. By centering a reconception of organization on specific types of complex interactions, participants can reinterpret their lived experiences in terms of valence relationships, creating a changed understanding of motivations and actions, and therefore changing responses to circumstances, decisions, tactics and strategies. Additionally, this action research approach is instructive to develop future praxis for organizational change.

The research seeks to effect a rethinking of management principles and practices, plus develop a praxis of organizational learning and change in a way that is consistent with today's global UCaPP reality. It thus has the potential to establish a new, theoretical ground from which organizational theorists and practitioners can guide organizations through contemporary challenges, helping to reshape the organization, and to redress and remediate the legacy dysfunctions of management practices grounded in century-old principles.

Profile
Mark Federman is Ph.D. Candidate in the Department of Adult Education and Counselling Psychology

**SESSION 12: CHILDHOOD CONSIDERED**
Two Reasonable Conceptions of Childhood: A Discussion of Childhood in the Educational Writings of John Locke and Jean-Jacques Rousseau

Mary G Chaktsiris

Abstract
This paper focuses on differing conceptions of childhood as expressed in the education writings of two thinkers, John Locke and Jean-Jacques Rousseau, and their major works on education. While Locke presents a consideration towards others and society as a defining force concerning the child, Rousseau removes all such consciousness by isolating the child from society in order to avoid the corrupting elements of Man. For both, the child is seen encompassing the future of a society, or community, and it is because of their potential to change social conditions that their development is of importance, both in the literal terms of rearing children and the abstract social potential they represent. It will be concluded that Locke and Rousseau provide different, yet inter-connected, doctrines concerning education, especially concerning notions of childhood as intrinsic, the role of obedience in education, and the Reasoning capabilities of childhood.

Profile
Mary Chaktsiris is a 1st year MA student in the department of Theory and Policy Studies, in the History of Education program.

The Image of My Child
Farveh Ghafouri

Abstract
This session invites participants to reflect on their own cultural and historical definition of childhood and explore questions such as: What is childhood? Who defines it? What identities and what rights are given to childhood? What is the relationship between childhood and society? I am going to share my own cultural and individual interpretation of my 18-month old daughter. This image includes stories about her being competent, active, critical, and, therefore, challenging. My purpose is to reveal the complexity of her thinking in offering and advocating for her culture, values, and rights. My struggle as an educator, mother-researcher, and citizen is to learn about her, in order to be better able to plan an effective, just, and humane educational system for her and other children.

Profile
Farveh Ghafouri is a Doctoral Candidate in the Department of Curriculum, Teaching, and Learning.

Integrating Aboriginal Knowledge in Early Childhood Education Studies
Zeenat Janmohamed

Abstract
There is a growing need for early childhood educators to support the learning and care for children from a variety of communities including Aboriginal families yet the current climate of post secondary early childhood studies in Ontario reflects a dominant discourse that is limited to Eurocentric ways of knowing. This paper presents an analysis of early childhood education
training programs using a critical education perspective that argues post secondary studies in early childhood education needs to challenge the dominant discourse in order to shift the balance toward a viewpoint that is counter hegemonic and integrates the knowledge of Aboriginal world views. To make this shift to a more reflexive paradigm, this paper will posit that that early childhood training programs in Ontario need to integrate a critical perspective that disputes the dominant discourse of Eurocentric definitions of developmentally appropriate practice and discuss implications for post secondary studies in early childhood education in Ontario.

Profile
Zeenat Janmohamed is a PhD candidate in the Department of Adult Education and Community Development.

SESSION 13: DE-COLONIALISM AND IDENTITY CONSTRUCTION

The Fragmented Life of a Filipino Woman: Decolonizing Journey
*Rose Ann Torres*

Abstract
This research paper aims to create a space for Filipino women undergoing a decolonizing journey in the academy and the community. It critically examines the tools of colonialism as well as decolonization in the Philippines. It articulates the different strategies of decolonization and their benefits. It interrogates the value system and practices that serve to colonize and recolonize Filipino women from within social, political and cultural spaces. I argue that decolonization is an act of resistance, therefore it is political yet personal. It is a journey that does not seem to have an end. It entails a lot of energy, because along the way there is a need to resist, "re-right", question, re-create, rupture and dismantle the Western cultural hegemony that fragmented the lives of Filipino Indigenous peoples. I employ both autobiographical and textual analysis as a methodology for this paper. In so doing, I am able to capture what I have experienced and what I have read.

Profile
Rose Ann Torres is a 2nd year M.Ed. student in the AECP Department.

Education, Identity and Ethnicity: The Construction of a Tamil Identity
*Tharisini (Thara) Mohanathas*

Abstract
With an increase in immigration numbers and with new immigrants trying to negotiate a space for themselves in Canadian society, there is an increasing concern for analyzing how education plays as a pivotal role in maintaining and constructing ethnic identities of students. Specifically, this research focuses on how Tamil students who were subjugated to oppressing their identities in their homeland for political and social reasons continue to flare the same behavioral patterns in Toronto schools. This qualitative research employed 7 semi structured interviews with Tamil students across Scarborough schools (4 males, 3 females). Participants were all grade 12 students who had graduated high school. This on-going research is conceptually framed in integrative
anti-racism and is significant in contributing to literature in the field of Sri Lankan students' educational experiences. Integrative anti-racism is a theoretical framework that explores aspects of social differences such as race, gender, ethnicity, culture and history affecting peoples every day experiences. While conceptualizing and interrogating pedagogical practices within the classroom, it became apparently visible that Tamil students were subjugating their identities and ethnicity in order to follow the dominant hegemonic culture. The objective of this study is two fold. First, to reveal the Eurocentric nature of educational pedagogies and transform the school curriculum into a multiethnic, antiracist framework. Second, to promote identity pedagogy whereby students learn their cultural history in a time where they're identity is being denied and demoralized by society within and outside Sri Lanka. By doing so, positive spaces for refugee students will be created so that they may become liberated under a so- called democratic Canadian society while at the same time rupture the dominant power structures that continually exclude people of color and marginalize them in society.

Profile
Tharisini Mohanathas is a full time PhD student with the department of Sociology and Equity Studies. Her research interests include the construction of race and identity, the politics of epistemology and deconstructing classroom pedagogy to meet the needs of minority students in secondary education.

Who am I? How Young Students Conceptualize their Cultural Identity
Christina Parker

Abstract
A grade four student's understanding of what it means to be Canadian along with what it means to have a unique cultural identity may be perceived in an innocent and subjective way. This study examines how young children conceptualize their cultural identity. It sets out to explore how these conceptions could be further developed by students conducting online research, interviewing relatives, and creating family trees to learn about their cultural heritage and gain a better understanding of themselves and their family's history. A group of twenty-nine grade four students at a junior public school in Scarborough participated in a cultural heritage unit for a period of four weeks. Students' perceptions, findings, and wonderings were recorded using reflective journal entries. This presentation will explore how students' self-concept and perception of others could be informed by conducting research on their own cultural and ethnic backgrounds while also impacting their understanding of the multicultural city in which they live in.

Profile
Christina Parker is currently a second year Master of Teaching student in the Department of Curriculum, Teaching, and Learning at the Ontario Institute for Studies in Education (OISE).

Decolonizing Colonialism
Yafet Tewelde

Abstract
The colonial forces that have sought to destroy the Black man and woman have always been
those who classify themselves or can be classified as "white"; be it from Europe, the Middle East, or the Americas. Specifically, the control of the Black person has been constantly maintained by the white supremacy power structure so as to control the developing capacities of the Black person which can also be extended to those outside of Africa. This has created a movement to erase the brainwashing teachings of the white person from the psyche of the Black man and woman; this movement has been called "decolonization". The contention of this paper will be that to focus on "decolonization" is, in fact, to maintain colonization. Specifically, if colonization is the political and social maintenance of white supremacy than to "de"-colonize is to separate from this form of living. However, if the spirit of "decolonization" is complete and total transformation of the Black person then the focus of this process cannot be on what has been taken from you but rather how to create new forms of living and knowing. It is not only important to control the means of communal self-definition in time and space but it must also be regenerated.

SESSION 14: CALLING UPON THE ARTS

How I found myself in drama: notes from a young playwright's diary
Jennifer Sipos-Smith

Abstract
Out of a love for language, an idea for a thesis was born and then a play... This student playwright shares several important lessons about the creative process within the context of her graduate work. These include the challenge students' face in believing in the value of their creative work and the temptation to distinguish creative work from critical. Through her story of writing expressively, this student's narrative moves her tale of writing and producing a play as research, from ideas to action: defining successes, surviving disappointments, developing skills, and moving forward.

Profile
Jennifer Sipos-Smith is a doctoral student in the curriculum studies and teacher development program. Through her studies, Jennifer is actively engaged in researching and writing about women and the language of humour. She is the author of two stage plays, Killer Queens and The Right Road which won the 2003 Brampton Backstage Drama Festival Best Actress award adjudicated by David S. Craig. Jennifer's performance training credits include The Humber School of Comedy, The Second City and The Equity Showcase Theatre. Currently, Jennifer is producing and will be performing in an all-women's comedy revue scheduled to run in Toronto in 2008.

Creative Drama in the Science Classroom
Lauren Tuff

Abstract
The effect of creative drama on student participation and motivation in the classroom was examined in a class of grade three students in a public elementary school. Over the course of the four week study, creative drama was systematically integrated into a science unit from the regular curriculum designed to teach magnets and static electricity. For the first two weeks
(baseline control phase) students were taught science concepts using traditional teaching methods (rote learning, teacher directed, independent worksheets). Following these two weeks a creative drama program was introduced within the science class (experimental phase). The creative drama program utilized role-playing, story tableaux, and simulations to teach concepts and content about magnets and static electricity. Participation and motivation was measured through teacher observation (checklists), anecdotal notes, and a survey that was given to the students after the study. Baseline levels of participation were compared to experimental levels of participation qualitatively and quantitatively.

Profile
Lauren Tuff is a student in the Masters of Teaching and Learning program.

Education in the World of Harry Potter
Joannie Leung

Abstract
J.K. Rowling is the author of seven novels in the Harry Potter sequence. Harry Potter and friends attend secondary school at Hogwarts School for Witchcraft and Wizardry. The fifth book, Harry Potter and the 'Order of the Phoenix', explores clearly identifiable educational themes, many of which are derived from some of the current discourses on education.

J.K. Rowling presents a magical school for students in the world of witchcraft and wizardry. Students at Hogwarts begin their first year of studies (equivalent to grade 7 in North America) when they are 11 years old and carry on until their seventh year. In this school, they learn about the history of magic, the defense against the dark arts, and transfiguration, amongst other subjects. Although the book is based on a fantasy, exactly how illusive is the school setting? Can one ignore the messages the author conveys about the issues that arise in education? There are apparent themes of policy and policy implementation, education reform, people and power in organizations, and social injustice occurring at the Hogwarts School for Witchcraft and Wizardry. The author has extracted the discourses on education in the present 'real' world and created an education system in the world of Harry Potter.

I am first going to demonstrate that the Hogwarts School is at least parallel, if not also coincident, in many aspects to the school of our 'real' world. The author clearly illustrates that the educational reforms that are occurring at Hogwarts and the 'new' education system implemented is failing and unconstructive. If we can show that the two education systems, the one of Harry Potter's and the one of the 'real world', are essentially the same, then are the educational themes in this book a deliberate attempt to dismiss our education system? That I cannot say and is not the focus of this paper; however, it is clear that the issues Rowling explores are more than real in our world of education. So what does this all mean? Readers of Harry Potter and the Order of the Phoenix can easily come to criticize the standardization of the education system in the wizardry world; the social injustice that occurs but never questioned at Hogwarts; the unconstructive educational policies enforced by the Ministry of Magic, and the power of the Ministry to override decision-making in the school. Can we put this in the context of our real world? Are we not essentially doing the same thing in 'real' terms? I will be exploring these four points in detail and comparing the education system in the world of Harry Potter to the education systems in the 'real' world.
Notes from a Cuban Diary: An Inquiry into the 1961 Literacy Campaign using Photographic Representation

Joanne C Elvy

Abstract
As artist-researcher I document the reflections of Cuban women who volunteered for the Cuban Literacy Campaign, whose participation in 1961 as teenagers prompted broader readings of their own lives. As I collect cultural knowledge that might otherwise be overlooked or ignored, photography and video as research and presentation tools stimulate memory and de-center power relations. My intent has been to incorporate photographs into my thesis as a kind of language, a felt knowledge. As an outsider invited into private spaces, I question the role an arts-based researcher might play as women realize the implications of being part of an historical event years later. How can this methodological approach facilitate the interaction between researcher and subject, and how might the meanings of these engagements shift over time? By using non-traditional forms of conducting and disseminating research, I aim to reach diverse audiences, in- and outside the academy, when words alone fall short.

Profile
Joanne Elvy is a PhD candidate, AECP (arts informed research); Sessional Professor, Humanities Division, Algoma University College, Sault Ste Marie, ON

SESSION 15: TEACHERS’ PEDAGOGICAL KNOWLEDGE

Pattern of Discourse for Improving Pedagogical Knowledge
Chewlee Teo

Abstract
Educational research constantly seeks professional development models that encompass deep understanding of pedagogical knowledge and allow teachers to go beyond best practice (Scardamalia, 2002). This study hopes to contribute to this overarching goal by looking at discourse pattern in a teachers community committed to understanding the socio-cognitive and practical dimensions of their work through weekly discussions. Grounded theory approach (Glaser & Strauss, 1967) is adopted to develop a theoretical model for dimensions of pedagogical knowledge. The content of the discourse revealed two types of questions. (a) referent-based question (based on issue/theory/episode that serves as referent, which could be real or hypothetical) (b) problem-based question (arising from problem/challenge in class). Teachers' accounts of practice in the same analysis show three types of description (a) non-interpretive description of practice (b) experience-based reflection, and (c) theory-driven refinement of practice. The relation between types of questions and types of account shows that both types of questions are important in eliciting meaningful pedagogical reflections, contrary to the common practice that tend to emphasize on problem-based questions. With further study, it is possible that referent-centered and problem-centered pedagogical knowledge could provide basis for continual idea improvement for teachers.
Teacher's attitude as a dimension of mathematics education reform implementation
Alexander Antropov

Abstract
The study of attitudes dominates contemporary social psychology. Attitude theory and research provide an overarching theme for a variety of interdisciplinary and intradisciplinary approaches to understanding human behavior. The most recent theoretical developments and empirical findings in the attitude literature are used in this paper to outline a framework for investigating social and cultural influences on teachers' attitudes toward mathematics education reform implementation.

Ethical Dilemmas in Cooperative Learning
Ching-chao Feng

Abstract
As schools become more diverse, teachers are seeking ways to meet different needs in their classes. Teachers now must be aware of students' cultural and individual differences in "racially, ethnically, and academically heterogeneous classrooms" (Cohen, 1997). Among various teaching strategies which may help teachers deal with diversity and strive for an equitable classroom, cooperative learning is viewed as a preferred method for coping fairly with such heterogeneity. Although cooperative learning has been widely implemented, there have been few research studies investigating the ethical dilemmas teachers face when applying group activities in classrooms. Without a doubt the application of any teaching pedagogy involves not only teachers' beliefs and attitudes but also ethical concerns. Hence, this paper aims to explore ethical dilemmas that teachers might encounter when they implement cooperative learning strategies. It further discusses what teachers should do when confronted with such dilemmas and provides some suggestions to teacher educators.

Leadership Distribution within Professional Learning Community
Anna Yashkina

Abstract
In this paper, I explore leadership distribution within a professional learning community in a middle school in Ontario. The research is based on the Louis, Marks and Kruse's model of a
learning community and the notion of distributed leadership as a necessary element of a PLC. The qualitative methods of data collection (interviews, observations and document analysis) and a case study form of report allow for comprehensive analysis and presentation of the complex phenomena under study. Both professional learning community and distributed leadership appear to be at the development stages in the school. The team needs a stronger community and more teacher buy-in to become a true professional learning community. Teacher empowerment and shared decision making may effectively address those needs.

Profile
Anna Yashkina is a PhD student in the Educational Administration program.

SESSION 16: EDUCATIONAL LEADERSHIP

Diverse Perspectives & Participative Decision Making in a School
Safdar Muhammad

Abstract
This study is an effort to explore how the school administrators in Toronto District School Board (TDSB) area involve inside and outside school stakeholders in decision making process to accommodate diverse perspectives. Participation of different stakeholders in decision making process ensures inclusion of multiple expertise, equity, horizontal partnerships, and diverse cultures. The study was conducted based on the principles of qualitative research. The aim of this study was to explore how school administrators (principals) include others in decision making process? Who do they include? What strategies do they employ and what challenges do they face in this inclusionary process? The empowerment of people, non-threatening and non-judgmental surroundings in school, inclusive school culture, the establishment of trust in people, opportunities for all, and atmosphere of collaboration were identified as important themes to establish inclusive decision making environment in Toronto area. Some of the challenges associated with inclusive leadership faced by the participants of this study were to accommodate multiple and competing perspectives, create balance between stakeholders, allocate resources and distribute teaching assignments, limited shared responsibility, and suspicion of purpose.

Profile
Safdar Muhammad is a PhD Candidate in the Educational Administration Program, OISE.

How Educational Leaders can use Mindfulness to Engage Community Members
Sean William Coutts

Abstract
Are there hidden practices in schools that act as barriers to effective communication with community members and, if so, what are their possible causes? What forms do these practices take? The purpose of this paper is to provide the foundation for a research project that will investigate how mindfulness practice can disrupt communication structures that restrict community involvement. I outline a set of steps to understand the process by which communication can exclude people and restrict open communication through the use of
instrumental rationality. Starting with a general theory of communication, expert problem-solving and the deformation of open discourse, I look at the barriers to critical reflection and the learning inhibitors embedded in expert decision-making. I make a link between internal and external contradictions and underlying assumptions of truth and reality. Finally, I show how introspection can provide the basis for shared meaning between educational leaders and community members.

Profile
Sean Coutts is a PhD student in Educational Administration.

The Perceptions of People of Colour Who Are Seeking Leadership Opportunities in Education
Joannie Leung

Abstract
This paper explores the perceptions of people of colour who are seeking leadership opportunities in a primary or secondary school. Using Critical Race Theory as the theoretical framework, I will analyse the possible perceived opportunities and barriers to enter an administrative role in the education sector. The studies also show that the educator workforce has not increased proportionally to the increasing levels of diversity: students of colour constitute a higher proportion of the total student population than both administrators and teachers. To investigate some of the reasons why there are so little administrators of colour in the education sector, I examine the following question: How do people of colour perceive their opportunities or career prospects for headship (i.e. vice-principal, principal) at the elementary or secondary level? The study draws upon results from interviews with four participants who are persons of colour and possibly seeking leadership opportunities.

Effectiveness of principals and student achievement in primary schools
Gunawardena (Warden) Egodawatte

Abstract
Researchers in the past have attempted to measure school effectiveness by using a variety of models. Factors such as effective leadership, school vision, physical and material resources, and effective teaching force have found to be contributing toward student outcomes. Grade one students’ academic achievement in nine primary schools in Sri Lanka was measured in a longitudinal trend study and the schools were categorized into five levels based on these results as: high achieving stable, medium achieving stable, progressing, low achieving stable, and declining. Later, a qualitative study was conducted to examine the leadership qualities of each school principal in these nine schools and the principals were categorized into four levels based on these results as: developed, developing, emerging, and marginal. A comparison of both results showed that there was a positively correlated linear relationship existed between principal effectiveness and student achievement.

Profile
Gunawardena Egodawatte is a PhD candidate in the Department of Curriculum, Teaching, and Learning.
An analysis of Knowledge Building Contributions in Elementary Science Classes
*Dorian Stoilesescu*

**Abstract**

An important problem in science education is empowering students, helping them feel that science is accessible and could become their personal pursue. Knowledge building theory had already many results in science education showing strong evidence that science classrooms obtain benefits by using knowledge building pedagogies. The current study was designed for two elementary science classrooms in Toronto with an enriched technological environment, familiar with knowledge building pedagogies. It was focused on detecting and explaining types of contributions that students produce in classrooms. Also, it tried to discover what are the major contributions and what are their impacts for the classrooms. In the final the study was concerned with modalities of improving students' contributions. As methodological framework, this study uses a mixed method design consisting of grounded theory with social network analysis.

Algebraic procedures used by 14 to 15 year old Sri Lankan students
*Gunawardena Egodawatte*

**Abstract**

Research studies in the past have shown that students encounter difficulties in transitioning from arithmetic to algebra. Especially, understanding the structural aspect of algebra is more difficult for students than the procedural aspect of it. A sample of Sri Lankan high school students was given an algebra test followed by individual interviews to identify their error patterns and error causes. An interview schedule developed by Newman, Casey, and Clement was used. This article explains the types of procedures that were used by the students and how they explained their reasoning during the interviews. Six prominent error types were identified among others. The origins of errors were: intuitive assumptions and failure to understand the syntax of algebra as a notation system, analogies with other familiar symbol systems like the English alphabet, interference from other learning in mathematics such as arithmetic, and other psychological factors such as carelessness or lack of motivation.

**Profile**

Gunawardena Egodawatte is a PhD candidate in the department of Curriculum, Teaching, and Learning.

Environmental Activists, Agricultural Land and the Ontario Municipal Board (OMB): Learnings through Political Engagement
*Suzanne L. Cook, Therese Taylor*

**Abstract**

The environmental movement is the key social movement of our time (Barkan, 2004; Stern, 1999). Research has examined large national environmental organizations and small grass roots organizations (Barkan, 2004; Knopman, 1999), as well as general public support for environmental issues (Barkan, 2004: Stern, 1999). However, there are few studies addressing the
process of becoming politically engaged through environmental activism (Barkan, 2004), and very little research conducted on civic environmentalism in Canada. This paper addresses this gap in the literature. It explores the process of becoming politically engaged through civic environmentalism by examining the experiences of three activists who fought to protect agricultural land in the GTA, and then shares key learnings from the experiences of these activists. Finally, it highlights learnings that other groups can take and apply in similar contexts.

Profile
Suzanne L. Cook is a second year Ph.D. student in Adult Education and Community Development, and is part of the Collaborative on Aging and the Life Course. Her research focuses on retired volunteers and adult volunteers.

Wingspread: on birds, identity, and home place
Andrew Peter Kett

Abstract
Researchers have identified the need for a comprehensive theory of environmental learning and for more research focused on environmental learning through the life course. This ongoing M.A. thesis project, Wingspread: On birds, identity, and home place, will address these research gaps through an inquiry into the lifelong learning processes of committed naturalists within a focused bioregion in Canada. The project will examine the lifelong learning of amateur ornithologists in the Long Point region of Southern Ontario - a region identified as a UNESCO World Biosphere Reserve and renowned for its bird life, particularly migrant waterfowl. Using life history research methodology, the intent of the project is to illuminate the ways, life-long and life-wide, in which these adults have come to understand birds, ecology, their "home place" in the Long Point region, and broader ecological perspectives. Through this focused inquiry the project hopes to contribute to the development of a comprehensive theory of lifelong environmental learning.

Profile
Andrew Kett is Andrew is an AECP M.A. candidate.

Session 18: Empathic Practice

It's not all about drugs! Exploring and Understanding the role of counselling and Psychotherapy among women living with HIV/AIDS
Edna Aryee

Abstract
In the mid-1990s, medical advances dramatically altered the experiences of living with HIV/AIDS. These advances raised new psychosocial questions such as coping strategies. In this qualitative study, I examined how 5 women living with HIV/AIDS in Ontario dealt with their daily psychosocial needs and challenges. Based on a life history methodology, responses of participants were coded and analyzed in relation to the ecological framework of psychology. The thematic analysis indicated that despite the existing medical, governmental and community support, women living with HIV/AIDS nevertheless faced numerous daily psychosocial challenges. Psychosocial challenges that were identified included: stigma and social exclusion
fear of death, suicidal ideation, as well as lack of adequate or appropriate support from healthcare professionals and psychologists. Findings have conceptual and methodological implications for future psychosocial research on women living with HIV/AIDS. The call to empower women has never been more urgent, we must all act now.

**Empathic States, Empathic Traits - A Dynamic Relation**

*Laura Gollino*

**Abstract**
Empathy has been studied extensively as a potent factor in facilitating client exploration, learning and growth as an element of therapy since the nineteen fifties. Currently considered a multi-dimensional construct, there is nevertheless a paucity of research that considers the relationship between empathy as a therapist-provided factor, and empathic capacity as a therapist trait. The purpose of this study is to explore the nature of the interaction between therapist-specific factors and empathic expression, additionally considering the effect of therapist training. Three therapist-specific factors are considered: perspective-taking, emotional experiencing, and susceptibility to emotional contagion. The factors touch upon a broad range of empathic processes: cognitive, felt/experiential, and emotional. The author makes conceptual links between the various factors as well as research design, and presents early results.

**Profile**
Laura Gollino is completing the second year of her MA in Counselling Psychology in the Department of AECP. She is a clinician at the Counselling and Psychoeducational Clinic, OISE.

**Educational Empathy: Broadcast Media Coverage of Hurricane Katrina, the Lessons Learned, and the Place of Narrative**

*Jonathan Patrick Arendt*

**Abstract**
Hurricane Katrina's landfall on August 29, 2005 coincided with the start of my cross-country trek from teaching high school in Houston to attending school in Toronto. As a native Louisianian, it threatened my family and cut off my route to Canada via Baton Rouge. For the next few days I had to rely on broadcast media coverage for any information and after the levees broke, what I saw on hotel televisions shocked and appalled me as destruction spiraled into unparalleled tragedy. The only thing more shocking and appalling were the callous attitudes of disconnected radio show callers, media pundits, and politicians, taking for granted their privilege to opine from air conditioned offices and studios. As narratives of affected individuals began to be told, the opportunity for more authentic empathy increased. The focus on and publication of these narratives is among the most potent and poignant methods of disarming the "politics of disposability" (Giroux, 2006) that dominates the sociopolitical landscape. In addition, what lessons can be learned for education? One case lies in the education of incarcerated students at the Juvenile Detention Center for Calcasieu Parish located in Lake Charles, Louisiana.

**Profile**
Jonathan Patrick Arendt is a 3rd year PhD student in Curriculum, Teaching, and Learning.
Session 19: Workplace Transitions

The experiences of first generation of South Asian teachers with joining and working in Canadian teaching force
Ekta Kalia

Abstract
Study on South Asian immigrant teachers' challenges, success, growth, and learning can provide valuable information on what sorts of personal, cultural and structural adjustments need to be made so as to diversify the Canadian teaching profession to ultimately meet the needs of multicultural students' populations. With this as the assumption, this presentation will discuss the following:

- Methods that were employed to collect data;
- The approach used for the inquiry that
- Framework for analyzing data, the presentation will look at the linguistic/cultural/academic/racial/gender and other challenges teachers face.

- It will address the issues of - integration, multiculturalism, and cross-cultural understanding.

- at the end, the presentation will highlight some of the implications the study have for -
- Recruiting and professional development of immigrant teachers
- Theories that explain the process of immigrant teacher joining Canadian teaching profession

Profile
Ekta Kalia is a graduate student, CSTD, CTL, OISE.

From Highly Skilled to High School: The Social Organization of "Canadian Work Experience", Immigration, and Volunteer work
Bonnie Lynn Slade

Abstract
This paper employs Smith's (2006) institutional ethnography to examine the volunteer work undertaken by immigrant adults as part of Co-op programs offered by Ontario District School Boards. This research analyzes the impact of Ministry of Education policies on the design, implementation and measurement of Co-op programs. My research reveals that immigrant professionals with graduate degrees and years of work experience go through curriculum designed for adolescents with limited or no work experience, and, as part of the Co-op program, often perform over 320 hours of unpaid work in private manufacturing companies, banks and other for-profit ventures. The work performed by immigrants in the Co-op program is a significant contribution to the labour market that is overlooked by both researchers studying volunteerism and research examining the immigrant workers' labour force participation. Because these programs are primarily taken by immigrant professionals of colour, they contribute to the racialization of the labour market.
Pre-Retirement Work Connections to Volunteer Activities Among Retirees: A Qualitative Exploration
Suzanne L. Cook

Abstract
Older volunteers are an important resource for non-profit organizations (Canada Volunteerism Initiative, 2005; Foster-Bey, Grimm, & Dietz, 2007). However, little research has taken the sweep and landscape of life into account when examining volunteering among retirees. From a life course perspective, volunteerism during retirement is not only a transition, but a culmination of decisions made, paths taken and not taken, and circumstances during a person's lifetime (Connidis, 2001). What connections are there, if any, between pre-retirement paid work and volunteering in the lives of retirees? Super's (Super, Savickas, & Super, 1996) theory of career development is used as a framework to explore this question. This paper discusses preliminary findings from Phase 1 of a larger study investigating the extent to which skills, abilities, knowledge and work context are transferred from paid work to volunteer activities among retired volunteers and the extent to which there is a change in career self-concept.

Profile
Suzanne L. Cook is a Ph.D. student in Adult Education and Community Development, and is part of the Collaborative on Aging and the Life Course. Her research focuses on retired volunteers and adult volunteers.

Brain drain of Health Professionals from Developing to Developed countries
Salima Jaffer

Abstract
Brain drain of health professionals out of developing countries is an enormous concern. In developing countries, individuals are not receiving adequate health care and are often suffering from minor ailments which, left untreated, have the potential be of much greater consequence. These individuals are not supplied with necessary medicine and in many cases, do not even have access to a family physician from who they can receive health-related advice. Health professionals trained in developing countries have a high tendency to leave for the developed world for various reasons, including higher salaries, a better quality of life and greater opportunity for advancement. Although a number of developed countries seem to recognize this problem, they continue to recruit health professionals from outside. In this paper, a number of solutions are explored, such as the need for partnerships between developed and developing countries so as to help developing countries retain their health professionals.

SESSION 20: GLOBAL EDUCATION

The Coming Peace Education for a Post-Modern Age
Bryan Wright
Abstract
I will discuss the notion that the academy remains entrenched in the ideology of territorialism regarding disciplines and knowledge production. The argument that the boundaries of discipline and field restrain necessary collaboration and the emergence of a possible peace education that exceeds prior concepts of education for peace and education about peace is explored. I then propose an alternative collaborative metaframe of peace education beyond discipline and field within the halls of academia. It is my hope that a transdisciplinary approach within the institution of higher education may engender viable Cultures of Peace in the post-modern era. The opportunity for envisioning a more peaceful world, I will argue, begins within the very structures of the walls of a divided academy.

Profile
Bryan Wright is 1st year PhD student in the Department of Curriculum, Teaching and Learning.

Education for Global Citizenship: Towards a Democratic Society
Saskia Stille

Abstract
Although global citizenship education aspires to teach the skills students need to navigate global interconnectedness, minority students do not benefit in the same way. How can a state create global citizens when citizens are marginalized within its society? This paper reviews the literature which explores the discourse of global citizenship education and the education of minority students alongside this aspiration. It concludes schooling reinscribes structural obstacles to minority student success at the local-national level, and now also at the global. Minority education addresses ethnicity and diversity within the local or national context, and this needs to be addressed within a wider global framework to create equity.

Profile
Saskia Stille is a 1st year PhD student, CTL/CSTD/OISE.

Citizenship Education and Islamic Education: Could they share educational goals?
Reshma Somani

Abstract
In recent years, misrepresentation of Muslims in the media has amplified. This was most memorable during the actions of 9/11, and terrorist charges brought against young Muslim men educated in Canada. Hence, the need for knowledge of Muslim culture to understand these events, reduce fear and attitudes of "us and them," and dispel myths and stereotypes, has become more pertinent in education. For teachers, given these influences on their own perspectives, balancing between cultural, national and global identifications can be problematic for teachers attempting to educate students for citizenship. This paper presentation attempts to investigate the following: current research on Muslim students’ educational experiences; the potential for shared educational goals between citizenship education and Islamic education; and the opportunity for cross-cultural understanding between teachers, students and parents using a citizenship pedagogical approach.
Profile
Reshma Somani is a second year MA student in the joint program CIDE and CTL. Her research interests are citizenship education in the secondary English literature classroom particularly as it applies to Muslim students.

The Values Orientation of Global Education
Pamela L. MacIsaac

Abstract
Global education, as defined by Robert Hanvey, David Selby, and many others, is built on a strong values foundation. The ethical and spiritual element of global education is both fundamental to the appeal and efficacy of this teaching approach and, paradoxically, one of its most problematic features. My paper will explore the values orientation of global education in three parts. First, I will define and provide background regarding the values of global education as put forward in literature by Hanvey, Selby, Lee Anderson, Graham Pike, Audrey Osler, and others. Second, I will explore the influence of spiritual systems on global education, with particular reference to eastern and indigenous spiritualities. Third, I will examine the challenges involved in implementing the values orientation of global education in the classroom, with specific reference to the work of a teacher and administrator in a small, independent school with a global education mandate.

Profile
Pamela MacIsaac is 2nd-year candidate, Master of Teaching program. In a previous life she did a PhD in History at McMaster University.

Session 21: Questions of Inclusion

Re-imagining Disability, Physical Education and Inclusion
Susan S Lee

Abstract
I begin my research with a wonder about disability and inclusive physical education. A critical interpretive analysis of “adapted physical activity” and related courses within undergraduate physical education programs in Canadian universities reveals the meaning of disability as it is constructed by culture. A conflict of interpretation is revealed amongst courses which align with either the social model of disability or the individual/medical model of disability. This conflict is an important space to theorize what can be otherwise. What grounds the possibility for an inclusive physical education curriculum? Text which is mediated by culture reveals, in this research, how universities intend to prepare physical education teachers to serve disabled students. Currently, the medical model of disability dominates the physical education curricula. A new understanding of disability needs to be embraced in order to provoke changes to curricula, and subsequently, course titles and descriptions.

Profile
Susan S. Lee is an MA student at OISE.
The Paradox of Inclusion: A Foucauldian Analysis of Learning Disability Discourse
Kelly Ruth Ladd

Abstract
One of the ways in which the coherent rational unity of the classroom is artificially maintained is through the practice of placing problem students on Individual Education Plans (IEPs). The goal of the IEP is to supplement the learning of problem students with tactics that are supposed to enable them to function in the same manner as the rest of the class: it is a normalizing tactic. Using Martha Minow's dilemma of difference, this paper will examine Western society's need to label individuals, to assign them to categories. On this basis of categorization, society determines "whom to include and whom to exclude from political, social, and economic activities" (Minow, 1990, p. 21). I will then examine the discourse surrounding learning disability (LD) and the IEP through a Foucauldian lens. Much of Foucault's work is concerned with moments of dilemma such as this one, moments that are characterized by subjectification tactics such as exclusion. This paper is not concerned with the entire special needs field, but where the LD student has been incorporated into a "normal' classroom.

Profile
Kelly Ladd is a 1st year M.A. in Education.

Comparing Indigenous Postsecondary Institutions in Canada and the U.S.
Andrea L. Jenkins

Abstract
In both Canada and the U.S., Indigenous postsecondary institutions came about as one suggested path for addressing the educational needs of Indigenous persons at the postsecondary level. However, few studies have sought to understand these institutions and their contexts in comparison across the Canada-U.S. border. This paper gathers together information from disparate resources, including documents from these institutions and their stakeholders as well as some interviews, to examine some of the intriguing similarities and differences between the structures and struggles of Indigenous postsecondary institutions in both countries. During the course of this paper, the author will briefly discuss what Indigenous postsecondary institutions are, how their contexts contributed to their development, and what major issues they are currently working to address. The hope is that understanding the circumstances of these institutions will help Indigenous and otherwise marginalized peoples further the goals of their educational initiatives in Canada and the U.S.

Profile
Andrea Jenkins is an MA student in the Department of Sociology & Equity Studies in the Comparative, International, & Development Education program.

Living Robust Democracy
Manu Sharma

Abstract
I am writing this paper, because I would like to unveil the many masks that "education" and
"democracy" have taken on throughout Western history and learn how and why they are essential in helping to get to the heart of many social injustices. It is astonishing to find that there is no one consistent definition available for education or democracy. Both these terms are pluralistic in meaning because of the contradicting dictionary meanings available and individual interpretations of them. However, they are the cornerstones of our democratic society which is secured by the future education of children. Grappling with the importance and urgency of understanding education and democracy, I will argue for why it is necessary to have a robust notion of democracy lived and practiced in what I believe education to be. I will first briefly explore some of the definitions for education and democracy. Next, I will present an account that describes the necessary role of robust democracy in education. Finally, I will examine the justification of critical democracy in education.

Profile
Manu Sharma is Manu Sharma is a 1st year MA student in the Philosophy of Education program within the Department of Theory and Policy Studies.

Session 22: The Adolescent’s Self-Construction

Exploring the Spiritual Experiences and Inner Knowings of Girls in Late Adolescence
Karen Csoli

Abstract
This session will discuss a student-centered case study exploration of direct, transformative learning experiences of adolescent girls and the ensuing revelations about their knowledge and worldview. Based within the field of holistic education, feminine spirituality and peak experiences, this research investigates the spiritual experiences of girls in late adolescence. Holistic education aims to nurture the spiritual development of students, yet very little is known of the spiritual experiences these girls have and how these experiences may affect the inner knowing and understanding. Some of these revelations include a powerful sense of the relational, such as a need for community and community service, strong convictions, and a need for protection and continuity. Interestingly, only one participant identified her experience through the feminine and discussed how being female mediated the experience. The other girls instead attempted to downplay their femininity, mainly in an attempt to include the experiences of males.

Profile
Karen Csoli is a doctoral candidate in Curriculum, Teaching and Learning, and a course instructor at OISE.

"At-Risk" Students and Student Success
Tara Kumabe

Abstract
This research looks at the Student Success program offered at a specific junior high school in Toronto. Student Success is a government initiative that provides support for students who are struggling in school. This intervention program is designed for students who are considered "at-
risk" of academic failure. Specifically, this research study has tracked the grade 8 students who are currently in this program for the 2007-2008 school year. An important part of this research explores how students are highlighted as "at-risk" and the measures to which teachers take to help these students. In addition, this research delves into the term "at-risk" and what this label means to students and teachers within Student Success.

Profile
Tara Kumabe is in her second year of the Master of Teaching Program at OISE/UT. She has a Bachelor of Arts, Specialized Honours in English from York University. Her research interests include the Student Success program and "at-risk" youth.

**Bringing the Outside Inside**  
*David Alan Goldberg*

Abstract
With a 2003 drop out rate in Ontario of 32%, clearly some youth are struggling. Some would argue that students drop their lives at the front door of school. I maintain that "life" and school are intertwined. I argue that outside lives need to be brought inside the classroom, so that adolescents can make better informed decisions about their lives. Not in a "vanilla-coated" character education format, but in a course that would allow real issues to surface. This presentation explores how the "outside" can be brought "inside" from the perspectives of sociology, psychology, pedagogy and curriculum. Incorporated are ideas from the academy and from experts who work with youth in a variety of fields, from teen pregnancy through to the teen brain.

Profile
David Goldberg is a PhD candidate in the Department of Curriculum, Teaching and Learning.

**A Cultural Studies Approach to Youth's Imagined Futures**  
*Kate Cairns*

Abstract
This paper demonstrates that cultural studies has much to offer critical research on youth's imagined futures. Unlike the "youth transitions" literature, cultural studies attends to youth not as a period of psychological development, nor as workers- and citizens-in-becoming, but rather as active producers of meaning. The paper calls upon youth scholars to take seriously the role of popular culture in young people's lives. It highlights three ways in which youth engage cultural texts as resources with which to imagine their futures: 1) trying on selves; 2) locating the future; and 3) envisioning success. This paper challenges the discursive boundary that separates youth's "playful" imaginings in their engagements with popular culture from the "serious" imaginative work that is demanded of them in school, and argues that to engage the "playful" and the "serious" together is to acknowledge the complex and competing discourses that shape and are shaped by young subjects.
Profile
Kate Cairns is a first year doctoral student within the Department of Sociology and Equity Studies in Education. Her research explores how rural youth imagine their futures.

Session 23: Critical Literacy in Action Panel
Mary Rankin, Nicole Pleten, Liam O'Donnell

Abstract
Critical literacy theory suggests that learners gain valuable insights about the world around them when they read and understand 'beyond the literal', or beyond the information presented in the everyday texts they encounter. It is a transformative literacy practice, one in which teachers and learners are called to reflect and then act upon unequal power relationships and other social injustices. But what does critical literacy look like in the classroom and how can it be incorporated into our teaching practice? In this panel discussion we will present our own 'deconstruction' of some common school and out-of-school texts, and will explore ways that these texts can be used in classroom teaching.

Session 24: Performance and Presentation
Exploring Serendipity
Daniel Louis Hill

Abstract
Exploring Serendipity is performance, an arts-informed research-based narrative that involves storytelling and movement to illustrate how stepping out of one's world may lead to questioning one's identity and the inherent fundamental assumptions that individuals hold. Exploring Serendipity is a personal narrative account of a cross-cultural service learning experience in Honduras with a group of Indigenous Peoples called the Lenca. The story takes the audience through an experience that Oscar Nudler describes as 'stepping out of one's world'. Using creative non-fiction, unexpected learning is revealed through problem-posing questions that illustrate a growing belief in and understanding of the strengths and weaknesses of our own understandings and insights. By naming the realities that exist in a setting, the service learner discovers what they know and can begin to innovate responses seeing themselves as actors playing a part in the context of social change.

Profile
Daniel Hill is an M.A. candidate in the Department of Adult Education and Community Development.

The use of an assistive technology method (video conferencing) in aiding student understanding in a Junior Academic Level Science classroom
Kamla Kerry-Ann Reid

Abstract
Students in a grade 9 academic level science classroom were introduced to a new technology in their science program, one that involves the expertise of a virtual researcher in the field of
astronomy. This virtual researcher was associated with an external learning or research institution and was remotely located. Pedagogic or andragogic learning asserts that a series of five fundamental issues be addressed in the formal learning process (Knowles et al., 1998). Through the live feed from the video conference, students’ understanding and interest (in these five areas) in the topic were scored by them using a rating scale (5 indicating greatest interest to 1 indicating least interest). Preliminary results (not statistically analyzed) would suggest that active, authentic and intentional learning dominated throughout the session as students linked their theoretical knowledge on space exploration to that of the researcher's real life experience.

Profile
I am enrolled Part-time an MA program in the department of CTL. I am also a Department Head in Science at Milliken Mills High School (York Region District School Board).

What Hillary and Obama got to do? Issues of sampling in critical research
Paul Banahene Adjei

Abstract
The last few months have presented unique and quite interesting moments for feminism and antiracism education. For the first time in the history of United States, a Black male or a White female is likely to be nominated to run on the ticket of Democrats in the 2008 presidential election in US. Some pundits are even predicting that the winner of this race may end up becoming the president of US. History, indeed, is in making. For many liberal educators, this contest presents a defining moment in the fight for equitable representation in United States. Is it going to be Obama or Hillary? Is it going to be race or gender? It is like a suffering contest, where the winner will determine which equitable group (feminism and antiracism) has made inroads in the struggle against oppression. But, before we join the chorus to sing "we have overcome," we need to ask whether the realities of Obama and Hillary truly represent the lived experiences of the average Blacks and females in United States. The case of Obama and Hillary presents an important lesson for researchers interested in doing critical research. How do we determine our sampling population? To what extent do we use all social categories to determine our sample population? Using interlocking and intersectional analyses of race and gender, and the case study of Hillary and Obama, this essay shows the inherent flaws of over simplifying representation in critical research. The essay opines that researchers, who fail to complicate social identities in their research sampling, are likely to produce biased sample population and therefore biased research conclusion. The goal of this essay is to show how social diversity and difference is an important component in critical research.

Session 25: Critical Curricular Analysis

Don't Read About Them: Censorship and Technology in Education
Cynthia A. Aoki, Miwa Takeuchi

Abstract
In this paper, we will address and discuss, from a multicultural perspective, the educational and
legal implications of censorship in Canadian schools. More specifically, we will argue that the act of censorship creates a potential barrier to the progression of multiculturalism and diversity. First, we will discuss the legal implications of censorship in the realm of education. Specifically, we will first address the various statutes that have been adopted and how they regulate censorship. We will then review the educational implications of censoring and banning various multicultural textbooks in schools. One possible consequence of this type of censorship is that it will restrict the students' learning by limiting how the students are exposed to multicultural issues inside and outside the classroom. Finally, we will address how censorship is intricately associated with surveillance and how restricting access to multicultural literature can be a violation of one's fundamental right to privacy.

Profile
Miwa Takeuchi is a first-year PhD student at the program of Curriculum Studies and Teacher Development in the department of Curriculum, Teaching, and Learning.

A Critical Analysis Case Study of a Romanian Textbook Taught in Elementary International Language Programs
Dorian Stoilescu

Abstract
The Elementary International Language Program (EILP) at the Toronto District School Board (TDSB) is one of the largest programs across Canada designed for fostering foreign languages. This paper is a case study focusing on critical analysis of the content of texts and pictures of a Romanian textbook proposed for grades one and two students from EILP. The analysis reveals that the textbook displays some biases of Romanian community such as classism, sexism, and communist nationalism. Also, some characteristics of confrontational behavior often reported in Romania were found. Due to the lack of resources in EILP, I recommend redesigning the textbook in a multiculturalist framework, able to provide a safe negotiation between Romanian and Canadian identities.

The (Im)possibility of Pedagogical Eros
Denis Begun

Abstract
Any form of sexual interaction between an adult and a child is currently deemed harmful to the child and is dubbed child sexual abuse. Not only explicit sex, but any behaviour which is or may be perceived as sexual is excluded from adult-child relationships whose social role is to nurture and develop the child. However, different societies, and western society in particular, had not always viewed adult-child erotic contact in a negative light. In many societies such contacts were deemed beneficial to the development of the child and institutionalized within initiatory, instructive and pedagogical frameworks. This essay discusses the occurrence of Eros within pedagogical relationships in Classical Athens and pre-WWI Germany, focusing on the discourse within which it was framed in each case. It further discusses existing discrepancies between some of the current trends in the theory of sexuality and politics and policymaking in educational institutions.
SESSION 26: PRETTY IN PINK: GIRLHOOD IN THE 21ST CENTURY PANEL

Kimberly Bezaire, Farveh Ghafouri, Shelley Murphy

Abstract

This session includes emerging themes and robust questions relating to preliminary research into the lives and experiences of girls during the early years (0-10 years of age). Panel participants will examine issues relating to images, messages, meanings and possible impacts of today's popular and consumer culture.

Profile

Kimberly Bezaire is a specialist in Early Childhood Education, and a Doctoral Candidate in the Department of Curriculum, Teaching and Learning, OISE/UT. Her research interests include play, language and literacy, and children's consumer marketing.

Farveh Ghafouri is an Early Childhood Educator and Doctoral Candidate at the Ontario Institute for Studies in Education, University of Toronto. Her teaching and study have focused on literacy, play, Reggio Emilia approach to early childhood education, and gender issues in education.

Shelley Murphy is an Elementary Educator/Reading Specialist and Doctoral student in the Department of Curriculum, Teaching and Learning. Her research interests include language and literacy, gender issues in education, and mindfulness practices in education.

SESSION 27: INNOVATIONS TO TEACHER EDUCATION PROGRAMS

Preparing Global Teachers - The Internationalization of Initial Teacher Education

Mira R Gambhir

Abstract

The following paper is a discussion of the growing trend of internationalization of teacher education programs in the Canadian context. Many Faculties of Education are now striving to prepare 'global teachers'. With this notion comes great debate as to the theoretical, moral and ethical underpinnings of internationalization movements in initial teacher education. What does it 'mean' and 'how do we do it'? Adding to this complexity is the lack of a systemic approach to the field as well as research on effective models. This paper considers the issue in three sections. The first is a discussion of the macro and micro developments in the profession that have impacted the need for global teachers. The second highlights strategies used by Canadian universities to offer 'internationally-focused' initial teacher education. The third presents a framework, based on the strategies and critical issues, which can be used to help design new programs.
Profile
Mira Gambhir is a 2nd year Phd student in the CIDEC and CSTD departments. Her interests include second language education, new immigrant education, teacher education and development in formal and non-formal education contexts.

Hey PETE, what's the story? Diverse theoretical perspectives of physical education teacher education research and practice.
Tim Fletcher

Abstract
The early physical education teacher education (PETE) literature shows that behaviourism was the prevailing paradigm used to guide research and teacher preparation programs. However, during the 1990s several scholars who advocated a critical approach expressed their concerns with the privileging of behavioural analysis, claiming that the social, moral and ethical facets of teaching were being largely ignored in PETE research. A valuable outcome of the subsequent paradigms debate was the identification of future directions for the field. Following a brief description of several recommended areas of study that were put forth throughout the ongoing dialogue, this paper highlights how in the past decade scholars have applied these suggestions using diverse theoretical perspectives. Furthermore, an outline of a new study which compares several PETE programs from Canada, the United States and Australia is presented, including a discussion of how the guiding principles of these programs are informed by educational theory.

Profile
Tim Fletcher is a PhD student in CTL.

Black Voices: Experiences with race and anti-racist education in teacher training programs
Kerry-Ann Escayg

Abstract
Although equity initiatives have been implemented to curtail the effects of institutional racism, Blacks are still underrepresented at most Universities and Colleges. The social climate of such institutions has also been noted to engender an atmosphere where Black students encounter subtle racism, alienation, isolation, and loss of identity. This study extended prior research findings by examining the experiences of Black students within a specific and situated social context--teacher education. Five participants were interviewed regarding their experiences with race and anti-racist education in their pre-service programs. The salient experiences emerged throughout this study indicate a significant correlation with previous research conducted on the experiences of Black students at predominantly White Universities, and resistance to anti-racist education in teacher training programs. Using the social experiences of Black teacher candidates, and the responses and reactions to anti-racist education, I addressed key racial issues in teacher education and offered suggestions for more inclusive alternatives.

Profile
Kerry-Ann Escayg is an M.A (candidate) in Human Development and Applied Psychology.
Transitioning 'young farmers' into secondary school science teachers: challenges of the Faculties of Education in Ethiopian public universities
Solomon Belay

Abstract
Formal education has mostly been considered the best strategy to development in third world countries. However, the process of curriculum development and implementation have been found wanting. At the heart of the failure in curriculum development and implementation, we find the poor condition of teachers in many respects. In Ethiopian public universities, candidate teachers with poor economic background, low social status, inadequate general knowledge, low exposure combined with poor quality training darken the hope of science education contributing to national development. Based on this premise, the paper tries to analyze current trend in science teaching vis-à-vis the different factors that affect secondary school science teacher candidates from becoming proper science educators in the country. It will also forward some recommendations where improvements can be made, based on local and international experiences.

Profile
Solomon Belay is a 1st year Ph.D. student in the department of CTL, OISE, at the University of Toronto, in the Curriculum Studies and Teacher Development program.

Session 28: Language Acquisition

Teaching English Vocabulary through Cognates in Ukrainian Academic Context
zhanna perhan

Abstract
The following paper analyzes Ukrainian-English cognates and their recognition by Ukrainian students in the EFL academic context. The research piloted previously with the similar group of students targets several aspects of vocabulary acquisition. Primarily, it shows the importance of vocabulary learning during second/foreign language acquisition. Secondly, it presents a critical review of the literature on cognates and their facilitating role while teaching vocabulary. Thirdly, it demonstrates that there are a number of cognates in academia shared between the two languages due to common etymology. This study relies on the linguistic interdependence hypothesis and the linguistic threshold hypothesis to explain the reasons for cross-linguistic transfer. This paper gives the results of a pilot project conducted with Ukrainian-speaking students, a plan for future research, and further implications for the pedagogy. A future study may result in a series of useful vocabulary activities using cognates for further development of vocabulary acquisition, retention and better memorization of new vocabulary among Ukrainian students.

Profile
Zhanna Perhan is an MA student in Second Language Education, CTL at OISE, U of T.

Second Language Students and Spelling Morphologically Complex Words
Mahshid Azimi-Bolourian, Esther Geva
Abstract
This study examined the effects of language status and reading disability on children’s spelling development of plural and past tense markers. The sample consisted of 46 English-as-a-second language (ESL) and 24 English-as-first language (EL1) students (35 non-RD, 35 RD) who were matched on a case-by-case basis on home language background and non-verbal ability. ANOVA'S and correlational statistics were applied to (a) compare the development of morphological skills in spelling plural and past tense markers in ESL and EL1 students, and (b) examine the extent to which correct spelling of stems relates to the spelling of the past tense and plural markers. Results indicated a similar pattern of spelling development in ESLs and EL1s. Regardless of their home languages, RD students lagged behind their non-RD counterparts. Children who spelled the stems correctly were more likely to spell accurately plurals and past tense markers.

The findings are discussed in terms of the ESL/EL1 and reading disabilities literature and implications for early assessment and intervention.

Development of writing in EL1 nd EL2 children: Analysis of writing samples from grade 4 and grade 6.
Lucja Segal-Seiden, Esther Geva

Abstract
This report is part of a larger longitudinal study focusing on the development of writing skills in EL1 and EL2 children between grades 4 and 6. Participants were 103 normally developing children recruited from 12 different schools. Children were matched on language status (EL1 and EL2), gender and non-verbal cognitive ability (Raven Test percentiles). Stories were written in grades 4 and 6 as part of the Test of Written Language (TOWL-3). Children were given 15 minutes to write the story in response to the picture stimulus (futuristic scene). For the analysis we counted introductory phrases, verb phrases, subordinate clauses, total number of clauses, simple sentences, compound sentences, complex sentences, compound-complex sentences, run-on sentences, not capitalized/unpunctuated sentences, T-units and number of words (story length). Repeated measures ANOVA showed no differences between the EL1 and EL2 groups and no gender differences except for the word count (girls wrote more). However, there were differences based on cognitive ability with higher cognitive ability children performing better. In grade 4, they wrote more simple and compound sentences with less run-on sentences; in grade 6, they produced more compound and complex sentences. Raven scores correlated with memory, reading comprehension, decoding skills, auditory analysis, vocabulary, and arithmetic.

Profile
Lucja Segal-Seiden is PhD student.

Esther Geva is a professor in the Department of Human Development and Applied Psychology, of which she is the chair.

SESSION 29: ARTS-INFORMED II

Susan Diane Lesbian LifeLine(s): Starting with me
Abstract
Qualitative research, of which arts-informed research is a branch, is very concerned about the identity and the subjectivity of the researcher. Feminism also calls for self-reflexivity in research practices. Wishing to explore the use of visual images as a research methodology and/or re-presentation with a sample of other lesbian helping professionals, I chose to use my own life/career story as a pilot project and to increase my self-reflexivity. This Power Point presentation, entitled Lesbian Lifeline(s), is a collection of personal photographs and images selected to re-present themes in my life history related to my lesbian-ness and my career as a helping professional. Themes include inherited history, childhood, siblings, nursing school, coming out to self, to parents, to others, Wicca, art to emancipate, capitalism. This is the beginning of my desire to make visible the life/career histories of lesbian helping professionals who have been invisible in the dominant heterosexist discourses surrounding them. Using visual images is a powerful methodology for evoking narratives. It also is a way to re-present the stories and themes from research and serves as a vehicle to disrupt stereotypes and educate a broader audience.

Profile
A white, lesbian, mature Phd. student in the Adult Education and Community Development program at OISE/UT, I have spent many years employed in mental health. I am a registered nurse with a B.A. in psychology from UWO, a M.A. from UBC. Amazing Grace(s): a Qualitative Study of Lesbian Helping Professionals was my unpublished master's thesis. I developed an experiential learning tool A sociometry of Oppression(s) which is being used by the social justice educators if the BC Teachers Federation.

(En)Compassing Heart: A NGO Journey Towards Sustainability
Rachel Larabee

Abstract
As a young co-founder of a non-profit organization, POR AMOR, I am examining how social entrepreneurs find our way to become leaders of effective community development. POR AMOR's mission is to create educational workshops, partnerships and events in support positive social change for the economically marginalized. My research involves a critical analysis of POR AMOR that documents a fledgling NGO's journey towards sustainability. Using arts informed research methods, I created a 3-dimensional structure containing a collage of written and visual inquiries on my research topic. The structure is a research metaphor developed through creative reflexive processes of both the art creation and the research it aims to represent; both are attempts to create structure that is free standing, sustainable. The artistic representation is supported through its design; the organizational structure supported through its model of governance. My presentation consists of both performance and discussion of the visual and written inquiries I have used to examine the current organization structure of POR AMOR and inform its evolution to a sustainable agent of community development.

Profile
Rachel Larabee is a 1st year M.A. student in the Department of Adult Education and Community Development.
Theatre as a Tool for Diversity Education

Jill Laura-Lee Bianca Honica Andrew

Abstract
Teaching anti-racism, anti-sexism and anti-homophobia through text books is one 'method' teachers use to connect with today's high school students. However, tapping into the benefits of drama as a tool of resistance, anti-oppression and community building is another! This interactive presentation will illustrate the benefits of participatory theatre as a tool of activism when used to facilitate student engagement. In particular I will present on Augusto Boal's Theatre of the Oppressed, Forum Theatre and other self-empowering theatre tools as pedagogy for today's educator seeking a 'hands on' approach to student-centred learning in diverse classroom settings. We will also discuss how educators can ensure that students, extrovert or introvert, are engaged throughout the learning process.

Profile
Jill Andrew CYW, BA (Hons), BEd, MA (Sept'08)--Award winning Metro News Columnist, events host, public speaker and Curvy Catwalk Fashion Fundraiser producer. Jill has performed in over 5 charity productions of The Vagina Monologues and truly believes the performing arts can transform lives! Jill is the 2008 Michele Landsberg Media Activism Award Recipient (Canadian Women's Foundation), a member of the Canadian Ethnic Media Association, CWF Vanguards and is a regular in Toronto's print and on-air media. She is currently editing her anthology Phat Girls in Search of a Pretty World: Hot Lil' Fat Chicks Speakin' Out (women & body image) and is still seeking submissions. Jill is currently at U of T completing her Masters in Women & Gender Studies. For more visit www.jillardrewmedia.com OR www.curvycatwalk.com