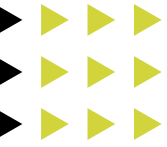


GSRC

Graduate Student Research Conference



2023 GSRC CONFERENCE





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THE LAND WE ARE ON



Tkaronto (presently known as Toronto) is a Mohawk word meaning “the place in the water where the trees are standing” which is said to refer to the wooden stakes that were used as fishing weirs in the narrows of the local river systems by the Haudenosaunee and Wendat. Since time immemorial, Indigenous peoples have cared for and have lived in relationship with this land. Tkaronto sits on the traditional territories of the Anishinaabe, Mississaugas of the Credit, Haudenosaunee, Metis and Wendat and is protected by the treaty of the Dish with One Spoon – but like many other treaties, this treaty was broken (Mills & Roque, 2019).

“An agreement grounded in Indigenous legal traditions, the Dish with One Spoon is one of several Wampum that commemorate the relationship between the Anishinaabek and Haudenosaunee Confederacy. Today it is held up by Indigenous Peoples in Toronto as [a] peace agreement between the Anishinaabek and Haudensaunee. It is also widely cited (and admired) for the reciprocal responsibilities with all of creation that it foregrounds, a reading that draws on the land as a dish to be shared and cared for to ensure ongoing sustenance and life - a metaphor that is part of many Indigenous knowledge systems.” Talking Treaties: A Treaty Guide for Torontonians (n.d.)

The Dish with One Spoon reflects the relationship that those of us who are settlers need to uphold with Indigenous communities. The dish represents harmony, interconnectedness, sovereignty, and shared responsibility for caring for the land (Simpson, 2008). Settlers have an obligation to learn and understand the significance of treaties, how they have been broken, and how these agreements should be upheld (OISE, n.d.).

The 2023 GSRC Conference calls upon the OISE community to reflect on growing gaps and inequities created by deep-rooted systematic barriers; however, part of this reflection means we cannot ignore the shortcomings of mainstream educational methods, systems, and traditions. With this year’s theme, Bridging the Divides: Transformation Through, By and For Education, we hope to bridge this gap and learn from each other and recognize the role education has played and can continue playing in empowering us to move forward through collective action.



THE LAND WE ARE ON



Canadian education is rooted in whiteness and settler-colonialism. The creation of residential schools was founded by the Canadian Government and Roman Catholic Church. Both parties created a system that aimed to forcefully separate children from their families for extended periods of time. It was within these schools that severe acts of abuse were conducted. Residential schools were not a place of learning, it was a system of violent assimilation and erasure of Indigenous peoples. It is through the violent and systematic erasure of Indigenous peoples that made the settler-nation of Canada. Higher education is also not detached from settler-colonial roots. The continued erasure of Indigenous peoples continued with higher education institutions as they were forced to forego their identities and forced statuses as "Indians" as a result of selecting to further their education. Obtaining a higher education was synonymous with being "Canadian" and thus further forcing assimilation of Indigenous peoples to the hegemonic, white, hetero-patriarchy society. This continues today with the repeated erasure and minimization of the contributions Black and Indigenous communities in Canada within curriculum and history as a whole.

"At a conference on educational research, it is not uncommon to hear speakers refer, almost casually, to the need to "decolonize our schools", or use "decolonizing methods" or "decolonize student thinking". Yet, we have observed a startling number of these discussions make no mention of Indigenous peoples, our/their struggles for the recognition of our/their sovereignty, or the contributions of Indigenous intellectuals and activists to theories and frameworks of decolonization." EVE TUCK & K. WAYNE YANG (2012)

We continue to build upon the approach and lessons learned from last year's GSRC co-chairs as it is clear that Settler-colonialism does not exist in the past tense.

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

THE LAND WE ARE ON



For Further Reading

Books/Chapters

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

Articles

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

Websites

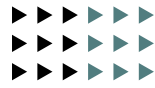
- Calls to Action Accountability: A 2021 Status Update on Reconciliation
- Government of Canada Report on Treaties and Agreements
- Indigenous Canada Course by the University of Alberta
- Racial Equity & Anti-Black Racism
- The Indigenous History of Tkaronto, U of T Library
- We Are All Treaty People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

Videos

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



ABOUT THE ARTWORK & ARTISTS



"Beyond the Horizon"

The theme "Bridging the Divides: Transformation Through, By, and For Education" speaks to the idea of creating connections between individuals, communities, and cultures separated by various divides such as race, class, gender, religion, and more. The conference aims to bring people together and promote understanding, empathy, and cooperation.

The digital drawing I created, titled "Beyond the Horizon," can be strongly connected to education as it allows us to expand our horizons and surpass the limitations of our immediate surroundings. Education can open doors to new opportunities, experiences, and perspectives that were previously beyond one's reach. It can help us address misconceptions, learn from one another and inspire us to set our sights on bigger and brighter futures. The image features an open book that reveals two hands shaking, which serves as a visual representation of the theme. The book symbolizes that education and discourse have the potential to offer great knowledge and understanding, while the hands shaking signifies the bridge that education creates between individuals and communities to share that knowledge. The individuals walking on the bridge represent the diverse backgrounds and perspectives that can be united through education.



ABOUT THE ARTWORK & ARTISTS



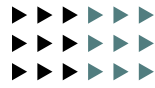
Education has the power to transform individuals and societies by providing knowledge, skills, and critical thinking abilities. It can challenge existing prejudices and promote inclusivity, diversity, and equality. By bringing people from different walks of life together, education can foster cross-cultural understanding, break down barriers, and encourage collaboration.

The conference aims to gather educators, researchers, policymakers, and practitioners from various fields to share their experiences, knowledge, and best practices in promoting transformation through education. In addition, the conference will provide a platform for participants to learn from one another, engage in meaningful discussions, and explore solutions to the challenges facing education today.

In conclusion, the theme “Bridging the Divides: Transformation Through, By, and For Education” and my digital drawing symbolizes education’s role in promoting unity and understanding. By seeking new horizons of knowledge, education can break down divides and build bridges that lead to a more inclusive and equitable world.



ABOUT THE ARTWORK & ARTISTS



Artist's bio

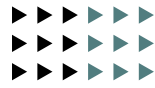
Faduma Hassan is a teacher candidate in the Master of Teaching Program. In addition, she is an OISE Student Engagement Ambassador for the Register's Office and Student Experience (ROSE). She has undertaken a project with ROSE to curate a collection of Black-focused literature books for the OISE library to offer all future and current educators an inclusive book list to incorporate into their instructional teachings. Her research interests are the teacher diversity gap, representation, and equal education for BIPOC students. Hassan looks forward to actively engaging in anti-racist practices that promote equity, diversity and inclusion in her future teachings.

She is a passionate self-taught artist who enjoys using visual expressions to create meaning and promote healing for minority spaces. Hassan also uses art to teach her students, differentiate learning and encourage creativity. With her natural disposition to teaching, she has successfully organized art workshops with non-profit organizations and students.

We would also like to showcase some of the other artists who submitted design ideas.



ABOUT THE ARTWORK & ARTISTS



"For Past Me, For Future You"

~2nd Place~

One word stuck out to me from this year's OISE GRSC theme, which was "transformation". As someone who dabbles in various art forms, in my opinion, the most literal and transformative type of art would be origami. The art of folding paper. I thought it incredibly ironic yet fitting to make an art piece about Education out of paper, as you gain a VERY expensive one at the end of your chosen degree. I folded the individual pieces and took photos of them to edit together for the final piece.

I used other symbols of transformation and voyage such as paper clouds, butterflies, planes, and bright floating balloons. All symbols are pointed upward to some degree to represent the upward trajectory of the graduate. The core characters of this piece are a parent and their child. The parent is looking up at the sky, their face blank to let the viewer decide how they would feel after such an achievement. Whether that be fear, excitement, relief, or all three at once. The child is handing them balloons in celebration, bright yellow to symbolize youth and hope. The blue and brown building stands sharp behind them. I chose to portray a parent and a child to represent our older students and those who are working towards a brighter future not just for themselves, but for their loved ones. Other balloons are also spotted in the distance. As other families release their dreams and aspirations into the sky in celebration. Almost as if sending a token above the clouds, wishing for an auspicious future.



ABOUT THE ARTWORK & ARTISTS



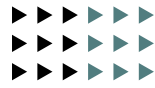
Artist's bio

Silvia Nguyen is pursuing her MEd in Adult Education and Community Development and works professionally in higher education. As a first-generation graduate from an immigrant family, she considers it a privilege to support other students in post-secondary and to have the opportunity to pursue further education. Silvia also believes in art and creativity as an avenue for conscientious engagement with social issues. She engages in various sustainable art projects with friends and community members in her spare time.

Silvia's interactions with her students drive her research towards improving transitions and experiences of minority, mature, and/or ESL students. Her specialization in Workplace Learning and Social Change leads her to interrogate how the value assigned to newcomers' qualifications and knowledge are linked to their ability to thrive in Canada. She looks forward to further study into how newcomers' existing knowledge, education, and professional experiences can be nurtured and how discriminatory policies can be mitigated. Silvia seeks to use education research to advocate for the recognition of newcomers' qualifications and create accessible re-qualifying degree and certificate programs. Her specialization in Workplace Learning and Social Change also supports her research into navigating the power structures that govern newcomers' experiences in Canadian post-secondary and professional environments.



ABOUT THE ARTWORK & ARTISTS



"Education" **~3rd Place~**

Education is central to this year's theme placing it at the heart of the design and letting it be the focal point of the image. The word is encased by a simple border that does not draw to a complete close. This is where education must bridge the divide, as demonstrated by the use of words.

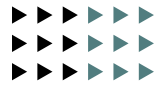
The logo features a colour scheme that was kept to simple dark tones against a pale background for clear visibility showcasing the theme of the conference and keeping the focus on the word elements.

Just outside the logo, Graduate Student Research Conference (GSRC) and year are placed proudly highlighting the conference affiliation and designating the year the conference is being held. The lettering of the word education was done in a way where the word can be read yet there are still pieces to fill in to make for a clear iteration of the word. The strategic use of missing pieces was done to showcase the need for continued research to fill in the gaps in our learning and understanding in the field.

Moreover, while the missing pieces in the word education is left for the reader to decide what it might look like and it is up to the reader to picture what 'education' might look like. This represents the idea that for those attending and participating in this conference it is up to them to picture what education might look like as it bridges the divide and is the transformative tool for our future.



ABOUT THE ARTWORK & ARTISTS



Artist's bio

Jasmine Biloki is an Assistant Registrar at Victoria college at UofT completing a Master of Education in Higher Education within the student development and student services stream.

Jasmine's work involves enabling undergraduate students to reach their career goals, assisting them in gathering and processing the information needed to engage in academically related career planning. Helping people to find meaningful employment opportunities has defined Jasmine Biloki's career. She has counselled youth with disabilities as well as individuals struggling with mental health or addictions as they seek employment. And now, her focus is helping Vic students in bridging their undergraduate academic work with further education and career planning. Her research interests are pathways within higher education and labour makers and higher education policy. In her free time, she volunteers with a local high school youth group and is an avid baker.



ABOUT THE ARTWORK & ARTISTS



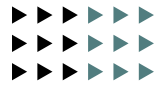
"Surya & Chandra" (Sun & Moon) **~Honourable Mention~**

In order to co-construct new transformative pathways forward, through, by and for education, we must acknowledge the contributions of often-silenced and/or ignored communities. For my artwork design, I was inspired by larger, often overlooked, communities of everyday women artists in India, South Asia and the diaspora, who create elaborate mandalas, kollams or rangoli with rice flour outside of their homes every morning in order to bring prosperity and well-being to their families and friends. The rice simply is eaten by ants, and other animals, generating no waste, and making space for brand new designs the next day.

Therefore, I have created a mandala in the form of an interwoven Sun and Moon. Herein, the 'Light' blends seamlessly into the Dark, and the Dark, then, intrinsically returns into the Light. One cannot exist without the other, much like we cannot exist without one another, nor can we exist without nature. I argue that we must accept our inner and outer 'dualities' – the Light and the Dark – in order to create a unified 'singularity' or set of common understandings within education. This does not, however, erase our sense of individuality; rather, it only enhances our collective pool of talents. So, to bridge our 'divides', we must recognize our unique gifts and diverse ways of knowing – as illustrated by a colour wheel of 'dots' along the edges of the mandala. Overall, I hope that this mandala represents the circularity and regeneration within our lives as educators, as researchers, as global 'citizens', as activists, as learners and, most importantly, as humans who share Mother Earth equally with all other beings.



ABOUT THE ARTWORK & ARTISTS

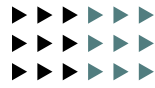


Artist's bio

My name is **Vidya Sri (she/her)**. I recently graduated from the University of Toronto with a Master's of Education in Adult Education and Community Development, specializing in Workplace Learning and Social Change as well as South Asian Studies. I am an English language instructor/facilitator, fitness instructor, singer, musician and visual artist. Currently, I am working as a research assistant for Dr. Katherine Entigar within the Department of Leadership, Higher and Adult Education. I am interested in the decolonization of our education systems through reflexive storytelling, oral narratives, embodiment, and other collaborative arts-based methodologies which foster the co-construction of new knowledges. I identify as a cisgender, Brown-skinned, Tamil, South Indian-Canadian, bisexual woman. As such, I always look for opportunities to truly represent these various aspects of myself in my teaching, research, art and music. For example, the mandalas in my artwork are inspired by the [often] overlooked communities of everyday women artists in India, South Asia and the diaspora who create elaborate kollams, or rangoli with rice flour outside of their homes every morning. Within the coming months, I hope to travel abroad in order to continue growing as a teacher, as a researcher, and as a lifelong learner.



ABOUT THE ARTWORK & ARTISTS



"Unlock the Future"

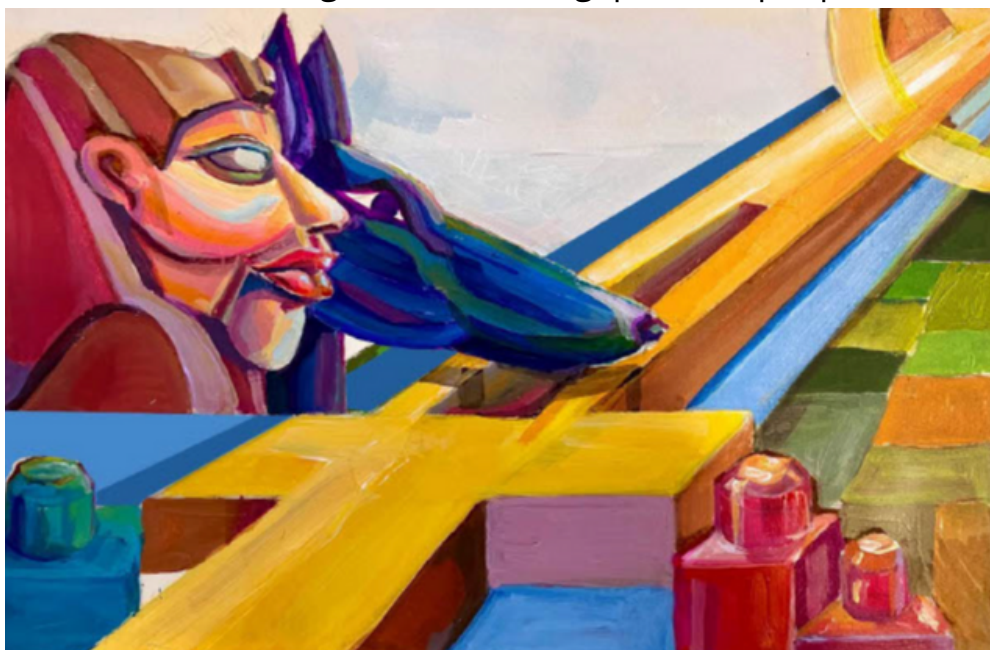
~Honourable Mention~

The Artwork is designed to welcome the past elders to create the bridge extended to the future, this bridge of learning is an invitation for the present youth and expands for the upcoming generation future generation seen in the building blocks.

The juxtaposition design is inspired from the ancient Egyptian concept of the afterlife.

This painting is made specifically to align with the conference theme of "Bridging the Divides: Transformation Through, By and for Education" symbolizes the importance of culture transitioning through time and history. Knowledge is power, but who has the power(knowledge) that opens the door of life? The angled Ankh "The key of Life" *مفتاح الحياة* connected diagonally from the building blocks to the sun, this key was held by the pharaohs to represent the power to sustain life, to revive human souls afterlife, the key is a metaphor for the education needed to open the door of knowledge and power, knowledge held collectively by the community to create the sense of future vision to togetherness and belonging. The land illustrated to represent a futuristic approach to honor the indigenous land, this key, the key of life for many cultures, opened the door to self-awareness and refusal of damage. The cultural transformation over time is when identities are empowered in solidarity accepting the differences between shapes, lines and color used.

The young generations are building the blocks of the future, The unprecedented time of cultures colliding to reduce the gaps other people created.



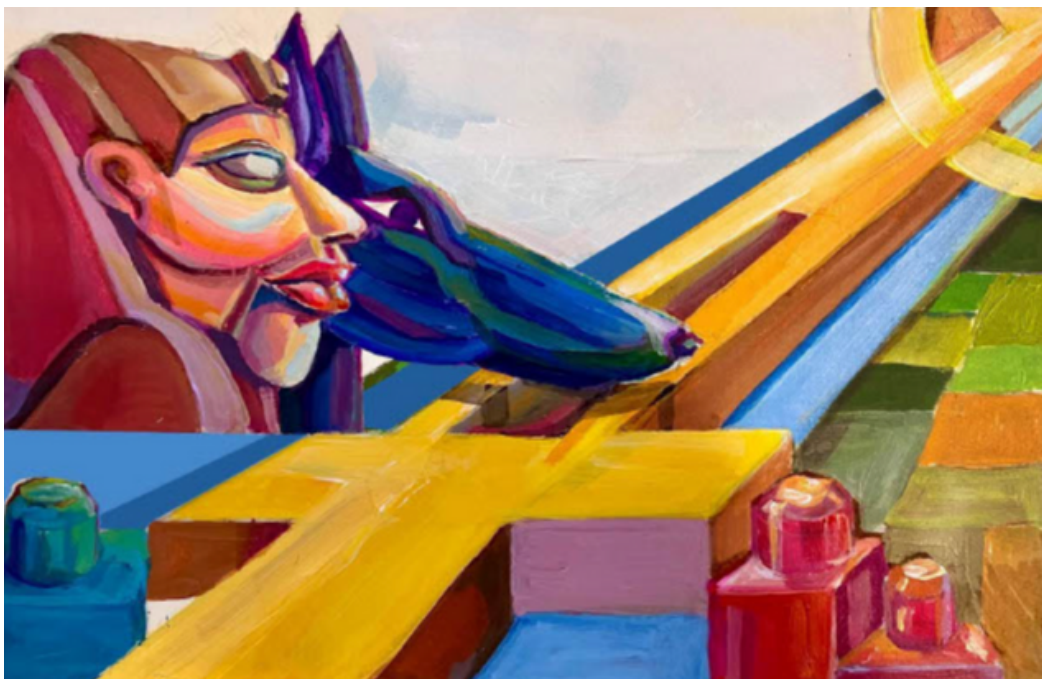
ABOUT THE ARTWORK & ARTISTS



Artist's bio

Marianne Botros (she/her) is an Egyptian/Canadian contemporary visual artist, muralist, therapeutic art practitioner and art educator. Marianne received her M.Ed. degree in the Adult education and Community Development program at Ontario Institute for Studies in Education OISE, University of Toronto, and has received a B.A.Sc in Applied Arts and Science. She is currently working as a Teacher Assistant and Guest Lecturer in the Department of Visual Studies. She participated in the "2022 Work From Home" Art Exhibition, at the Latham Art Center, she was recently selected as one of the winners of the "Ethnic Diversity Legacy Bench" project, funded by the Stouffville Chamber of Commerce, choice grant 2023.

Marianne is passionate about facilitating Art-based Community programs and workshops believing that it enhances self-expression, stigma and allows exploring different cultures by co-cultivating art interventions to align with each participant's needs. Marianne finds art as a process that improves mental and physical well-being, she also believes that art-related activities enhance cooperation, collaboration, and emotional regulation.



CO-CHAIR'S MESSAGE



Dear OISE GSRC Participants and Attendees,

Welcome to the 2023 OISE Graduate Student Research Conference, *Bridging the Divides: Transformation Through, By and For Education*.

Education has long been viewed as a key player in solving society's cornucopia of problems. Yet, while education can empower us to improve ourselves, the lives of others, and our communities, we cannot ignore the role(s) education has played, in Canada and around the world, in sustaining and creating systems calibrated for injustice, violence, and other real-life calamities.

Our vision for this year's conference is to reflect on the ways through which education can create meaningful change within and without itself, on its own and in partnership, not just through the production of knowledge but through action.

This year's theme thus invites researchers, graduate students, practitioners, and artists alike to consider and imagine possibilities and solutions to various divides such as – theory & practice, innovation & tradition, community & institutional, local & global, North & South, East & West.



CO-CHAIR'S MESSAGE



QUESTIONS FOR CONSIDERATION

- What role(s) should (does) education play in **today's society**?
- What role(s) should (does) education play in affecting **positive social change & transformation**?
- How can education **work collaboratively** with **different institutions, sectors, and organizations** to look for innovative approaches to address injustices?
- How can education work collaboratively with **communities** and community leaders to look for innovative approaches to address injustices?
- How can education **respond to injustice**, inequity, and violence?
- How can education better **bridge research, theory, and practice**?
- How can education encourage individuals and groups across the **socio-political, economic, and cultural** spectrums to mobilize for positive social change and transformation?
- How can education meet the needs and concerns of different **stakeholders within education and outside of education**



CO-CHAIR'S MESSAGE



How can education work with Indigenous, racialized, and other oppressed groups to support their needs and success within classrooms, communities, research, and the broader educational field?

We enthusiastically invite you to contribute to GSRC 2023 by sharing your latest research, professional experience, and transformative ideas on improving education and education divides for a better world!

Kai
Forcey-Rodriguez
(They/Them)

Sigrid
Roman
(She/Her/Elle)

Amy
Leung
(She/Her)



ACCESSIBILITY



The Registrar's Office & Student Experience (ROSE) works closely with the University of Toronto's Accessibility Services to implement recommended accommodations for anyone who requires support of this nature.

"Accommodation" refers to any service, equipment, or special arrangement that is put in place to support students with a documented disability that affects their ability to function in an academic or practicum setting. In general, any medical condition or disorder that affects functionality in some way is considered a disability. Some examples can be found on the Accessibility Services website.

If you are a participant or attendee who would benefit from some form of accommodation, please indicate on the OISE Graduate Student Research Conference registration form. If you have questions about the registration process, you can reach out to the DEI Subcommittee at oise.gsrc@utoronto.ca.

<https://studentlife.utoronto.ca/department/accessibility-services/>



GSRC

SPONSORS



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

This year's conference is made possible by funding and support from OISE Office of the Dean at the University of Toronto, the Curriculum, Teaching and Learning (CTL) and Applied Psychology and Human Development (APHD) departments and the School of Graduate Studies (SGS).

Thank you for your support!

ABOUT THE VENUES



OISE Building **252 Bloor Street West**

The majority of the conference will take place here. Please see the itinerary below for more details about which rooms panels are taking place.

Parking is available under the OISE Building.
<https://transportation.utoronto.ca/parking-map-rates/>

Emergency Contacts

OISE Security

Phone: 416-978-3636

Campus Police (Non-Emergency)

Phone: 416-978-2323

Campus Police (Emergency Line)

Phone: 416-978-2222

Confidential, 24/7 Crisis Support for Students

Phone: 1-844-451-9700

Outside of North America Phone:

001-416-380-6578

TravelSafer

Phone: 416-978-SAFE (7233)

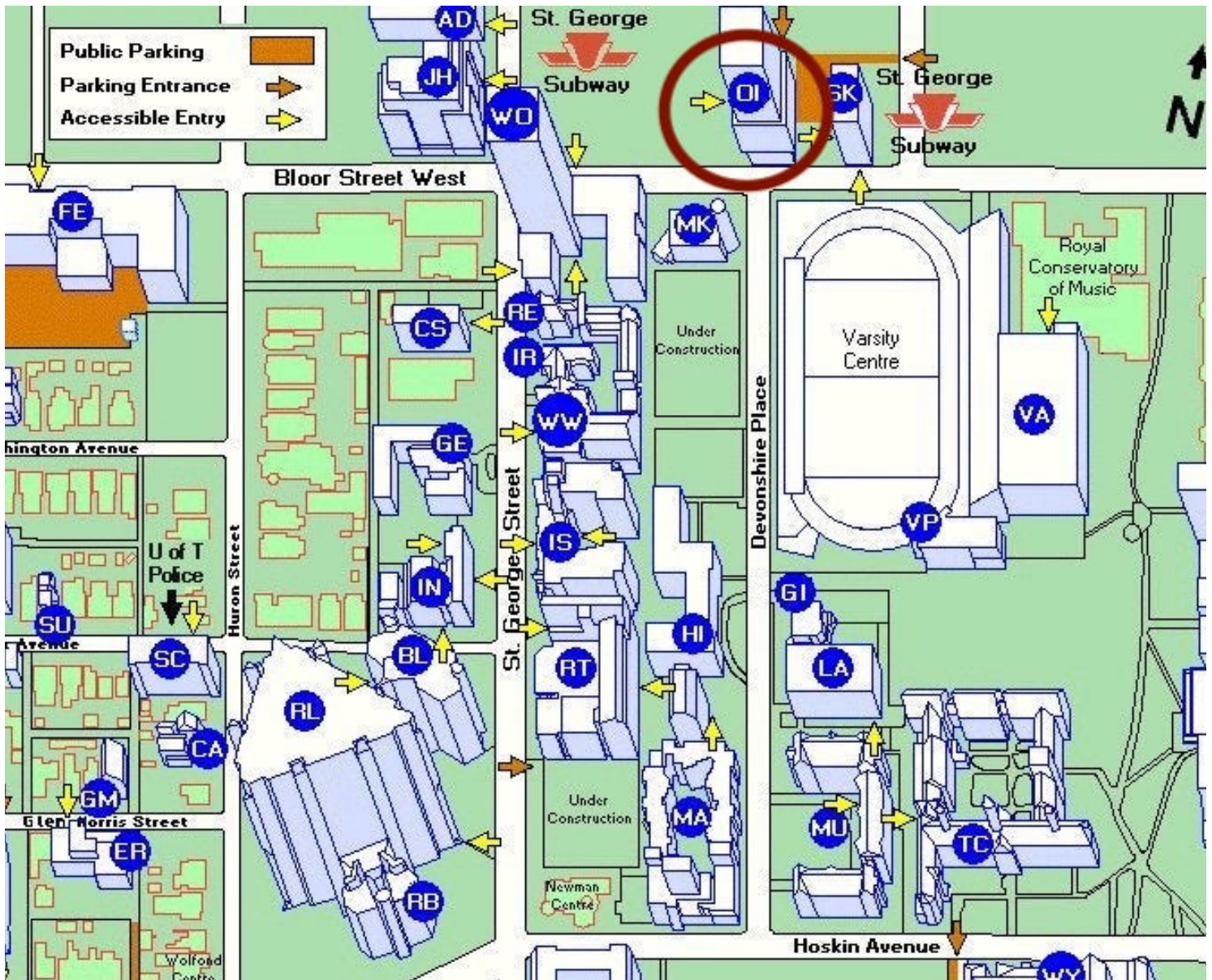
U of T Snow Line

Phone: 416-978-7669



ABOUT THE VENUES

OISE Building
252 Bloor Street West



Beside St. George Subway station. Across Varsity Centre.

<https://map.utoronto.ca/?id=1809#!ct/45469?s/>

ABOUT THE VENUES

Silver Dollar Room 486 Spadina Avenue Toronto



The Silver Dollar Room is an event space with a rich history spanning over half a century. The space features a bar, seating, and space for music and dancing.

Directions from the OISE Building:

Head west on Bloor Street West until you reach Spadina Avenue. Turn left onto Spadina Avenue and continue south until you see the location on the right. It is about a 20-minute walk.



MEET THE GSRC TEAM



CO-CHAIRS



Amy Leung
(She/Her)

Master of Education in Developmental Psychology & Education (APHD)

As a co-chair, she is excited to contribute to the OISE community through collaborating with her fellow graduate students in all aspects of the conference planning processes to showcase their research accomplishments. Outside of academia, she is an early intervention practitioner and ESL instructor, and enjoys playing the piano.

Sigrid Roman
(She/Her/Elle)



PhD Candidate in Educational Leadership and Policy, 6th Year (LHAE)

Sigrid's research is in the fields of educational leadership & policy, comparative, international & development education, and conflict & violence studies. As a co-chair, Sigrid is excited to bring in her experience and knowledge to support student networking and professional development.

Kai Forcey-Rodriguez
(They/Them)



Master of Education in Developmental Psychology and Education (APHD)

Their research interests are Autism Mental Health creating frameworks to prevent suicide and nonsuicidal self-Injury in Autistic people..As a co-chair, Kai is excited to use their knowledge and experience to contribute to the OISE community.

MEET THE GSRC TEAM

LOGISTICS



Claire Wilkins
(She/They)

MT-J/I Stream student in Curriculum, Teaching and Learning, 2nd year (CTL)

Claire (she/they) is a second year Teacher Candidate in the Master of Teaching program at OISE's Department of Curriculum, Teaching & Learning.

Zein Abuosbeh
(She/Her)

PhD student in Developmental Psychology & Education, 1st year (APHD)

Her research in the Multilingualism and Literacy lab focuses on language and literacy development in French Immersion (FI) students and Arabic-English bilingual children.



Rema Passarelli
(She/Her)

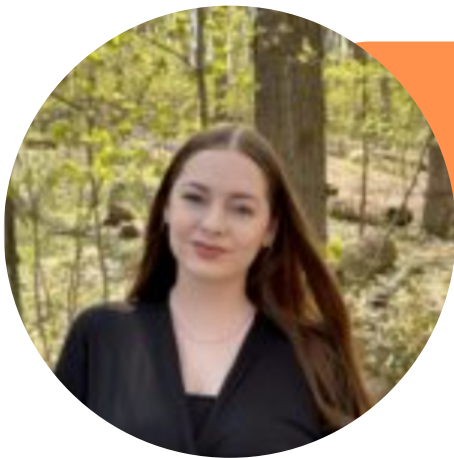
PhD in Educational Leadership and Policy (LHAE)

Rema is an experienced Catholic elementary school teacher, SERT and assistant to the principal. Her academic interests centred on cognitive development, knowledge building, and educational leadership.



MEET THE GSRC TEAM

▶▶▶▶▶ PUBLICATIONS



Corinna Di Luciano
(She/Her)

Master of Education in Developmental Psychology & Education (APHD)

Corinna currently works as a data analyst and dance teacher. She loves to dance and teaches children of all ages. Corinna is very excited to be a part of the GSRC Publications team and is looking forward to seeing the profound research that alums and students at OISE have been conducting!

Rebecca Schmor
(She/Her)



PhD candidate- Language and Literacies Education (CTL)

Rebecca has taught English, Spanish, and German in higher education and private language institutions in Canada, China, and Cuba. She is currently a course instructor and graduate research assistant at the University of Toronto. Her main research interests are linguistically inclusive language education and teacher identity.

MEET THE GSRC TEAM

COMMUNICATIONS



Teresa Orbillo
(She/Her)

Master of Education in Developmental Psychology & Education (APHD)

Teresa has 6 years of clinical and community experience working with neurodiverse individuals to help them achieve their goals. Teresa also has a combined 4 years of research experience, with her primary research focus regarding stressors in the autistic community.

Justin Patrick
(He/Him)



PhD student in Educational Leadership and Policy, 3rd year (LHAE)

His research focuses on student government and student leadership. He serves as the President of the Global Student Government and has served in executive roles in the International Association for Political Science Students and the University of Toronto Graduate Students' Union, among others.

MEET THE GSRC TEAM

▶▶▶▶▶ EQUITY, DIVERSITY, AND INCLUSION



Gayatri Thakor
(She/Her)

Master of Education in Social Justice Education

Prior to starting grad school, she worked in student development and programming within higher education. Her research interests are decolonizing education through the application of diverse Indigenous and non western pedagogies.

Jessica Machado
(She/Her)



Master of Arts in Adult Education and Community Development, 2nd year (LHAE)

Jess is the Programming and Stakeholder Engagement Officer at Toronto Metropolitan University's Office of Social Innovation. She holds a B.Sc in Biology and a Certificate in Indigenous Knowledges and Experiences from Toronto Metropolitan University.

Connect with us by emailing:
oise.gsrc@utoronto.ca

ABSTRACT

REVIEWERS



We would like to thank all those who reviewed abstracts for this conference.

- Adam Hill
- Anwen Zhang
- Ashley Rostamian
- Christine Corso
- Cristina Peter
- Dani Dilkes
- Elwin Varughese
- Emily Dobrich
- Erin Anderson
- Helen Chatburn-Ojehomon
- Isabel Margarita Nunez Carbullanca
- Jennie Kim
- Kai Forcey-Rodriguez
- Linda Ward
- Lynne Alexandrova
- Margaret de Leon
- Marianne Botros
- Zein Abuosbeh



CONFERENCE ITINERARY



MARCH 31ST

TIME	Friday, March 31, 2023	
11:00am-12:30pm	Registration/Refreshments/Mingle Session (Library, 11-12:30pm)	
1:00-1:15pm	Transition to Auditorium (1:00-1:15pm)	
1:15pm-2:45pm	Conference Opening Ceremony (Auditorium, 1:15pm-2:45pm) Co-Chairs' Opening Remarks: Amy Leung, Kai Forcey-Rodriguez, and Sigrid Roman Welcome Address: Normand Labrie (Interim Associate Dean, Programs) Keynote Address: Karen Brown (Elementary Teachers' Federation of Ontario)	
2:45 pm-3:00 pm	Transition to Library (2:45 pm-3:00 pm)	
3:00pm-4:00pm	Research Poster Showcase (Library, 3:00-4:00pm) Baffle 1 (Diversity, Equity & Inclusion): Exploration of Mental Health and Multiple Identities for BIPOC 2SLGBTQ+ Gender-Diverse Emerging Adults (Emma Sorez) Baffle 2 (Language & Literacy): Factors that Contribute to the Development of Receptive and Expressive Comprehension of Figurative Language in English Language Learners (ELLs): A Systematic Review (Ayda Ferdossifard) Impact of child labour on literacy and numeracy in Côte d'Ivoire (Mary Claire Ball) Baffle 3 (Language & Literacy): The Componential Model of Reading in French Immersion (Youness Robert-Tahiri, Ida Mehrdadi, Zein Abuosebeh) Exploring the Role of Attention on Word Reading in French Immersion Students (Shelley Rafailov, Jiangyuan (John) Lin, Riley Alvarez) Baffle 4: (Curriculum & Teaching): A Framework of Work Integrated Learning Based on Disciplines in Universities (Max Gao) Understanding University Curriculum to Address the Canadian Transferable Skills Gap (Christine Mishra) Baffle 5: (Leadership, Practice & Policy/Testimonies, Identities & Journeys) Global Citizenship Education in Estonia - A Case Study of Policy Change (Johanna Helin) The Bakhtinian Carnival Attitude: Exploring Improvisation as a Pedagogical Strategy to Challenge Egoistical Nihilism (Anwen Zhang) Baffle 6: (International & Comparative Education /Student Access, Pathways & Transitions) Are all international learning experiences the same? Investigating the influence of program type characteristics (Marianthi Kontelli) Sink or Swim: First-Year Employed Students and Persistence (Margaret Deleon) Baffle 7: (Internationalization/governance) How Institutional Isomorphism is Shaped by Distinctive 'Glonacal Agency': Hong Kong's Response to The Global Universities Ranking System (Augustine Hung)	OISE Alumni Association booth (Library, 3:00-4:00pm)
4:00pm-4:45pm	Break/Transition to Alumni Fireside Chat/Nexus Lounge	
4:45pm-6:15pm	OISE Alumni Fireside Chat: "Sparking Alumni Diverse Connections" OISE Alumni Association (SJE Lounge [12th floor], 4:45pm-5:30pm) Moderator: Kristina Leis Panelists: Dr. Cindy Sinclair, Dr. Carol Nash, Dr. Jamil Kalim	Nexus Lounge Networking Event 4:45pm-6:15pm

CONFERENCE ITINERARY



APRIL 1ST

Saturday, April 1, 2023

Volunteer Orientation & Conference Setup (Library, 8:00-9:00 am)

Registration/Refreshments; Art Reflection (Library, 9:00-10:00 am)

Transition to Research Talks (10:00am-10:15am); Research Talks and Q&A (10:15am-11:45am)

Diversity, Equity & Inclusion	Curriculum, Teaching & Learning	Gathering Place Diversity, Equity, & Inclusion	Language & Literacy	Leadership, Practice & Policy	Mindfulness, Self-Care, Wellness & Safety in Education	Research Theories, Philosophies & Methodologies of Education	Testimonies, Identities & Journeys
Research Talks OI-5160	Research Talks OI-5170	Research Talks OI-5230	Research Talks OI-5250	Research Talks OI-5260	Research Talks OI-5270	Research Talks OI-5280	Research Talks OI-5290
Elke Crosson The Right to Learn: Children's Rights and Elementary Education	Ruodan Wang Integrating Taoist Curriculum Wisdom into Teaching	Silvia Nguyen, Tuaha Mubarak Meaningful Access to Agency and Online Communities: Implications for Community Development	Rui Dong Chen The predictability of high-stake exams to academic writing: A Chinese perspective	Jennie Kim The Tensions in the Local-Global Interplay of Education: The Colonizing Nature of Global Citizenship Education (GCE) Enacted in the International Schools in Asia	Talin Atikian Nature and Physical-Based Mental Health Supports for Adolescents During COVID-19	Bill (Yuan Hong) Sun A novel machine learning approach to develop shortened anxiety and depression assessment scales	Kameka Morrison Interrogating and Pursuing Liminality as an act of Resistance within Canadian adult education for Black transnationals
Jennifer Chinenye Emelife Dreams and displacement: positioning internally displaced youth in Nigeria as knowledge creators	Jamil Kalim Teaching While Black An Emotional Journey	Shalina Khanna A Journey Towards Allyship: How Middle-Class, Second Generation South Asian Canadian Mothers Challenge Anti-Black Racism	Rana Haidar New Literacies in the Age of Misinformation	Rachael Kalaba Understanding Community Women Leadership in the African Context	Jotthi Bansal Supporting Mental Recovery and Wellbeing of Injured Athletes	Elwin Varughese Interlinkages between Teacher Transfer Policy and School Culture in a Dark Zone of India	Vidya Sri Co-Constructing New Pathways Forward in Adult Education Through Reflexive Storytelling and Art
Hardeep Shergill Centering Anti-Racist and Anti-Colonial Pedagogy in Early Years Literacy		Madison Laurin Toward Global Critical Consciousness for Liberatory Pedagogy in the West	Thi Chang Duyen Can Applying Design Thinking Approach in English for Tourism Course	Rema Passarelli Formal Teacher Leadership and the Education Management Hierarchy	Lauren Brown How Undergraduate Students Understand, Learn About and Act in Support of Their Wellbeing	Henry Ssali, Shelly Khushal, Justin Patrick, Zian (Kelly) Zhang Beyond Covid-19: A call for Advocacy through Innovation and the Pivotal Role of Leadership in Effectuating Change	Taylor Rubin Re-Storying, Truth-Telling and Response-abilities: An Autoethnographic Genre Analysis on Gladue Reporting, Methodologies, and Indigenous Ways of Knowing within a Colonial Institution

Nexus Lounge Brain Break Room

Yehyeon (Ann) Yoo The Influence of Social Inequalities in Student Occupational Expectations		Anuli Ndubuisi Supporting Complex Collaboration Across Multiple Boundaries in Engineering Education	Sudhashree Girmohanta Supporting immigrant families to maintain their heritage language and promoting parental involvement using home-based STEM activities	Rurui Liu How Leadership Education in Universities in Mainland China could be Improved			Stephanie Fowler The Path to Love: Learning Identity and Expansiveness in Teaching and Learning
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Research Talks Q & A: 11:15-11:45am

CONFERENCE ITINERARY



APRIL 1ST

Lunch & Network (Nexus Lounge, 12:00pm-1:00pm)								
Transition to Library (1:00-1:15pm)								
Community-Based Research & Researcher-Practitioner Engagement Panel Moderator: Sigrid Roman Panelists: Professor Bettina von Lieres, Professor Leslie Chan and Karen Villanueva (Library Stage, 1:15pm - 2:45pm)								
Teaching Human Rights and the Holodomor Genocide in Ukraine Presenter: Sophia Isajiw (Library Stage, 2:50pm-3:30pm)								
Transition to Roundtables/Workshops (3:30pm-3:45pm)								
Roundtables/Workshops (3:45pm-5:15pm)								
Diversity, Equity, & Inclusion Roundtable OI-5160	Testimonies, Identities, & Journeys Roundtable OI-5170	Gathering Place Workshop OI-5230	Research Theories, Philosophies & Methodologies of Education Workshop OI-5250	Curriculum, Teaching & Learning Workshop OI-5260	Extra/ co-curricular Coming-to-Knowing & Being, Experiential Co-creation & Global Wisdom Teachings Workshop OI-5270	Mindfulness, Self-Care, Wellness & Safety in Education Workshop OI-5280	Language & Literacy Workshop OI-5290	Nexus Lounge Brain Break Room
Tracey Evans Understanding the educational experience of autistic learners during COVID-19 in Ottawa, Canada	Roilui Sin Secondary Students' Perceptions on Seeking Help for Adverse Childhood Experiences from Educators at School	Dani Dilkes Storying Inclusion and Exclusion in Higher Education	Rabia Khokhar Critical Literacy and Stories as tools for Anti-Islamophobia Education	Tina Ta Tough Choices and Difficult Decisions: Engaging in Educational Ethics	Rashpal Uppal-Assi Harnessing an Entrepreneurial Mindset along the Innovation Journey in Higher Education	Kai Forcey-Rodriguez The Risk Factors and Preventative Methods of Self-Harm and Suicidality for Autistic People	Sudhashree Girmohanta, Leanne Adegbonmire, Ye Jia, Rosalia Cha, Ana Tariq The ESCAPE Project: Embracing newcomer parents' and students' funds of knowledge for effective and language friendly teaching in Canadian schools through digital tools	

CONFERENCE ITINERARY



APRIL 2ND

Sunday, April 2, 2023

Volunteer Orientation & Conference Setup
(Nexus Lounge, 8:00-9:00am)

Registration/Refreshments; Art Reflection
(Nexus Lounge, 9:00-10:00am)

Transition to Research Talks
10:00am-10:15am

Research Talks and Q&A
10:15am - 11:45am

Diversity, Equity & Inclusion Research Talks OI-5160	Curriculum, Teaching & Learning Research Talks OI-5170	Gathering Place Language & Literacy Research Talks OI-5230	Language & Literacy Curriculum, Teaching & Learning Research Talks OI-5250	Leadership, Practice & Policy Research Theories, Philosophies & Methodologies of Education Research Talks OI-5260	Curriculum, Teaching & Learning Mindfulness, Self-Care, Wellness & Safety in Education Research Talks OI-5270	Curriculum, Teaching & Learning Leadership, Practice & Policy Research Talks OI-5280	Testimonies, Identities & Journeys Child development: parental involvement, learning related skills, impact of cultural contexts Vocational Education-Ontario Colleges Research Talks OI-5290
Christina Caleca Policies of (In)equity and (Un)inclusion	Sisi Feng Teaching formal mathematics through a mathematical literacy focused curriculum	Ashley Rostamian Experiential Learning and Capital Acquisition Through a Domestic Canadian Student Exchange Program	Alison D'Cruz The Human in Human Capital: Understanding International Student Success in the Backdrop of Canada's International Education Strategy 2019-2024	Steve Tu The Myth of Ocnus	Shamina Shaheen Secondary School Teachers' Practical Wisdom and its Manifestation in Language Arts Class: A Narrative Inquiry	Ma Guadalupe Sanchez Sandoval How sustainability impacted my research in Language and Literacies Education	Nidhi Menon (Re)imagining research with children: learning and making meaning with children in dynamic, inclusive, and participatory ways
Tiara DeKoning Contributing factors to attrition among minority student affairs professionals in higher education	Yibo Zeng The Effects of Online Learning Environment in Higher Education among Western and Asian Countries	Erin Anderson Exploring the Role of Disclosure in the Development of Disability Identity in Postsecondary Students	Manuel Joseph Ellul Being under the roof of an inclusive and anti-racist leader: Experiences and attitudes of trans students and their parents – Implications for educational leadership	Christine Corso What difference is my research making? Using OISE's Research Impact Toolkit to look beyond academia	Sarina Sabet Sarvestary The Five-Minute Interview Assessment: An Intervention for Developing Feedback Literacy in Middle School Students	Oriel Varga Resistance, Neoliberalism & Education Within Community Legal Clinics	Medha Aurora, Lujayn Mostafa The Effect of Parental Factors and Learning-Related Skills on Academic Outcomes in Rural Côte d'Ivoire
Alexandra Devitt Problematising Modern Approaches in Applied Behaviour Analysis (ABA) Therapy	Alexandra Santos Supporting Mental Health Literacy Education: Perspectives from Northern and Rural Elementary Educators in Ontario	Lisa Lackner Race and Language in ESL programs in Toronto	Abigail Fisher Is it Influenced by Research?: A Policy Analysis of a Student Mental Health Strategy	Elwin Varughese Interlinkages between Teacher Transfer Policy and School Culture in a Dark Zone of India	Emily Dobrich Nurturing Collective Sustainable Well-being in School Communities	Isabel Margarita Nunez Carbullanca A longitudinal study of leadership-as-practice during the implementation of the Chilean Public Education Reform	Laurel Schollen Unintended consequences? A Study of Third-party Arrangements between Ontario public colleges and private career colleges
Ihnaha Grace Kim The GEE Project: An Urban Community Initiative"	Fagun Kaushik Highlighting Gaps in the Implementation of Indigenous Ways of Knowing in Elementary Ontario Science Curriculum	Gabrielle Forget Ontario French immersion students' perspectives: Connecting learners' goals sociolinguistic development, and ongoing enrolment	Selcuk Emre Ergut A Multi-Level Analysis of Language-in-Education Policies toward Syrian students in Türkiye	Tien Pham Weathering foreign influences: Vietnam facing Chinese and French transplantation in education	Michelle Richardson "You Don't Even know You're Triaging an Eating Disorder": Exploring Disordered Eating in Education	Xiangyun Zheng From Descriptive to Predictive Analytics: How far are higher education institutions prepared to go with predictive analytics?	

Nexus Lounge
Brain Break Room

Research Talks Q & A: 11:15-11:45am

CONFERENCE ITINERARY



APRIL 2ND

Lunch & Network
(Nexus Lounge, 12:00-1:00pm)

Artwork Reflection/Conference Artwork Ceremony
Conference Artwork Winner: Faduma Hassan
Conference Artwork Competitors: Silvia Nguyen, Jasmine Biloki, Marianne Botros, and Vidya Sri
(Auditorium, 1:00pm-1:15pm)

Ukrainian Dance Performance and Canada-Ukraine Authorization for Emergency Travel (CUAET) Durham Ukrainian Relief Project Presentation
Performers: Barvinok Ukrainian Dance School
Presenter: Dimitry Avdeev
(Auditorium, 1:15pm-2:00pm)

Real Estate and Industry Panel
Moderator: Kai Forcey-Rodriguez
Panellists: Richard Lyall, Tara Silver, and Jennifer Low
(Auditorium, 2:00pm - 3:45pm)

Transition to Roundtables/Workshops
3:45pm-4:00pm

Roundtables/Workshops
4:00pm-5:30pm

Cultural Awareness, Community Building, Empowerment & Inclusion Workshop OI-5160	Leadership, Practice & Policy Workshop OI-5170	Gathering Place Workshop OI-5230	OI-5250	OI-5260	OI-5270	RESERVED OI-5280	RESERVED OI-5290	Nexus Lounge Brain Break Room
Marianne Botros Community Arts Education: An Informal Transformative Learning Process to Develop Collective Community Consciousness and Autonomy	Lynne Alexandrova Let's Heart-Brain-storm: Student Life & How Best to (co-)Learn/Teach Self+Other Care	Ashraf Rushdy Your life as a model of Interinstitutional learning dynamics						

Conference Closing Ceremony
(Nexus Lounge, 5:30pm-6:00pm)

Co-chairs' Closing Remarks: Amy Leung, Kai Forcey-Rodriguez, and Sigrid Roman
Closing Address: Normand Labrie (Interim Associate Dean, Programs)

Conference Closing Reception
(Nexus Lounge, 6:00pm - 7:00pm)

GUEST SPEAKERS



APRIL 1ST COMMUNITY-BASED RESEARCH & RESEARCHER-PRACTITIONER ENGAGEMENT



Dr. Bettina von Lieres

Assistant Professor, Teaching Stream, in the Department of Global Development Studies at UTSC

She teaches mainly undergraduate courses in the field of critical citizenship studies and community development. She views her classrooms as sites for inclusive and democratic citizenship. She is currently the co-chair of the Teaching, Training and Mentoring Committee in the SSHRC-funded Participedia research network (<https://participedia.net>).

Karen Natalia Villaneuva

A Colombian community worker currently based in Tkaronto, Kanata (Toronto, Canada). She graduated from York University with an HBA in International Development Studies and is a Master of Social Work graduate from the University of Toronto with a specialization in health and mental health. Karen currently holds the portfolio of **Deputy Executive Director at Centre of Learning & Development** and has been a board member of CBR Canada for the last 2 years. For the past 7 years, through her community development practice, Karen integrates her passion for popular education, activism and visual arts to foster capacity building in immigrant and newcomer populations.



Leslie Chan

Associate Professor, Teaching, in the Department of Global Development Studies (DGDS) and the director of the Knowledge Equity Lab at the University of Toronto Scarborough

Leslie served as the Program Supervisor and Associate Director of the Centre for Critical Development Studies (now the DGDS) from 2013 to 2021. An early practitioner of the Web for scholarly exchange and online learning, He has been studying the geopolitics of academic knowledge production and the uneven power relations embedded in this production. Leslie has also been exploring the dynamics of university-community partnership.



GUEST SPEAKERS



APRIL 2ND

REAL-ESTATE/
HOUSING INDUSTRY



Ms. Tara Silver

Director, School Programs at Fitzrovia Real Estate

Tara Silver oversees the development of on-site childcare and preschool programs in multi-family residential buildings. Tara has over 20 years of experience in education and community development, often in entrepreneurial roles, in Canada and the US. She has worked at Harvard School of Public Health, Boston Center for Adult Education, and most recently in senior leadership in a K-12 independent school in Toronto.

Ms. Jennifer Low Shu-Fong

**B.Hons Psychology, M.Ed Special and Inclusive Education,
Co-Owner of Sarang Kitchen**

Jennifer's personal philosophy is every little thing we do should make the world a better place. With her decade of experience as a teacher and autism specialist, she is devoted to creating an inclusive education system and promoting student agency and equity both in and beyond the classroom. She believes that life after school has a great impact on people's mental wellbeing and self-confidence in their adult years hence the venture with her fiancé: Sarang Kitchen.



Mr. Richard Lyall

President of RESCON

Richard is an accomplished and experienced executive who has represented the residential construction industry in Ontario since 1991. His insightful columns appear regularly in The Toronto Sun, Canadian Real Estate Wealth, Storeys, Builder Bites, Daily Commercial News and Canadian Construction Business. He was honoured with the 2019 Canadian Lifetime Volunteer Award from the International Foundation of Employee Benefit Plans for his contributions to enriching the organization's educational efforts and is also on a steering committee of the Chicago-based Council on Tall Buildings and Urban Habitat. He is also on the Ontario Housing Supply Action Plan Implementation Team.



GUEST SPEAKERS



APRIL 2ND TEACHING HUMAN RIGHTS AND THE HOLODOMOR GENOCIDE IN UKRAINE

This presentation highlights a child of two Holodomor survivors sharing some of her parents' reminiscences within a framework of basic facts about the Holodomor, using human rights and the UN Convention as a teaching tool. Since today's Kremlin is once again trying to destroy Ukraine and its people, one can utilize the UN Convention to compare the Ukrainian Holodomor in the 1930s with Russia's current war on Ukraine. Suggestions for teaching materials, a display of resources, and a list of the most current resources available will be shared with participants.



Sophia Isajiw

Sophia Isajiw [pronounced "Ee-saw'-you"] is a **Research Associate and the Assistant Director of Education for the Holodomor Research and Education Consortium (HREC)** at the Canadian Institute of Ukrainian Studies (CIUS), University of Alberta, with offices in Toronto, where she has been working very closely with Education Director Valentina Kuryliw for the past 8 years. She is also the Assistant Chair of the National Holodomor Education Committee of the Ukrainian Canadian Congress.

She was Interviewer and Researcher for the Children of Holodomor Survivors Speak oral history project of the Ukrainian Canadian Research and Documentation Centre (UCRDC) in Toronto – a groundbreaking project in North America and the first to interview and analyze the second generation of Ukrainian Holodomor survivors in the diaspora. Sophia taught for over 15 years as an assistant professor in both the USA and Canada.

Sophia Isajiw is an award-winning artist and university art gallery director and curator. She is the recipient of a Canada Council B Grant Award, and an Award of Excellence in the Arts that commemorated the 50th Anniversary of the Universal Declaration of Human Rights from the Government of Canada's Canadian Artists and Producers Professional Relations Tribunal for her work on Canada's WW1 internment camps in Banff, Alberta, which is now in the collection of the Glenbow Museum in Calgary. She has given performances at large conferences of the Alberta Museum Association and the Professional Teachers Association of Canada. Sophia is the Founding Editor-in-Chief of the Voices of Ukraine international translation project, begun during Ukraine's Revolution of Dignity in 2013, which received citations in major media outlets, and was written about in two scholarly publications in Canada and Ukraine.

GUEST SPEAKERS



APRIL 2ND

CANADA-UKRAINE AUTHORIZATION FOR EMERGENCY TRAVEL (CUAET) AND DURHAM UKRAINIAN RELIEF PROJECT PRESENTATION



Dmitry Avdeev

In March 2022, as a part of response to the war in Ukraine, Canada announced the launch of the Canada-Ukraine Authorization for Emergency Travel (CUAET) program. Dmitry Avdeev, a local volunteer from Durham Ukrainian Relief Project, will share his experience helping Ukrainian refugees during the last 12 months: their challenges, how local communities responded & what happens next.

Ukrainian Dance Performance - Barvinok Ukrainian Dance School

For over 53 years the Barvinok School of Ukrainian Dance is based in Mississauga and has been providing instruction to over 430 students of different ages. Each year all dancers from the ages of 4-30 have the privilege to support their community at festivities to represent our Ukrainian traditions while performing at the Carassauga Festival of Culture. all dancers of today's performing group played a significant role during the Barvinok's 51st & 52nd online Year End Concerts and in the 53rd Anniversary Concert in May 2022, and they were one of the highlighted groups in the first in-person post-COVID-19 concert program. Barvinok dancers are a wonderful group to watch and we hope you enjoy their performance.



ABOUT THE PRESENTERS

RuRui (Angelina) Liu (She/Her)

is a MED student in Higher Education with a collaborative specialization in CIDE at OISE. She is a professional development navigator, graduate research assistant and Academic English instructor. Her research interests include student leadership, governance in higher education and comparative higher education.

Christine Corso (She/Her)

is a Ph.D. Candidate in the Educational Leadership and Policy program at OISE/University of Toronto with a collaborative specialization in Education Policy. Christine is a former elementary and junior high school Science teacher and spent four years working at People for Education, a non-profit policy research and advocacy organization based in Toronto. Christine's research interests include knowledge mobilization and policy change, equity in opportunities to learn, and the politics of education policy. Her doctoral research is about the experiences of Toronto high school students during COVID.

Abigail Fisher (She/Her)

is a first-year Master of Arts student at OISE in the Educational Leadership and Policy program. She is a research assistant at OISE and Unity Health Toronto. She has conducted research in psychology, program evaluation, and faculty development. Abigail has a passion for mental health services in schools and is currently working on her thesis in this research area.

Lisa Lackner (She/Her)

is a Ph.D. Student in the Languages and Literacies Education program at OISE, University of Toronto. She holds a Master's Degree in German as a second or foreign language from the University of Vienna. Before joining the CTL department, she taught at a middle school in Vienna. In her research, Lisa is interested in language policy, second language teaching/learning, and, particularly, how ESL programs are organized in schools across Toronto. Currently, she is working on her dissertation proposal, which explores how language, race, and racism are constructed in ESL pull-out and push-in programs.

Christina Caleca (She/Her)

is a Doctor of Education candidate in the Social Justice Department at OISE, University of Toronto. She is currently researching the rights of queer students to receive fair and equitable educational environments, particularly in Ontario's publicly funded Catholic school boards. Her other research interests include Autonomy Development, Inclusion & Diversity, Gender Studies, Queer Studies and Critical Theory.

ABOUT THE PRESENTERS

Madison Laurin (She/Her)

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

Kai Forcey-Rodriguez (They/Them)

is an emerging autistic scholar in the field of autism and mental health with 4 years of teaching experience in special ed., ELL., and has worked for about 3 years in the capacities of life, academic, and mental health support coach in the United States, Italy, Russia, Indonesia, and Canada. They are currently a recent graduate from Dev. Psych. & Education MEd program from the department of Applied Psychology and Human Dev. (APHD) at OISE, serves as the Equity, Diversity, and Inclusion Officer for the APHD Dept. Student Association, is an APHD Student Recognition Award recipient, and an advocate for proper representation of neurodiverse people of all backgrounds and walks of life at OISE. Their research focuses on fostering mental health and well-being for autistic individuals and the creation of methods that promote healing and growth.

Tina Ta (She/Her)

is a PhD candidate in Language and Literacies Education at OISE. She holds a BA in Philosophy & Psychology (McGill University) and a Master of Teaching degree (OISE). Prior to beginning her doctoral studies, Tina spent several years teaching in both primary and secondary school settings in Reading (England) and Burnaby (British Columbia). Her research interests include ethical dilemmas in education, teacher visioning in language arts instruction, and ethical decision-making in teaching.

Gabrielle Forget (She/Her)

has taught elementary (Grade 2-8) French immersion (FI) in a public school board in Ontario. She is in her third year of the Language and Literacies Education PhD program at OISE. Her research interests include French as a second language (FSL) teaching and learning in the Canadian context, and more specifically, FI programs in Ontario with a focus on aspects such as student goals and motivations and the development of sociolinguistic competence of learners.

ABOUT THE PRESENTERS

Fatima Beauregard (She/Her)

is a Speech-Language Pathologist at an Ontario school board and is in the Doctor of Education Cohort Program in Educational Leadership and Policy at OISE.

Bill Sun (He/Him)

is a MA student in Developmental Psychology and Education at APHD, supervised by Dr. Kang Lee. He has a background in Engineering Sciences and machine learning and has extensive industry experience in machine learning and data science roles. Bill's research interests include the applications of machine learning in mental and physical health, such as developing rapid assessment scales for mental conditions, and the prediction of disease risks using patient data.

Johanna Helin (She/Her)

has experience from international organisations like OSCE, Unicef and UNESCO. For more than 10 years she worked in the field of Global Citizenship Education (GCED) in Estonia, preparing education materials, training teachers and advocating for a stronger inclusion of GCED in education policy and practice. She is currently EdD candidate at OISE, University of Toronto. Her research interests include GCED, especially how it is understood in post-Socialist contexts and in changing geopolitical situations.

Emma Sorez (She/Her)

is an MEd student in Developmental Psychology and Education, and member of the I AM Lab. She volunteered as a TA during her undergraduate studies in Psychology in Boston, and took interest in affirmative and inclusive psychology. Prior to her studies, Emma, MBA, worked as a data analyst. Her interests are oriented towards diverse adolescent and emerging adulthood populations, identity development, factors of influence, adversity, well-being predictors, and skills development. She is also interested in mindfulness practices and wants to pursue a PhD in Counseling Psychology to become a researcher, practitioner, and professor.

Alison D' Cruz

is a first-year PhD student at OISE, specializing in Higher Education. She has a Master's degree in Education from OISE and a Master's and Bachelor's degree in Finance from the University of Mumbai. She has several years of experience working in the field of education and finance across Canada, the UAE, and India.

ABOUT THE PRESENTERS

Manuel J. Ellul (He/Him)

is by profession a teacher. He is currently working and studying at OISE, University of Toronto.

Roilui Sin (She/Her)

is completing her Doctorate in Educational Leadership with a focus on adolescent help-seeking behaviours during secondary school. She completed her Masters of Education in 2012 and currently teaches with the TDSB in a treatment program for students with special needs and/or trauma. She hopes to one day complete her studies and write a book for families and educators on how to help our children and youth thrive in spite of adversity.

Shalina Khanna (She/Her)

is a secondary school teacher with the Toronto District School Board. She received an MA from OISE in the Adult Education and Community Development program with a collaborative specialization in Workplace Learning and Social Change. With over 15 years of experience teaching minoritized youth, Shalina's research interests centre around intersectionality and the power of individuals and communities in alliance to challenge oppressive practices and policies. Her recent research focuses on the ways second generation South Asian Canadian mothers might challenge anti-Black racism in their spheres of influence.

Ayda Fersossifard (She/Her)

completed her Honours Bachelor of Arts in Psychology at York University. She is currently an MA2 student in School and Clinical child Psychology at the Ontario Institute for Studies in Education (OISE). In this program, she intends to focus on understanding language and literacy acquisition among children, adolescents, and young adults, as well as the development and evaluation of interventions to facilitate learning a second language and developing literacy skills in first and second languages. Her career goal is to do research and professional psychological practice with children, adolescents, and families in a variety of settings such as schools, mental health facilities, community organizations, and academia.

Rui Dong Chen (He/Him)

has taught English and French in private language institutions in Canada, and China. He holds a MSc in Management from Trinity College Dublin and a MEd from Simon Fraser University. He is currently a research assistant, graduate research fellow, and MA student in the LLE program at OISE. His research interests include second language writing, composition pedagogy, translanguaging and plurilingual pedagogies on writing.

ABOUT THE PRESENTERS

Erin Anderson (She/Her)

is a PhD student at the Ontario Institute for Studies in Education, University of Toronto. Prior to beginning her doctoral work, Erin worked in student affairs in higher education where she used her lived experience to guide her practice of supporting students. Her research interests centre on issues of equity and access to higher education, including barriers to inclusion and marginalization within the postsecondary environment; identity development and belonging; mentorship; student development and engagement; mental health literacy and holistic wellness promotion; and designing inclusive and accessible learning environments.

Silvia Nguyen (She/Her)

is pursuing her MEd in Adult Education and Community Development and works professionally in higher education. Her interactions with her students drive her research towards improving transitions and experiences of minority, mature, and/or ESL students. Silvia's specialization in Workplace Learning and Social Change (WLSC) leads her to interrogate how the value assigned to newcomers' qualifications and knowledge is linked to their ability to thrive in Canada. Her WLSC specialization also supports her research into navigating the power structures that govern newcomers' experiences in Canadian post-secondary and professional environments.

Tuaha Mubarak (He/Him)

has worked in both the private and public sectors in Canada and the United States over the last 10 years. Since 2020, Tuaha has been working in higher education. Currently, he is working as an Academic Advisor at Toronto Metropolitan University, and pursuing an MEd in Adult Education and Community Development at the University of Toronto. He believes in utilizing an intersectional lens when conducting research. He is interested in researching inclusive student advising, education policy, community development, and gender equity. Tuaha has a passion for travelling and learning new languages.

Ma Guadalupe Sanchez Sandoval (She/Her)

has a bachelor's in psychology and a master's in applied linguistics. She is currently an international Ph.D. student in Languages and Literacies at OISE. She has taught English and Spanish as foreign languages for eighteen years and has experience coordinating and developing language programs in Mexican higher education. Her research interests include: Content and Language Integrated Learning, plurilingualism and Mexican language planning and policy.

ABOUT THE PRESENTERS

Henry Ssali (He/Him)

is a Doctoral student at the University of Toronto. His core research interest examines whether policy is loosely managed or not, and how institutional policies affect street level bureaucrats in Higher Education. His other interests encompass equity, nutrition, academic achievement, wellbeing, social capital, innovation, and inclusion. He is closely interested in A.I as it pertains to the modification of food and the economics of education.

Shelly Khushal (She/Her)

is a doctoral candidate in Educational, Leadership and Policy at the Ontario Institute for Studies in Education (OISE), University of Toronto. Shelly's research focuses on critically examining important equity issues in Ontario education, contributing to the body of empirical studies on policy implementation. Shelly is also a Human Rights Officer in one of Ontario's largest school boards, working with system leaders to provide education and training across the board on human rights, unconscious bias and anti-discrimination. Both a leader and educator, Shelly is committed to the principles of equity, inclusivity, justice and human rights.

Justin Patrick (He/Him)

is pursuing a PhD in Educational Leadership and Policy at OISE's Department of Leadership, Higher and Adult Education. His research interests include student leadership, student government, and student movements.

Zian (Kelly) Zhang (She/Her)

is a Full-time Ph.D. student in the curriculum and pedagogy program at OISE and the first OISE student as a classical voice musician at the Faculty of Music, University of Toronto. Her research focuses on politics, education policy, law, and leadership. As a SSHRC graduate research assistant, she creates equitable structures in early secondary school mathematics projects. She is Co-President at the Canadian Committee of Graduate Students in Education of the Canadian Society for the Study of Education. In addition, she serves as CTL Students' Association President and Graduate Student Member at OISE Council & Research Committee.

Marianne Botros (She/Her)

has taught visual culture and communication at both, Visual Studies Department, University of Toronto and Applied Arts and Science, German university in Cairo. She is an Egyptian/Canadian community-based artist, therapeutic art practitioner and art educator. Marianne received her M.Ed. degree in the Adult education and Community Development program at Ontario Institute for Studies in Education OISE, University of Toronto, and has received a B.A.SC in Applied Arts and Science. She is currently working as a Teacher Assistant and Guest Lecturer in the Department of Visual Studies.

ABOUT THE PRESENTERS

Tien Pham (She/Her)

With over ten years of experience working in higher education and non-profit environments in Canada, the Netherlands, Thailand, and Vietnam, Tien Pham is currently a full-time doctoral student at OISE, University of Toronto, majoring in Educational Leadership and Policy. Her research focuses on education policy regarding sustainability and environmental education in developing countries. Tien's research interests include comparative and international education, social justice, and sustainable development.

Fagun Kaushik (She/Her)

recently graduated from the Master of Teaching program at OISE. Prior to that, she also did her undergraduate studies at UofT and graduated with a double major in Biology for Health Sciences and French Studies. Currently, she is a Designated Supply teacher at the Durham District School Board. Her research interests include environmental education, curriculum and pedagogy, Indigenous studies, and diversity in education.

Ihnaha Grace Kim (She/Her)

is a high school teacher from Windsor, ON with over 15 years of experience teaching in the traditional classroom and alternative education delivering flagship programs like Cooperative Education and Dual Credit. She holds a Masters degree from OISE in the Collaborative Educational Policy and Program and in her second year of PhD studies in ELP. Her research interests are in transformative education and critical pedagogy with a passion for community revitalization and working with youth to achieve their full potential. Grace resides in west Windsor with her husband, Dan and 2 young children, Frankie and Wells.

Youness Robert-Tahiri (He/Him)

is a second-year undergraduate student specializing in psychology at the University of Toronto, St. George. He has been taking a Research Opportunities Program course there under the supervision of Dr. Becky Xi Chen from OISE's Multilingualism and Literacy Lab. He is interested in psychological research involving children, and when not in school, he enjoys teaching comedic improvisation to youth at the Second City Training Centre.

ABOUT THE PRESENTERS

Michelle Richardson (She/Her)

is a 2023 graduate of the Master of Teaching program at OISE. Her thesis is in partial fulfillment of this program. Upon completion, she will be a certified educator in the Junior-Intermediate division with a specialization in French as a Second Language. Prior to teaching, Michelle trained and worked as a professional contemporary dancer, and then as a registered Chiropodist (foot specialist) for 20 years. She lives in Scarborough with her husband and two daughters, who are 12 and 16.

Lauren Brown (She/Her)

has worked in higher education for the Division of Student Life at the University of Toronto for the past five years and is currently an Instructor and Programming Coordinator. Her PhD research is a narrative inquiry into how undergraduate students understand, learn about and support their wellbeing. Lauren's doctoral study is supported by Inlight Student Mental Health Research Initiative an Institutional Strategic Initiative at the University of Toronto.

Nidhi Menon (She/Her)

is a Ph.D. candidate in Social Justice Education at the Ontario Institute for Studies in Education of the University of Toronto. Her scholarship is situated at the intersections of post-structural and marginalized feminist ontologies, the new sociology of childhood, and issues of power in the field of Early Childhood Studies. She uses perspectives of women of colour to examine and deconstruct dominant constructions of childhoods, particularly how they affect the lived experiences of marginalized families, children and educators.

Sisi Feng (She/Her)

is a secondary mathematics and science teacher in Ontario, Canada. As a doctoral student at the University of Toronto and an intern at Maplesoft, she enjoys balancing theory with practice to push the boundaries of what it means to use effective mathematical pedagogy in the classroom. Her research interests include formal mathematics, mathematical literacy, and Thinking Classrooms. With a psychology and coaching background, she is also interested in finding a connection between sport psychology and math performance due to the shared physiological origins between stress and math anxiety.

Rana Haidar (She/Her)

is a third year doctoral student in the Language and Literacies Education Program in the CTL department at OISE, University of Toronto. She has taught English for Academic Purposes and Academic Writing in higher education institutions in Canada and Lebanon. Her research interests include media literacy, critical thinking skills, writing studies, and critical pedagogy.

ABOUT THE PRESENTERS

Taylor Rubin (She/Her)

is a third-generation settler originally from amiskwacîwâskahikan, Treaty 6/Métis Territory. With previous experience as a Cultural Liaison and Gladue Report writer, Taylor is dedicated to community-centered research interrogating issues of Indigenous sovereignty and transformative justice in the colonial legal system. She is also passionate about experiential learning and 2SLGBTQIA+ issues in education. Taylor is currently pursuing her Master's in Education and Society at McGill with a focus on Critical Race, Class and Gender Studies.

Ashraf Rushdy (He/Him)

has lived and worked in diverse settings across Canada, Cambodia, India, and Haiti - between trades and social services, from front desks to management. He is currently a graduate student in the Adult Education and Community Development Ph.D. program, with a specialized focus on workplace learning and social change, at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. With his research, Ashraf seeks to identify, develop, and refine transformative approaches to workplace learning - something he tests in practice through work as a learning consultant for organizations and through community-based activity.

Yibo Zeng (He/Him)

is a Master of Education student in OISE who is studying in 2nd year in the Curriculum and pedagogy program. He gained a Master of Professional Kinesiology at Brock University. He has worked as an instructor and team leader of an international program in the past five years at higher education and private language schools. He aimed to have all high expectations for all students in their language-learning journey, and he hoped to make students learn with joy during the international study preparation stage.

Vidya Sri (She/Her)

is a graduate from the University of Toronto Master's of Education program in Adult Education and Community Development, specializing in Workplace Learning and Social Change as well as South Asian Studies. Currently, she is working as a Research Assistant in the Department of Leadership, Higher and Adult Education. She is also an English language instructor, fitness instructor, singer, musician and visual artist. She is interested in the decolonization of our education systems through reflexive storytelling, oral narratives, embodiment, and other collaborative arts-based methodologies which foster the co-construction of new knowledges.

ABOUT THE PRESENTERS

Rabia Khokhar (She/Her)

is an elementary teacher in Toronto and an education and equity consultant. She is also a second year doctoral student in the CTL department. Rabia's research interests include Anti-racist education and specifically Anti-Islamophobia education through children's literature and educator professional development. Rabia is the receipt of the Elementary Teacher's Federation of Ontario's 2021 Anti-Racist and Equity Activism Award, the 2022 Professional Learning and Curriculum Development Award and the 2022 Angela Thacker Memorial Award. She enjoys sharing her teaching, learning and research @Rabia_Khokhar1 and www.rabiakhokhar.com

Christine Mishra (She/Her)

is a first year PhD Student in Higher Education. She was a high school science teacher for several years in Regina, Saskatchewan, and recently completed her master's at the University of Guelph. Her research interests relate to improving the inclusion of transferable skills in the university curriculum to help students succeed during their studies and lead fulfilling lives after graduation, as well as contributing to solving the world's most complex challenges.

Elwin Varughese (He/Him)

taught English, Mathematics and Science in a low income private school as a Teach for India Fellow and completed the fellowship in 2018. After that, he did Masters of Arts in Education, specializing in School Organisation, Leadership and Management, where he became interested in research, focusing on the area of understanding different school leadership systems in challenging contexts. After Masters, he worked in various organisations as a researcher and developing educational programs such as building Foundational Literacy and Numeracy (FLN) curriculum for children in Wandoor, Andaman and Nicobar Islands, India.

Anwen Zhang (She/Her)

is a recent graduate of the M.Ed at the University of Toronto, where she worked as a research assistant and contributed to creating a framework that integrates conceptual artifacts into an amended scheme for asynchronous delivery. Anwen's research interests lie at the intersection of arts, education, and narratives of migration and exile, focusing on using theatre as a youth participatory research approach in learning and transformation through collective knowledge inquiry. She is currently applying to Ph.D. programs to continue her research while developing an innovative Chinese as a second language textbook featuring reader's theatre scripts

Kanza (Ana) Tariq

is a 2nd year PhD student, in the Languages and Literacies program, the department of Curriculum, Teaching and Learning. She has been a GA with the ESCAPE Project since Fall 2021. She has a background in Biological Science and Linguistics. She is from Pakistan and speaks English and Urdu fluently.

ABOUT THE PRESENTERS

Augustine (Sze Ling) Hung (He/Him)

formerly worked in the higher education sector of Hong Kong as an administrator specializing in student development. He oversaw career support services, scholarships administration and alumni relations for his department. He is now studying his MEd in Higher Education at OISE. His research interests include international and comparative education, politics and higher education and student identity.

Rashpal Uppal-Assi (She/Her)

is a seasoned professional with expertise in higher education, supply chain management, learning design and academia, spanning over 15 years serving public, private and non-profit organizations. She is currently pursuing graduate studies in Higher Education Leadership at OISE. Rashpal's passion and ongoing commitment to both transformational and servant leadership transcends beyond the classroom, serving on multiple boards including Organization of Women in International Trade (OWIT) as VP Education. Rashpal has also served as Faculty Governor on Seneca College's Board of Governors, where she was a member of The Academic Planning & Student Affairs and the Finance & Administration Committee. She enjoys lending her time by giving back as a Mentor with various innovation accelerators and incubators such as ventureLAB, Futurpreneur Canada and Seneca HELIX, where she advises start-ups to grow, scale and achieve their entrepreneurial dreams.

Alexandra Devitt (She/Her)

is currently a research assistant and second year MA student in Social Justice Education. Her research interests include disability studies and cultural conceptions of Autism.

Yue Gao (She/Her)

is a graduate student in the Higher Education stream at Ontario Institute for Studies in Education. She got the Master of Education in education economics and management from the Beijing Institute of Technology. She published the essay "The study of U.S. Undergraduate Aid System and Efficiency" at the Beijing Institute of Technology and the paper "The study of Analysis on the Regional Flow of Employment of College Graduates in Conference on Economics of Education in Nanjing, China.

Stephanie Fowler (She/Her)

is a second year EdD student in ELP (with a specialization in Comparative and International Development Education) and a secondary school drama teacher in Owen Sound. Stephanie has had the privilege of studying and/or teaching in 6 provinces as well as Hong Kong and Denmark, which has sparked her interest in comparative education. Stephanie's current research focuses on veteran teachers in Denmark and Ontario and the conditions that enable them to continue to transform their teaching practice.

ABOUT THE PRESENTERS

Jiangyuan (John) Lin (He/Him)

is a highly motivated third-year undergraduate student at the University of Toronto, with a double major in Sociology and Economics and a minor in Education and Society. His passion for understanding the intricate relationships between family, society, and education has been the driving force behind his academic pursuits. Jiangyuan's research experience is extensive, having investigated cultural identity formation, anti-Asian racism, and literacy performance of French Immersion and bilingual populations. After completing his undergraduate studies, John plans to pursue a graduate degree in social science and become a professor, dedicated to creating a more equitable and just society.

Riley Alvarez (She/Her)

is a second year undergraduate student at the University of Toronto, pursuing a specialist in Laboratory Medicine and Pathobiology. Her past projects include investigating health care delivery among incarcerated Canadians and paediatric patient susceptibility to atopic diseases following organ transplants. She reconciles these experiences with her curiosity about language learning, and hopes to one day contribute to making health language pedagogy understandable, tangible, and accessible.

Shelley Rafailov (She/Her)

is currently a master's student at OISE in the Developmental Psychology and Education program. Her research interests include early childhood literacy, bilingual education, and the effect of psychological factors such as attention on word reading skills. She plans to continue her studies in the coming years as a doctoral student. Sharry Shakory is a doctoral student in the School and Clinical Child Psychology (SCCP) Program. She received her MA in the SCCP program in 2017. Her MA thesis examined the ability of emergent readers in French immersion to learn the spellings and meanings of novel words during shared storybook reading, and the relation between these learning abilities and word reading skills in English and French. Her current research is focused on the early identification of children at-risk for reading difficulties in early French immersion programs, as well as the relation between reading difficulties and social-emotional functioning.

Lynne Alexandrova (She/Her)

ABOUT THE PRESENTERS

Kameka Morrison (She/Her)

has taught English, History and Spanish in high schools in Jamaica, The Commonwealth of the Bahamas and the United States. She has also worked as a Communications trainer and assessor in technical and vocational education spaces. Currently she teaches ESL as a Supply LINC instructor with the DDSB. Kameka is a Full-time M.Ed student in OISE's Adult Education and Community Development Program at the University at Toronto, and was a Scholars-at-Risk Fellowship Awardee in 2021. She is passionate about learning how emotional intelligence, plurilingual language education and liminality can be used to inform the experiences of transnational learners in adult education spaces.

Isabel Margarita Nunez Carbullanca (She/Her)

is a Chilean researcher and consultant in leadership, organizational change and education policy. She is a Ph.D. full-time student in Educational Leadership and Policy Program at OISE, University of Toronto, and holds a Master's degree in Educational Planning, Economics, and International Development from University College London in the UK. Her research interests include leadership as a practice, organizational studies applied to education, and the role of middle tier in educational policy.

Xiangyun Zeng (She/Her)

is a graduate student in the Master of Education program at the Ontario Institute for Studies in Education, University of Toronto. She is currently a Data Analyst at the University of Toronto, where she leverages her expertise in data analysis and visualization to support evidence-based decision-making in education and research. Xiangyun's research interests include digital transformation and the adoption of big data solutions in the higher education industry. In her spare time, she enjoys hiking through scenic trails and exploring new restaurants around the city.

Medha Aurora (She/Her)

is a first year M.Ed. student in the Developmental Psychology and Education program at OISE. She holds a B.A. in Economics from Flame University in Pune, India. Following her undergraduate degree, she worked in research organizations focusing on behavioral economics, poverty, and educational assessments. Her research interests include social and emotional learning, mental health, and quality education, especially in underserved communities. Lujayn Mostafa is a first year M.Ed. student in the Developmental Psychology and Education program at OISE. She holds a B.A. in Psychology from The American University in Cairo, with a double minor in Anthropology and Educational Studies. During her undergraduate years, she aimed to combine her passion for psychology and education by working with refugees, working as a TA, and by raising awareness about mental health related issues. Her research interests concern child development, education, and the effects of adversity on an individual.

ABOUT THE PRESENTERS

Jotthi Bansal (She/Her)

is a PhD candidate in Clinical and Counselling Psychology at OISE. She is employed as a therapist in private practice where she specializes in adult treatment and assessment of mental disorders. Her research combines attributes of sports and career psychology, focusing on development of counselling protocols for injury rehabilitation. Jotthi's interest in sports psychology stems from her journey as a boxer and current work as a coach. With a history in music cognition, personality theories, and gaming psychology, Jotthi brings a multidisciplinary lens to her work, striving to integrate unique perspectives to uncover mysteries of psychological research.

Sudhashree Girmohanta (She/Her)

is a doctoral student in Language and Literacies Education at Ontario Institute for Studies in Education, University of Toronto with a collaborative specialization in Comparative International and Development Education. She has completed two MA degrees, one in Urban Education from City University of New York, USA and the other in Bengali language and literature from Rabindra Bharati University, India. She has experience in teaching primary school-aged children. Her research goal is to understand effective ways to help immigrant children maintain their heritage language and foster parental engagement. Contact information: s.girmohanta@mail.utoronto.ca

Anuli Ndubuisi (She/Her)

is a doctoral candidate in Curriculum and Pedagogy at the Ontario Institute for Studies in Education (OISE) and specializes in Engineering Education. Anuli teaches with the Engineering Science Division at the University of Toronto. She is also a researcher with the Encore Lab at OISE and the International Virtual Engineering Student Teams (InVEST) project at the Institute for Studies in Transdisciplinary Engineering and Practice (ISTEP). Anuli's research is broadly focused on inclusive learning in diverse groups and settings — particularly with learners in complex collaboration or global learning contexts. She has an engineering background, a Master's in business administration from Manchester University, and a combined 18 years of experience in the engineering profession in the global energy industry including engineering education and research.

Rosalia HyunHa Cha (She/Her)

is a PhD student in the LLE program and is a Primary/Junior teacher. She has teaching and learning experiences in various educational systems, and her area of research interest lies in math and science education for the newcomer students who are English Language Learners. She is currently working on the ESCAPE Projects, led by Dr. Emmanuelle Le Pichon, as a research assistant.

ABOUT THE PRESENTERS

Jamil Kalim (He/Him)

has completed his qualifications to teach at varied panels of education, become qualified as a principal, completed his Master's degree in Equity Studies, and completed a Ph.D. in Sociology and Equity Studies in Education (Counseling Psychology and Community Development) at the University of Toronto OISE. His ongoing research explores the experiences of racialized bodies (particularly of Black male students and Black teachers) in educational settings. He is continuing his research and publishing in the areas of race and social justice education. With these experiences, he hopes to effect change at a broader level throughout society.

Selcuk Emre Ergut (He/Him)

is a first-year Ph.D. student in Language and Literacies Education Program at CTL/OISE. He received his B.A. and M.A. degrees from the Faculty of Education of Yildiz Technical University in Istanbul in 2019 and 2021, respectively. After working for approximately three years as a full-time research assistant at the same university, he arrived at the University of Toronto for his doctoral studies in 2022. He is interested in the education of students with a migration background. More specifically, Emre's research includes bi-/multi-/plurilingualism, heritage language education, and language policy.

Alexandra Santos (She/Her)

is a second-year teacher candidate at the University of Toronto in the Master of Teaching program in the Primary/Junior stream at OISE. She graduated from Western University with a Bachelor Honours Specialization in Kinesiology. Currently, Alexandra's research interest is in mental health literacy education in Northern and rural Ontario. Alexandra is passionate about mental health and a strong advocate for mental health initiatives, particularly with marginalized populations in Northern Ontario. Most importantly, she believes in reducing the mental health disparities and inequities in Northern Ontario, especially for priority communities such as rural, remote, Indigenous, and Francophone communities.

Mehdia Hassan (She/Her)

is a PhD student in the Department of Social Justice Education at the University of Toronto, OISE, with interests in the sociology of youth and community-engaged "informal" learning. She is also a visual artist and explores how the visual arts can be integrated as critical methods of community-engaged research and learning with young people. As a plurilingual member of the ESCAPE Projects, one of Mehdia's different contributions include the comparison of Ontario and Afghanistan's STEM curricula.

Ye Jia

is a second-year Ph.D. student in the Language and literacy program and have been working on the ESCAPE project for the past two years. My research interest is in ELLs, and math teaching and learning.

ABOUT THE PRESENTERS

Margaret De Leon (She/Her)

is a second-year MA student in Higher Education and Educational Policy at OISE. She is interested in issues relating to access, equity, and success in postsecondary education. Her MA thesis will be exploring how student employment in first-year impacts persistence and retention in higher education. She will be starting her PhD in Higher Education exploring similar themes in the Fall 2023.

Ida Mehrdadi (She/Her)

is a third-year undergraduate student studying neuroscience and psychology at the University of Toronto St. George campus. This year, she is part of a research opportunity program in the Multilingualism and Literacy Lab, supervised by Dr. Becky Xi Chen. She enjoys rock climbing in her spare time, and in the future, hopes to help standardize healthcare in pediatric populations.

Shamina Shaheen (She/Her)

is a PhD candidate in the Developmental Psychology and Education program (DPE) at the Department of Applied Psychology and Human Development (APHD). Her research focuses on 'Educating for wisdom'. Her PhD project involves Indigenous wisdom intervention to enhance Positive Youth Development (PYD). As an adult ESL teacher, she had previously worked in Toronto and Bangladesh for more than a decade.

Sarina Sabet Sarvestany (She/Her)

is a recent graduate of the Master of Teaching program, with intermediate/senior qualifications in Social Sciences and English. Her current research is in assessment & evaluation, with a focus on developing student feedback literacy, and she uses a collaborative inquiry approach to bridge educational research with practice. Her research interests include teacher-researcher identity and methodology, the relationship between service-learning and social change, and youth participatory action research. She is a secondary occasional teacher in the WRDSB.

Diana Burchell (She/Her)

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

ABOUT THE PRESENTERS

Emily Dobrich (She/Her)

is a Ph.D. student in the Adult Education and Community Development program at OISE/University of Toronto. Her Ph.D. research explores holistic and relational models of education, specifically embodied learning theories, and the potential for the use of embodied learning methods in different contexts to create deeper more transformative learning experiences, social change, and community capacity building.

Laurel Schollen (She/Her)

is a Ph.D. candidate in the Department of Leadership, Higher and Adult Education and is currently preparing for her final oral examination. Laurel brings almost four decades of experience in the Ontario public college sector to her research interest which concerns marketization and privatization of the sector. Laurel began her career teaching biology in the School of Biological Sciences and Applied Chemistry at Seneca before serving in various administrative roles. Between 2008 and 2014, Laurel directed the province-wide College Mathematics and College Student Achievement research projects. In 2014 Laurel became vice present academic at Fleming College. She returned to Seneca in 2016 as VPA and was responsible for the academic, applied research and student services portfolios. Laurel retired from Seneca in 2021 to complete her Ph.D. and consult.

Oriel Varga (She/They/Them)

is a community organizer currently working on her PhD about Ontario's Community Legal Clinics. For over a decade, she has organized-around numerous issues, including: antipoverty, housing rights, workers' rights, adult education, and social justice / law reform. In the past, she has been involved in creating a free University of Toronto, and was part of a dynamic feminist radio collective. As an artist, she has exhibited over eighty artworks in two concurrent galleries and her art is currently on display at OISE, in the Department of Social Justice Education.

Thi Chang Duyen Can (She/Her)

has been a lecturer of English in Vietnam National University, Hanoi. Currently, she is pursuing a graduate degree in Education at OISE, University of Toronto with the emphasis on Wellbeing and Mindfulness. Her research interests include Instructional Design, Language Assessment, Language Teaching and Learning, Mindfulness in Education and Teacher Education. Feel free to contact her at duyen.can@mail.utoronto.ca

ABOUT THE PRESENTERS

Jennifer Chinenye Emelife (She/Her)

has an interest in critical literacy, critical pedagogy, and education for youth of displaced background. Through her initiative, Teach for Change Nigeria, Jennifer has written numerous guides for the critical teaching of literature in West African secondary schools. She is currently a PhD student in Curriculum and Pedagogy at the Ontario Institute for Studies in Education, University of Toronto. Her research problematizes the dominant discourse on displaced and marginalized youth while interrogating alternative ways of engaging with them. In 2022, she was awarded the PEO International Peace Scholarship.

Tiara De Koning (She/Her)

completed an Honours Bachelor of Science in Psychology and Sociology from the University of Toronto in 2022, where she worked in first-year orientation, transition, and engagement programs. She is currently a full-time Master of Education student within the Department of Leadership, Higher & Adult Education at OISE and a program coordinator at the University of Toronto Mississauga, supporting academic program exploration, selection, and enrollment. Her research interests include higher education access and success among minorities, student identity development, work and well-being of student affairs professionals, and higher education pedagogy, teaching, training, and curriculum development.

Rema Passarelli (She/Her)

is an experienced Catholic elementary school teacher, SERT and assistant to the principal. Her academic interests centred on cognitive development, knowledge building, and educational leadership.

Cristina Peter (She/Her)

is a Learning Strategist at an Ontario University and is in the Doctor of Education Cohort Program in Educational Leadership and Policy at OISE.

Ruth Tate (She/Her)

is a Teacher at an International School in Ontario and is in the Doctor of Education Cohort Program in Educational Leadership and Policy at OISE.

Laura Marotta (She/Her)

is a Superintendent at a Ontario school board and is in the Doctor of education Cohort Program in Educational Leadership and Policy at OISE.

ABOUT THE PRESENTERS

Elke Crosson (She/Her)

Program: Master of Teaching (Primary/Junior)
Department: Curriculum Teaching and Learning (CTL)

Talin Atikian (She/Her)

Program: Master of Teaching
Department: Curriculum Teaching and Learning (CTL)

Marianthi Kontelli (She/Her)

Program: PhD, Higher Education
Department: Leadership, Higher and Adult Education (LHAE)

Yehyeon (Ann) Yoo (She/Her)

Program: MA, Educational Leadership and Policy
Department: Leadership, Higher and Adult Education (LHAE)

Ruodan Wang (She/Her)

Program: MEd, Curriculum and Pedagogy
Department: Curriculum Teaching and Learning (CTL)

Rachael Kalaba (She/Her)

Program: PhD
Department: Leadership, Higher and Adult Education (LHAE)

Jennie Kim

Program: MEd., Educational Leadership and Policy
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Leanne Adegbonmire (She/Her)

Program: PhD, Language and Literacies Education
Department: Curriculum Teaching and Learning (CTL)

ABOUT THE PRESENTERS

Rutwa Engineer (She/Her)

Program: Master of Arts, Curriculum and Pedagogy
Department: Curriculum Teaching and Learning (CTL)

Amanda Kingsley Malo (She/Her/Elle)

Program: M.Ed, Educational Leadership and Policy
Department: Leadership, Higher and Adult Education (LHAE)

Ashley Rostamian

Program: Ph.D., Educational Leadership and Policy
Department: Leadership, Higher and Adult Education (LHAE)

Steve Tu (He/Him)

Program: PhD, Higher Education
Department: Leadership, Higher and Adult Education (LHAE)

Tracey Evans

Program: Doctorate of Education in International Educational Leadership and Policy
Department: Leadership, Higher and Adult Education (LHAE)

Jennifer Sparks

Program: PhD
Department: Leadership, Higher and Adult Education (LHAE)

Mary-Claire Ball (She/Her)

Program: PhD DPE
Department: Applied Psychology and Human Development (APHD)

Dani Dilkes (She/Her)

Program: PhD (Curriculum & Pedagogy; Knowledge Media Design)
Department: Curriculum Teaching and Learning (CTL)

ABSTRACTS



RuRui (Angelina) Liu (She/Her)

How Leadership Education in Universities in Mainland China could be Improved

With the development of Higher Education, Higher Education institutions all over the world face many changes. Among all these changes, the introduction of new concepts- leadership and leadership education is a predominant phenomenon in mainland China. This thesis aims to study student leadership in mainland China and improve the current situation based on literature analysis. There are three research questions of this paper: what are the current problems of leadership education in universities in mainland China? Why do these problems occur? How do universities solve these problems by universities? To answer these questions, the author would study both previous literature and current programs from university websites. The finding of the thesis points out that firstly, the number of students who can receive leadership education is limited and the current system of leadership education in universities is incomplete. Secondly, for the reason behind the problems, traditional Chinese culture and value is the factor that inhibit the development of leadership education. Thirdly, for suggestions, universities should pay more attention to leadership education with courses, workshops, student unions and team-based competitions. This paper helps to analyze the problem of leadership education; thus, contributing to students' participation in Higher Education governance in mainland China.

Christine Corso (She/Her)

What difference is my research making? Using OISE's Research Impact Toolkit to look beyond academia

As education researchers, OISE graduate students strive to impact the lives of students, educators, education partners, and society at large through their work. Traditional (bibliometric) measures of research impact may work for scholars whose research is intended to reach only their academic peers, or what Bornmann (2013) refers to as Mode 1 research (e.g., theory-building). However, Mode 2 research, where academics engage with community or industry partners, tackle real world problems, and collaborate on transdisciplinary projects requires a conceptualization of impact beyond bibliometric measures (Bornmann, 2013; Cooper & Shewchuk, 2016). Based on a thematic coding of faculty CVs (Saldaña, 2015), a critical review of the literature (Grant & Booth, 2009) and feedback gathered through focus group / "Think-Aloud" interviews (Charters, 2003), the ADRII team developed OISE's first Research Impact Toolkit. While impact can be felt at any stage of the research project, this toolkit homes in on how the processes of developing outputs, knowledge mobilization activities, and monitoring/tracking impact interact to produce impact that may reach beyond the academy. As a part of this presentation, students will be invited to apply the toolkit to their own research.

ABSTRACTS



Abigail Fisher (She/Her)

Is it Influenced by Research?: A Policy Analysis of a Student Mental Health Strategy

To ensure schools provide effective mental health support for students, school policies should be based on current research. This poses a great concern because historically, Canadian mental health policies do not rely on research (Nelson, 2012). The lack of evidence-based policies can leave schools and school boards with no guidelines to follow. This case study investigates the mental health strategy (a type of policy) of a large public-school board in Canada, under the pseudonym of School Board X. To determine if School Board X's Mental Health Strategy aligns with current research I asked how does School Board X's Student Mental Health Strategy align with current best practices found in research? I qualitative policy analysis to analyze the Student Mental Health Strategy. More specifically, I used content analysis of seven research articles and one book chapter was used to create a checklist of best practices for student mental health . I utilized the checklist to assess the School Board X's mental health strategy. Overall, the strategy included 12 out of the 17 practices on the checklist, suggesting that School Board X did a satisfactory job at incorporating research-based mental health practices. However, there is still room for improvement; we need to hear from students and staff to properly evaluate the implementation of the strategy.

Lisa Lackner (She/Her)

Race and Language in ESL programs in Toronto

The schooling of newcomers in K-12 settings has remained a controversial topic in applied linguistics. One controversy revolves around language policies that organize English as a Second Language (ESL) instruction in North American schools. Such policies mandate how newcomers typically receive ESL support, namely either integrated into their mainstream classroom alongside their monolingual peers (pull-in model), completely separate in specific ESL programs (pull-out model), or through hybrid approaches. While scholars have compared chances for newcomers' academic success and organizational issues for teachers in ESL models (Short & Boyson, 2012; Thomas & Collier, 2001), one topic remains eerily absent from these conversations: the question of how language, specifically English, functions to reinforce monolingual ideologies and thereby continuously reproduces linguistic inequalities. By drawing on raciolinguistics (Rosa & Flores, 2017) for my theoretical framework, I explore how race operates under the pretense of language to manifest raciolinguistic ideologies in ESL. In my prospective research, I will use policy and planning ethnography (McCarty, 2015) to explore how ESL language policy is appropriated in two schools in Toronto. I investigate how ESL policy works to manifest the hegemonic position of English and what ways teachers at these schools find to resist.

ABSTRACTS



Christina Caleca (She/Her)

Race and Language in ESL programs in Toronto

The Ontario Ministry of Education Memorandum 119 outlines the requirements of all Ontario publicly funded school boards in developing their Equity and Inclusion Policies. While Ontario school boards maintain the right to create and uphold their own individual rules and policies, Catholic school boards in particular have abused the Religious Freedom outlined in the Canadian Charter of Rights and Freedoms as a loophole in avoiding their duty to uphold fair and equitable policies. I intend to argue the (in)effectiveness and reach of the Ministry of Educations provision for the vast differences in Equity and Inclusion Policies of publicly funded Catholic school boards in Ontario. I am enthralled by the differences in policies among school boards, and captivated by the ability of Catholic Boards to pull off a short yet swift statement as their own. In my current stage of analysis, I have carried out a cross examination of four school boards in the Greater Toronto Area; including the Toronto District School Board and Halton Catholic District School Board. The research question guiding the basis for my Doctoral Dissertation is: How do the Equity and Inclusion Policies of the Ontario Publicly Funded Catholic schools impact the experiences of self-identified Queer Students in K-8? This research will directly contribute to the mental, physical and social health of students.

Madison Laurin (She/Her)

Toward Global Critical Consciousness for Liberatory Pedagogy in the West

The COVID-19 pandemic has represented a significant ongoing global public health crisis; however, it is just one of many other significant crises facing humanity which are impacting individuals on a local and global scale. Other emerging and escalating crises across the globe include but are certainly not limited to: the climate crisis, crises of sovereignty, crises of human rights, refugee crises, drug and homelessness crises and mental health crises. While these crises manifest differently in various local contexts, they are driven by discourses of power that privilege some over others including capitalism and colonialism. As such, these crises overlap in complex ways. For meaningful global change to happen it is important that we begin to reckon with the reality that our experiences, however different on a local or global scale, are presupposed by the same systems of capitalist and colonial oppression. Through a literature review from the beginning stages of an MA thesis project, this presentation will introduce the idea of global critical consciousness in the West as a way of reckoning with this reality. Global critical consciousness carefully, purposefully extends Freirean liberatory pedagogy to include the liberation of young adults in the West toward critical action and global change.

ABSTRACTS



Kai Forcey-Rodriguez (They/Them)

The Risk Factors and Preventative Methods of Self-Harm and Suicidality for Autistic People

Non-suicidal self-injury (NSSI) and suicide are not new concepts. However, prevention and intervention strategies are evolving. This paper explores NSSI/Self-Harm and suicidality in the context of autism spectrum disorders (ASD) starting with neurotypical children and adolescents aged 10-24 to compare differences. Suicide is a leading cause of death in adolescents and young adults and is disturbingly high in the autistic community. While evidence about causations and risk factors for NSSI, self-harm, and suicidal behavior in autistic people exist, a comprehensive review of peer reviewed publications revealed significant gaps in research about severe mental health concern prevention. With high chances of developing mental health disorders, autistic people have higher rates of experiencing self-injury of various types throughout their lives and increased cases of suicide than neurotypical people. Four major risk factors for autistic people: Demographics/SES, ableism and otherness, autism camouflaging, and autistic burnout. This paper explores available evidence to provide three recommendations for educators are provided on how to support autistic mental health. The implicit focus on causation and behavior identification in research instead of comprehensive preventative strategy creation needs to be addressed. If educators and mental health practitioners know mental health literacy methods and risk factors for suicide and self-harm specifically for neurotypical students, neurodivergent students deserve equitable support and attention.

Xiangyun Zheng (She/Her)

From Descriptive to Predictive Analytics: How far are higher education institutions prepared to go with predictive analytics?

Organizations are increasingly dependent on data analytics strategies in the digital age, and higher education institutions are no exception. While many businesses have successfully integrated predictive analytics into their data analytics strategies, higher education institutions seem to be hesitant about making the change. In reviewing the current state of data analytics in higher education, we found that descriptive analytics remains the primary analytical approach. What are the challenges for higher education institutions in adopting predictive analytics? Considering limited resources and funding in most higher education institutions, how should leadership justify the investment in data analytics? This article aims to evaluate the business value added by predictive analytics and to offer suggestions regarding the next step for higher education institutions - whether to expand and deepen the use of descriptive analytics or transition to predictive analytics?

ABSTRACTS



Tina Ta (She/Her)

Tough Choices and Difficult Decisions: Engaging in Educational Ethics

Teachers are required to make numerous decisions in their daily work. Many of these decisions are challenging to make, leaving teachers with ethical dilemmas where they must choose among competing courses of action to try to do what they think is right. For example, how should teachers balance the needs of diverse learners in their classrooms given limited resources? How should they navigate mandated policies that conflict with their own beliefs, values, and professional opinions? How much should teachers factor student effort, progress, and life circumstance into assessment? This workshop will provide pre-service teachers with the opportunity to engage in collective ethical decision-making. We will read and discuss a normative case study called, *Promotion or Retention?* (Levinson, 2016). In this case study, a group of teachers must decide whether to promote or retain an overage eighth grade student who, although has made some growth in her reading, is still behind because she has been repeatedly absent from school after experiencing significant personal trauma. While this case is fictionalized, it is empirically-informed by research in educational ethics and can thus help participants think about important ethical tensions in teaching. The workshop will be facilitated using a discussion protocol developed by researchers at the Harvard Graduate School of Education. Because there are no clear courses of action in the case, this workshop will support participants in developing their capacity to engage with multiple perspectives and their ability to disagree with one another well about challenging ethical issues in teaching.

Gabrielle Forget (She/Her)

Ontario French immersion students' perspectives: Connecting learners' goals, sociolinguistic development, and ongoing enrolment

Studies of French immersion (FI) students in Ontario have examined their motivations for learning French (e.g., MacIntyre et al., 2011), their development of sociolinguistic competence (e.g., Lasan & Rehner, 2018), and their reasons for remaining (or not) in FI programs (e.g., Arnott, 2019). The objective of this study is to determine the extent to which these three topics are interconnected and can inform each other considering the goals identified in the Framework for French as a Second Language in Ontario Schools (Ontario Ministry of Education, 2013). Findings can inform the practice of FI educators and encourage students to remain in FI until graduation. The student perspective is privileged while triangulating the data from various sources. Current Ontario students in Grades 11 and 12, their parent(s)/guardian(s), and recent high school graduates will complete online surveys. These participants, in addition to FI teachers and administrators in Ontario, will participate in semi-structured interviews. Participant selection will ensure participation of multilingual immigrants, Canadian-born multilinguals, and Canadian-born French/English bilinguals, following Mady's (2015) study of FI student achievement. Complexity Theory (Larsen-Freeman, 1997) and the Common European Framework of Reference for Languages (Council of Europe, 2020) frame this study. Data analysis will include qualitative and quantitative analyses.

ABSTRACTS



Fatima Beauregard (She/Her)
Laura Marotta (She/Her)
Cristina Peter (She/Her)
Ruth Tate (She/Her)

Pilot testing as a strategy to develop Interview and Questionnaire Skills for Scholar Practitioners: A selection of Education Doctorate Students' Reflective Vignettes

The purpose of this paper is to present the critical self-reflections of four Education Doctorate students on the metacognitive exercises used during a research methods course with synchronous and asynchronous components. Questionnaires and interviews are amongst the most commonly used educational research methods, and can be challenging for scholars, students, and novice researchers to learn effectively. In spite of this, there is little formal training available, and a lack of empirical research examining how to develop interviewing and questionnaire development skills. Pilot testing is a crucial stage in instrument design, to ensure data validity and reliability, reduce bias, prepare emerging researchers for the potential challenges encountered during data collection, and increase developing scholars' competence and confidence. Using pilot testing best practices from the literature on research methods, the paper provides insights into student's experiences of following a multi-step pre-testing and revision method. The insights presented in the essay will contribute to the literature on how to use pilot testing to develop rigorous, quality data collection instruments, and how to prepare post-graduate students for the psychological and technical challenges encountered when interviewing and developing questionnaires.

Bill Sun (He/Him)

A novel machine learning approach to develop shortened anxiety and depression scales

Anxiety and depression are mental disorders affecting many people worldwide which has been exacerbated by the COVID-19 pandemic. There is an urgent need for a reliable yet short scale for individuals to self-assess the risk of anxiety and depression conveniently and rapidly on a regular basis. It is possible to achieve this using machine learning on the grounds of dimensionality reduction. We obtained a dataset of responses to the Depression, Anxiety, and Stress questionnaire (DASS-42) from a large sample of individuals worldwide (N = 31,715). We first extracted important items from the questionnaire using feature selection techniques. Then, from the most important features, various machine learning algorithms were trained, tested, and validated in predicting anxiety and depression risk. This study revealed that only seven items are needed to predict anxiety and depression status with at least 90% accuracy of the original full scale. This can be achieved through the Stacked Generalization Ensemble learning method of multiple models. The trained machine learning models from the best algorithm were then implemented as a Rapid Assessment tool online, which allows the user to evaluate their current anxiety and depression status conveniently and quickly in less than one minute.

ABSTRACTS



Johanna Helin (She/Her)

Global Citizenship Education in Estonia - A Case Study of Policy Change

This study presents a historical policy analysis of the development of Global Citizenship Education (GCED) in Estonia and examines whether it is currently becoming institutionalized in the formal education policy of Estonia. The changes in education policy and practice are studied using Fullan's (2003) Triple I model which constitutes three broad phases of education policy change: initiation, implementation and institutionalization. The study will look at how GCED has developed in Estonia during the past 20 years: how it was initiated when the country transformed from being a recipient of aid to a donor country at the beginning of 2000s and how for the past 20 years it has been implemented with the support of NGO actors. According to Fullan (2003, p.7), institutionalization is marked with formal policies, permanent structures, and continuous training opportunities. The research will analyze what factors, both internal and external, support the institutionalization of GCED. The focus will be on policy and curriculum development, institutional arrangements between the key ministries and initial teacher education organized by the main universities which could enable the transformation of GCED from an extra-curricular activity dependent on the motivation of individual teachers to a core education activity that has its place in every school with cross-curricular approaches and topics. Policy diffusion is considered a key enabling aspect for the development of GCED in Estonia, and for this reason the research design follows the comparative case study model of Bartlett and Vavrus (2017) and uses the innovation and diffusion models (Heikkila & Cairney, 2018) in analyzing policy processes.

Emma Sorez (She/Her)

Exploration of Mental Health and Multiple Identities for BIPOC 2SLGBTQ+ Gender-Diverse Emerging Adults

Little research explores multiple identities (e.g., race, gender) and mental health for gender diverse (e.g., nonbinary) people of color (BIPOC). Given their intersectional experiences, it is crucial to understand barriers and facilitators to mental health for this population. Grounded in the minority stress theory and an intersectional framework, this study had sixty gender diverse 2SLGBTQ+ BIPOC emerging adults (M= 23.28 [18-29], SD= 3.24,) complete a Qualtrics survey. Participants with higher gender congruence reported lower depression ($r = -.277, p < .05$) while higher racial identity was associated with higher religious faith ($r = .272, p < .05$), resilience ($r = .341, p < .01$), and depression scores ($r = .270, p < .05$). Regression analysis (forward entry) revealed gender congruence accounted for 7.7% of the variance in predicting depression (step 1: $\beta = -.277, p < .05$) while racial identity accounted for an additional 7% of the variance (step 2: $\beta = 0.265, p < .05$). Feeling aligned with one's gender may serve as a barrier to depressive symptoms, while racial identity may contribute to higher depressive symptoms. This finding about racial identity may be due to complex intersections of race, religion, gender, and sexuality for BIPOC 2SLGBTQ+ people. Clinicians and researchers should further explore the relationship between multiple identities and mental health for this population to better understand these complex dynamics during emerging adulthood.

ABSTRACTS



Alison D'Cruz

The Human in Human Capital: Understanding International Student Success in the Backdrop of Canada's International Education Strategy 2019–2024

Against the backdrop of Canada's International Education Strategy (IES) 2019–2024, Canada continues to experience rapid growth in international student enrollments thus, calling for postsecondary stakeholders to support international student success. However, there is a lack of understanding about how international students define success and if such definitions are reflected in policy documents such as the IES. Using a qualitative research design, this study explores success as defined by international students and in the IES. Findings from four interviews with international students reveal the need for postsecondary stakeholders to consider both the short and long-term needs of international students and make efforts to support their success as defined by them. This study takes a deeper look into understanding what success means for international students in Canada and measures it with the definitions of success reflected in Canada's International Education Strategy 2019–2024. Through participant interviews, this study urges postsecondary stakeholders to look beyond the short-term needs of international students.

Manuel J. Ellul (He/Him)

Being under the roof of an inclusive and anti-racist leader: Experiences and attitudes of trans students and their parents – implications for educational leadership

The aim of this paper is to present and critically analyse relevant literature review regarding the experiences of trans students. More specifically the review will focus on the perspectives of trans students and their parents in relation to educational leadership. The question to be discussed in relation to the literature review is the following: Given the experiences of trans students and their parents, and given their recommendations, what conception of educational leadership is best suited to support trans students and their parents? Based on the data from the literature review, my argument will be that inclusive leadership and anti-racist educational leadership are the best form of leadership. The term "trans" is used in this paper to discuss male-to-female and female-to-male transgender persons; GNC (gender non-conforming); genderqueer; gender non-binary; agender, or persons within the gender-nonconforming spectrum.

Roilui Sin (She/Her)

Secondary Students' Perceptions on Seeking Help for Adverse Childhood Experiences from Educators at School

This study aims to help educators and students close the gaps in student safety and wellness. Using a three-interview qualitative process, the main purpose of this study is to learn, from interviewing young adults (18 to 25 years old) with adverse childhood experiences (ACEs), what they did when they were in high school and needed help. Exploring how students interpreted the approachability and helpfulness of educators will help those working in schools to understand how to personally and collectively develop and maintain safer, more open places for adolescents to develop their mental health and help-seeking skills.

ABSTRACTS



Selcuk Emre Ergut (He/Him)

A Multi-level Analysis of Language-in-Education Policies toward Syrian students in Türkiye

Since 2011, Türkiye has been hosting millions of Syrians under temporary protection. Many language-in-education policies have been made at multiple levels toward Syrian students during this period. At the macro-level, I examined online documents of supranational organizations, such as UNCHR and EU, and the Ministry of National Education (MoNE), regarding the language education of this group. Also, I analyzed different middle schools' curricula and weekly schedules regarding language instruction at the meso-level. While the document analysis was used for these levels, I interpreted these in terms of teachers' and students' agencies based on my teaching experience at the micro-level. As a result, my analysis showed that the macro-level policy documents prioritized second-language education as a way of integration. At the same time, different middle schools adopted different policies regarding their language curricula toward these students. At the micro-level, while in-/pre-service teachers had some problems in terms of training and development, they might be able to respond to students' needs by using intercultural and plurilingual strategies. In conclusion, different levels of language-in-education policies showed a complex structure

Shalina Khanna (She/Her)

A Journey Towards Allyship: How Middle-Class, Second Generation South Asian Canadian Mothers Challenge Anti-Black Racism

Informed by my Master's thesis, this presentation explores how self-identified middle-class, second generation South Asian Canadian mothers journey towards allyship with racialized Black people in dismantling anti-Black racism. Using Participatory Action Research principles, as well as Critical Race Theory and Intersectionality Theory as frameworks, three key findings emerged from the data. First, the journey begins with envisioning ourselves as racial justice allies and determining what that means to us, doing the introspection work to examine our own internalised racism, and then working to unlearn those perspectives. The journey moves forward by acknowledging our capability to address anti-Blackness in our familial and social networks as well as in institutions such as schools and workplaces. And, the journey is sustained by the support of middle-class, second generation South Asian Canadian mothers with similar anti-racism goals sharing resources and stories of their journeys thereby catalysing new understandings of privilege and oppression together. These findings have empowering implications on the capacity of informal, community-based adult education to affect social change and are a meaningful contribution to larger scale efforts in addressing anti-Blackness and achieving social justice for racialized Black people.

ABSTRACTS



Ayda Ferdossifard (She/Her)

Factors that Contribute to the Development of Receptive and Expressive Comprehension of Figurative Language in English Language Learners (ELLs): A Systematic Review

Figurative/higher order language plays an important role in daily communications and thinking. Understanding figurative language is a difficult and slow process for English Language Learners (ELLs), and challenges in comprehending and using figurative language may hinder their reading comprehension. Children with language impairment in general and figurative language impairment in particular are at risk for school dropout and experience more problems in their adulthood than their typically developing counterparts. Thus, timely identification and treatment of higher order language impairment especially among ELLs is of essence. The objective of this study is to conduct a systematic review of published studies on the developmental progress in comprehending and using figurative language by ELLs. A total of 4385 sources were identified through electronic database searches and handsearching in peer-reviewed journals. After screening those sources, 30 papers were included for data extraction, quality assessment, and narrative synthesis. To date, research on figurative language processing in ELLs has not been reviewed systematically, and a more nuanced understanding of the nature of possible difficulties that ELLs face is limited. The poster will provide a systematic understanding of sources of difficulties and will inform principles and approaches for supporting ELLs in comprehending and using figurative language.

Rutwa Engineer (She/Her)

The relationships between teachers' work in contemporary Canadian schools to colonial workings of the Canadian state

This paper will explore the relationship between teachers' work and how race, colonialism, and white supremacy function currently and historically in the Canadian schooling system. This paper aims to further understand the interplay between antiracism and education. For convenience, the paper has been divided into four major themes: race and teacher education historically, race and early schooling in Canada, teachers' work and race, and the role of teachers in early Canadian schools. In the last section, we will discuss the gaps in the current literature.

ABSTRACTS



Rui Dong Chen (He/Him)

The predictability of high-stake exams to academic writing: A Chinese perspective

In the last two decades, the drastic increase in the number of Chinese students studying in overseas institutes is a phenomenal representation of educational globalization. The influx of Chinese students has been penetrating disparate overseas universities and even has been becoming one of the mainstream student populations in certain English-speaking countries, making up the biggest share of international students. Despite Chinese students succeed in passing high-stakes standardized English exams (IELTS, TOEFL), Chinese students' ability in academic writing has been repeatedly reporting to be insufficient and underprepared to achieve academic success in English-medium universities. Against this backdrop, this study aims to explore the predictability of these high-stakes exams, specifically the writing component to the success in academic writing in higher education. Drawing data from existing literature, this study first identifies the academic challenges encountered by Chinese students attending programs at English-speaking universities, such as a lack of critical thinking and analytic skills. The exploration of the relationship between high-stakes exams, particularly the peculiar attributes of the IELTS exam, and subsequent academic achievement reveals that the formalist, psycholinguistic epistemology runs the danger to treat the learning of English as a solely cognitive process that can be measured in "product" or test. To be more specific, the weak correlation between IELTS core and subsequent scholastic achievement because of the lack of authenticity and predictive validity of the IELTS test signifies that equalling IELTS score gain with a short period of language learning or acquisition of exam skills instruction appears to be deceiving and could be counterproductive to the growth of actual English proficiency. This paper calls for the shifting of pedagogical approaches in English composition in China. This synthesis of current research will be helpful to second language writing instructors as well as those making admission decisions at overseas institutions.

Yue Gao (She/Her)

A Framework of Work Integrated Learning Based on Disciplines in Universities

Work-integrated learning (WIL) is blooming in Ontario's undergraduate education because of the employer's urgent demand for graduates' academic and work-ready abilities, the importance of student success, and the government funding powerful steering effect. This paper addresses the gap in the existing literature which few kinds of literature analyzed WIL based on disciplines. This paper uses literature research and case study method to explore the forms of WIL based on the fields and is rooted in the experiential learning theory. Finally, this paper tries to construct a framework of WIL based on the disciplines. It might assist schools and faculties in directing various WIL activities in multiple fields and developing well-designed degree programs.

ABSTRACTS



Erin Anderson (She/Her)

Exploring the Role of Disclosure in the Development of Disability Identity in Postsecondary Students

Disabled students are a growing population within higher education yet remain understudied. Access to supports that promote academic success and persistence often hinges on disclosure—a cost-benefit analysis between risks and supports. Sense of belonging is a critical component of academic success and persistence (Leake & Stodden, 2011; Lechtenberger et al., 2012). As positive disability identity development is seen to mitigate the negative impacts of stigma and contribute to social integration (Annamma et al., 2013) and success (Vaccaro et al., 2015), I argue that identity development and disclosure are inextricably linked and mutually reinforcing. Disability identity development, therefore, is an effective framework for understanding students' experiences; however, must be applied in conjunction with critical theories that “promote emancipation and societal transformation” (Jones, 2019, p. 12). I will present an overview of the history of disability identity theory, frameworks for understanding how disability identity develops, and how the integration of critical theories give nuance to disability narratives. Further, I explore how disability identity development impacts and is impacted by disclosure, and how disclosure is further complicated by the intersection of other marginalized identities, such as race, gender, and sexuality.

**Silvia Nguyen (She/Her)
Tuaha Mubarak (He/Him)**

Meaningful Access to Agency and Online Communities: Implications for Community Development

Online Community Development (CD) is becoming increasingly relevant as technology and global communication expand. The ability to organize/support one another are key elements within online interest groups, often manifesting into grassroots mobilization. In this paper, we look at different interests, identities, and goal-based online communities, including how they mobilize offline as well as the different forces that stifle participants' ability to meaningfully access agency within their communities. Our findings included different restrictions that make it difficult for all people to access solidarity and agency equitably. We define Meaningful Access (MA) as equitable access such that all community members can access the same resources and contribute to CD regardless of their circumstances. During our literature review, we found that the existing CD literature does not explicitly define MA. We will discuss three systemic and structural restrictions - physical, social/cultural, and political and ask: 1) In what ways do online communities support MA to agency? And, 2) How is MA in online communities restricted by outside forces? We argue that since these restrictions cannot be solved without internal and external intervention, online CD must continue to evolve within such restrictions until legislative/political action is taken to address them.

ABSTRACTS



Ma Guadalupe Sanchez Sandoval (She/Her)

How sustainability impacted my research in Language and Literacies Education

The goal of this session is to share how collaborating on a research project in the field of sustainability has impacted my Ph.D. research in Language and Literacies Education. There is scarce research on linguistic diversity and the environment, yet evidence has correlated the death of linguistic and cultural diversity with the disappearance of biological species (e.g. Skutnabb-Kangas, 2002). My Ph.D. research promotes plurilingualism as an approach to Content and Language Integrated Learning (CLIL) in higher education. One of the issues I encountered is how to truly integrate local and international languages in educational contexts with structural hierarchies among languages and cultures. The field of sustainability also deals with complex dynamics between the local and the global, and there have been calls for integrating local knowledges (e.g. Indigenous ways of knowing) with western traditions of sustainable development (Binagwaho et al., 2022). In this context, I share current frameworks in sustainability that have leveraged my research in plurilingualism, and I discuss how they have shaped my research methodology. I invite (language) educators to reflect on the connections between socio-ecological sustainability and the ecology of languages in their educational contexts.

Lynne Alexandrova (She/Her)

Let's Heart-Brain-Storm! Student Life and How Best to (co-) Learn & Teach Self + Other Care

Welcome to participant-driven co-Learning/co-Teaching with the *All-round* Access for *All-round* Wellbeing initiative (A4W)! True to the selected "outside the box" designation of our art-of-life (rather than "work")shop, you are warmly invited to see all of us a team of co-creators in a space that promises to be as rewarding and mutually stimulating as we make it -- "consciously and purposefully" (per educational philosopher John Dewey's turn of phrase). Our most powerful tools will be 1) Motivation and 2) Imagination - with a view to envisioning and perhaps effectively launching mutually sustaining connections and partnerships.

We will open with a series of Q&A / stimulus & response exchanges that will help zero in on a set of topics that can equitably engage all in attendance. As an example: What extra/co-curricular activities have you sampled or more thoroughly partaken of and even launched yourselves, during what time period, in what venues during your UofT studies? Think of the dozens of Student & Grad Life online/in-person events per day (including on weekends), such as "Leadership for Grads", "Foundations of Intercultural Communication"; OISE's Mindful Moments series (especially beneficial during the global emergency situation) -- which cater to connecting on a personal-psychological-cultural level. Just as beneficial - for care for self&other - on the arena of academic citizenship, there are formations/initiatives within the purview of UT Governing Council, UT Libraries, and student organizing (various types of Student Engagement: roles like "leaders", facilitators/peer mentors, "mere" participants; bodies like Grad Minds, Students for Barrier-free Access; department-, faculty- or university-level associations/unions; and much more).

ABSTRACTS



Henry Ssali (He/Him)
Shelly Khushal (She/Her)
Zian (Kelly) Zhang (She/Her)
Justin Patrick (He/Him)

Beyond Covid-19: A call for Advocacy through Innovation and the Pivotal Role of Leadership in Effectuating Change

This panel presentation consists of four sub themes tying into the overall theme of Diversity, Equity, and Inclusion. The first subtheme is innovation. This portion explores investing in innovation as a potential solution to better manage future disruptions similar to the recent COVID-19 pandemic, which disrupted the creation of social capital in higher education. The second subtheme is advocacy. This portion of the article is a counter to this current system of student representation at the international level in research and practice, favoring a more diverse and equitable student representation in international policymaking and consultation spaces. Next, we have curriculum change. De-streamed mathematics curriculum forms a significant contribution to the Power and Knowledge Scientific Cycle. Learning about the obstacles that de-streamed policies may pose in establishing non-discriminating and equitable mathematics curriculum can help to better understand how power imbalances are created and addressed when knowledge is not accessible to all learners. Finally, we have leadership as our final subtheme. Leaders have a moral, legal and ethical responsibility to address inequities in education. This includes supporting an approach to curriculum, pedagogy and instruction, which is rooted in human dignity. Through examining the pivotal role of leadership, and aligning it to the Ontario Leadership Framework priorities, we suggest that leaders critically reflect on their own racial location, privilege and positionality.

Dani Dilkes (She/Her)

Storying Inclusion and Exclusion in Higher Education

This session will be a workshop inviting participants to engage in networked storytelling to examine their own experiences of inclusion and exclusion in education. Through these stories, we will examine the multiple factors, including people, policies, technologies, and curricular designs, that contribute to these experiences. This form of storytelling builds on Haraway's (1994) understanding of social practice as a game of Cat's Cradle - a complex web of strands, knots, tensions and tangles. Through these stories, I hope to reveal the complexities of inclusion and exclusion in order to increase collective understanding of how exclusion is socially constructed. We will conclude the session with a brief opportunity for speculative storytelling, reflecting on how these stories could be rewritten to create more equitable and inclusive futures for education.

ABSTRACTS



Marianne Botros (She/Her)

Community Arts Education: An Informal Transformative Learning Process to Develop Collective Community Consciousness and Autonomy

Art-based community engagement empowers individual and collective transformation that raises inner self-consciousness, and self-expression, accordingly, it reflects on the bigger scale of embracing collective autonomy. This process of mind-body connection empowers muted voices in non-privileged communities to activate their learning experiences by making meaning using Elspeth Brown's stages of formal visual analysis of a small piece of art, by using description, deduction and speculation of visual analysis process, Visual arts and transformative learning goes hand in hand towards informal approaches that intentionally aim to raise the consciousness of learners, as a result, raise the concept of self-knowing and learning by doing. The roundtable session offers attendees a strategy for transferring principles of critical creative pedagogy to practice art learning in the presence of others. While not strictly adhering to a learner-centered framework, this session reflects on possibilities for alignment with the framework given the merits described in an academic community setting. A visual art roundtable workshop (including collages, markers, printed media and recyclable materials) followed by a group discussion, also, building time into activities to give space for critical reflection on their artwork. Correspondingly, I will analyze creative activities employed in adult learning, to determine the critical intentions and vision of the participants. Art materials will be provided on-site with a handout to follow group agreement and confidentiality. A safe creative environment for all participants is the main purpose of transformative learning to connect. This work is significant because as self/collective-autonomy improves, this can result in greater learning and working success, increased metacognitive skills, and a more authentic assessment experience for attendees.

Michelle Richardson (She/Her)

'You Don't Even know You're Triaging an Eating Disorder': Exploring Disordered Eating in Education

Poor body image, dieting, disordered eating and eating disorders in adolescents were documented problems during the past three decades, but worsened significantly during the COVID-19 pandemic. The prevalence of eating disorders in students as schools emerge from the pandemic has not been documented. The purpose of this study was to examine the observations and practices of K-12 in-school mental health professionals regarding their experiences with students struggling with food issues. Semi-structured interviews were conducted with five in-school mental health professionals, four social workers and one child and youth counselor, who, between them, report to 14 schools in the Toronto District School Board. The major findings were that only a small number of cases of disordered eating are identified and present on caseloads. Lack of training, burnout and overwhelm were referenced. Broad mental health supports for students during this post-pandemic time and education about the impact of food-related problems are warranted.

ABSTRACTS



Tien Pham (She/Her)

Weathering foreign influences: Vietnam facing Chinese and French transplantation in education

This paper aims to answer the research question of why the post-colonial education system in Vietnam received and resisted the legacies of different colonizers, namely France and China. Although numerous studies have been conducted on the French legacies in Vietnam's education, the influence of China through its Sinicization into Vietnam's modern education has been under-researched. As a result, the uniqueness of Vietnamese education, which is a blend of Westernized system and Confucianist contents, has not been adequately captured. This paper attempts to fill this gap by reviewing Vietnamese history and explaining why Confucianism outlived Chinese political rule, demonstrating its powerful cultural influences and its benefits in terms of education for the public good. At the same time, the paper provides a comparative examination of French influence, which answers why the two versions of colonialism experienced in Vietnam resulted in different outcomes. The paper also highlights those elements that post-independence leaders chose to maintain, such as institutional patterns from the French and cultural values from the Chinese. By employing theories of cultural resistance and postcolonialism, the paper aims to provide insightful comparative analysis while examining the intertwined layers of historical background, political situation, and cultural values. Ultimately, the paper aims to reveal how post-colonial countries deal with the legacies of colonizers in education.

Alexandra Devitt (She/Her)

Problematizing Modern Approaches in Applied Behaviour Analysis (ABA) Therapy

My work looks at how the leading method of therapy for Autistic children known as Applied Behaviour Analysis (ABA) aims to shape an idealized person. Within ABA therapy, the "ideal person" is moulded through repetitive behaviour modification tactics, these include trials of positive and negative reinforcement to shape a behaviour. Given that Autism therapy is rooted in a cultural assumption regarding the need to "repair" abnormalcy, my work will explore the ways a fear of such "abnormalcy" is communicated as a necessary fear. I will be engaging with ABA "Social Stories" which are picture books depicting the types of behaviours that are "good" and "normal." Using a narrative inquiry methodology, I will examine ten dominant ABA Social Stories to gather what kind of behaviours are presented as appropriate for the child. Research is gathered through archival texts and current publishings on ABA Social Stories and analyzed and interpreted through frameworks such as Cultural Materialism, Crip Theory, Queer Theory and Critical Race Theory. Substantiated results suggest that ABA Social Stories can and are used as tools of moral assimilation and erasure of neurodiversity. My research will contribute to the ongoing literature on Autism and disability as not only a medical category but also a cultural and social category that is fluid and shifting.

ABSTRACTS



Fagun Kaushik (She/Her)

Highlighting Gaps in the Implementation of Indigenous Ways of Knowing in Elementary Ontario Science Curriculum

Indigenous communities have successfully flourished on these lands for thousands of years, and yet their knowledge still remains underrepresented in the Ontario Science Curriculum. When learning about science and the environment, experiential learning can be a positive means to enable children to interact with nature, but these practices fail to include inputs from Indigenous Peoples (Nelson, Pacini-Ketchabaw & Nxumalo, 2018). The purpose of this study is to highlight gaps in the Ontario Science curriculum between grades 1 to 6. I compare this document with curricula from British Columbia and Saskatchewan, two provinces that have successfully implemented Indigenous ways of knowing, being and doing within their curriculum. The analysis of the 2007 science curriculum shows little input from Indigenous communities, when compared to British Columbia and Saskatchewan. Preliminary analysis of the new curriculum shows that, although it uses more inclusive terminology, it continues to lack significant Indigenous representation. Indigenous communities continue to contribute to the scientific community, and this needs to be incorporated into the curriculum. Meaningful integration of Indigenous perspectives across multiple topics will allow both Indigenous and non-Indigenous students to have an enriching experience and concrete understanding of their science curriculum (Aikenhead & Elliott, 2010).

Ihnaha Grace Kim (She/Her)

The GEE Project: An Urban Community Initiative

Piloted in the spring of 2022 in Windsor ON, the GEE Project served as a unique opportunity for high school students to engage in a form of sustainable activism and experiential learning while gaining community service hours. Students had a role in maintaining a garden as well as a direct input in revitalizing an urban community by refurbishing spaces using artwork like painting murals. While studies that measure the effectiveness of Ontario's policy on mandatory community service is rather limited, existing research suggests a general consensus that while the policy has its merits, the current model is flawed in structure and consistency in implementation. Alternative strategies for improvement range from integrating academic curriculum as embodied in service-learning models, to more support and collaborative efforts from the government and stakeholders in facilitating program delivery, especially for students from lower-SES (Schwarz, 2010). As a theoretical framework, the GEE Project is viewed from a critical pedagogical stance as a model suggesting the importance of structural supports needed to better meet the needs of students in urban communities.

ABSTRACTS



Youness Robert-Tahiri (He/Him)
Ida Mehrdadi (She/Her)
Zein Abuosbeh (She/Her)
Diana Burchell (She/Her)
Becky Xi Chen (She/Her)

The Componential Model of Reading in French Immersion

The Componential Model of Reading (CMR) argues that reading involves three domains (Aaron et al., 2008). The cognitive domain includes language skills like phonological awareness; the psychological one involves factors such as motivation; and the ecological one involves parental education. The CMR has been shown to have direct and indirect effects on reading in bilinguals (Li et al., 2020). Therefore, the current study aims to extend the CMR (Aaron et al., 2008) to French Immersion (FI) students, who learn French as a second language, by analyzing the contributions of phonological awareness, motivation and parental education to English and French reading. Our sample consists of 130 FI students between grade 1 and grade 3. Students completed measures of phonological awareness and reading in English and French. A motivation to read questionnaire was administered in English and parental education level was collected through a parental demographic questionnaire. Multiple regression analyses will be conducted to predict English and French word reading from phonological awareness, motivation and parental education. Age in months will be included in the model as a control variable. By using the CMR, FI teachers can modify their instruction to account for cognitive, psychological and ecological variables that impact reading in FI.

Ashraf Rushdy (He/Him)

Your life as a model of interinstitutional learning dynamics

Social learning theory and practice demand that we see every social setting with new eyes, recognizing the operation of the human capacity to learn in every context. In this interactive workshop, attendees will be introduced to a set of concepts from social learning theorists Etienne and Beverly Wenger-Trayner, and will have an opportunity to use them to explore educational, workplace, community, family and other social settings. Specifically, this workshop will draw on the concepts of "social learning spaces", "loops and flows of learning", and will introduce attendees to a "value-creation framework". These concepts redefine the "communities of practice" idea, have profound implications for social learning research, and have applications from social movement learning to the classroom.

ABSTRACTS



Lauren Brown (She/Her)

How Undergraduate Students Understand, Learn About and Act in Support of Their Wellbeing

Student wellbeing in higher education is a major concern on university and college campuses. However, few studies have been conducted that privilege students' voices and knowledge in the study of wellbeing. My narrative inquiry research entails in depth interviews with nine upper year undergraduate students, focus groups, coding and thematic analysis. The purpose of my study is to learn what students already know about wellbeing and identify knowledge gaps, to analyze what learning experiences and teaching methods have contributed to their knowledge about wellbeing in order to improve how we teach the topic of wellbeing at UofT to students. Further my study inquires into how students act on their knowledge to support their own wellbeing. Evidence emerging from my research indicates undergraduate students do not have a clear understanding of wellbeing that they can apply in their daily life. They describe no meaningful education on mental health and wellbeing in high school, and limited opportunities to learn about wellbeing in their courses at UofT. Further, co-curricular mental health and wellness workshops often focus on behaviour change or engage what students call "superficial" learning rather than allowing students to engage with the content and reflect on what has meaning or value to them. My study contributes to the field of student services and health promotion in higher education and the literature on contemplative education.

Nidhi Menon (She/Her)

(Re)imagining research with children: learning and making meaning with children in dynamic, inclusive, and participatory ways

Traditionally, research on and about young children is influenced by Western and Eurocentric patriarchal perspectives. The dominance of which has resulted in the narratives of universalization and normality situated in developmental discourses producing linear and biased narratives of children and childhood (Burman, 2008; Canella & Viruru, 2004). Decolonial and feminist scholars question 'who' produces knowledge and 'how' it is produced and to 'what' purpose? (Smith, 2012). To trouble inequities and hierarchies created through knowledge production, the methodological framework for my doctoral research with young Syrian refugee children draws from decolonial, feminist and new sociology of childhood ideologies, to explore their lived experiences of resettlement. Underpinning decolonizing ideologies, my methodology is an invitation to reimagine the normal, provide possibilities to provoke transformative thinking about knowledge, knowledge producers, knowledge hierarchies and the role they play in decentering colonial ideologies (Smith, 2012). Thinking with the central tenets of feminist ethnography, I use Black feminist storytelling (Collins, 2000), enabling methods and the Mosaic approach (Clark & Moss, 2011) to integrate various perspectives to create with children a deep understanding of their lives. These approaches attest to the fact that research is not conducted outside of relationships, and present knowledge creation as co-construction that emerges from the collective sharing, witnessing and understanding of lived experiences.

ABSTRACTS



Tiara De Koning (She/Her)

Contributing factors to attrition among minority student affairs professionals in higher education

Underrepresentation of racial minorities (i.e., BIPOC) in higher education means less is known about the prevalence and causes of attrition among these minority student affairs professionals (SAPs). Drawing from theoretical concepts by Pearlin (1981), Figley (1995; 2002), and Hochschild (2014), this paper suggests that minority SAPs are more vulnerable to attrition than non-minorities. A systematic literature review finds that these minorities not only experience attrition associated with work stress and strain, job dissatisfaction, poor working conditions, poor or limited advancement, poor supervisory and institutional fit, and burnout, but also experience greater instances of racial discrimination, compassion fatigue, and emotional labor, creating new reasons for attrition and exacerbating existing reasons for attrition. Implications for improving retention are noted, including the need for institutional discussions about the pervasiveness and harmful impact of racism, compassion fatigue, and emotional labor on attrition; educational efforts towards training and improving supervisory knowledge about attrition concerns; and expanded resources made available for supporting minority SAPs through interpersonal relationships and mentorship. Likewise, future research can endeavor to improve retention rates by examining additional areas causing attrition, exploring the impact of attrition on students, and finding sustainable interventions that minimize racial discrimination, compassion fatigue, and emotional labor demands.

Sarina Sabet Sarvestany (She/Her)

The Five-Minute Interview Assessment: An Intervention for Developing Feedback Literacy in Middle School Students

Feedback literacy encompasses the set of competencies required for students to engage meaningfully in the feedback process. This small-scale, qualitative, multiple case study approach explores how five-minute interview assessments (FMIA) may contribute to the development of student feedback literacy. While not strictly adhering to a learner-centered framework, this investigation reflects on possibilities for alignment with the framework given the merits described in the academic literature. Semi-structured interviews conducted with a classroom teacher's grade eight English students during the 2021-2022 academic school year resulted in the following findings: participants conflated the FMIA with other conferencing and feedback experiences, such as parent-teacher-student conferences. Secondly, participants' desired feedback and the feedback provided by the teacher during the FMIA did not always align, though this did not necessarily limit the intervention's perceived benefit for students. Finally, an immediate, positive emotional affect of care felt by students from their teacher suggests that participants valued the FMIA and felt invited into the feedback process, despite this being both unanticipated, and not an integral part of the intervention's design. This work is significant because as student feedback literacy improves, this can result in greater academic success, increased metacognitive skills, and a more authentic assessment experience for students.

ABSTRACTS



Sisi Feng (She/Her)

New Literacies in the Age of Misinformation

The past few years have underscored the extent to which the spread of misinformation, disinformation, and fake news on social media can affect our ability to improve public health, address pressing issues like climate change, or even maintain a stable democracy. Therefore, the fight to distinguish facts from fiction has to be waged in the online realm, and higher education institutions should assume the responsibility for providing students with the tools needed for well-informed citizenry, a tenet of democratic societies. Learning in the 21st century requires a novel set of skills and tools to address the needs of students who turn to the Internet every hour of their day for learning, research, entertainment, socialization, and many other aspects of their private, social, and professional lives. This paper will present an overview of the New Literacies Framework (Leu et al., 2018) that seeks to augment traditional literacy skills with a new set of literacy skills tailored especially for the needs of 21st century learners who predominantly use Information and Communication Technologies for reading, writing, and learning online. The paper will also problematize the question of how best to design educational interventions to teach the needed new literacy (lower case) skills in the age of misinformation and disinformation.

Vidya Sri (She/Her)

Co-Constructing New Pathways Forward in Adult Education Through Reflexive Storytelling and Art

In this paper, I explored the power of reflexive storytelling and artwork as pedagogies of relationality, buen vivir / 'living well', uMunthu/Ubuntu and radical hope in praxis. I argued that stories and art offer us a choice to act, for they carry the transformative potential to shape our minds, our hearts, and our ways of living. I conducted an emergent, participatory action research project: I collected oral teachings, folklore, and autobiographical narratives, and brought these diverse ways of knowing together via Padlet, a collaborative web-based platform. Inspired by various 'rhetoric-to-action' models of adult education, I created a Shantiniketan ("Abode of Peace") 'framework' of stories and art as drivers of sociocultural change. The stories were analyzed for underlying thematic connections, and accompanying mandala paintings represented patterns of circularity and regeneration within each story. The interactive Padlet, paintings, and audio clips became publicly accessible for ongoing collaboration. As an 'ethical space of engagement', this project allowed people to evaluate past and present ways of living, and to co-construct new pathways forward. Keywords: reflexive storytelling, art, participatory action research, relationality, ethical space of engagement, cultural commons

ABSTRACTS



Yibo Zeng (He/Him)

The Features of Online Learning Environment in Higher Education among Western and Asian Countries

With the rapid development of online technology, there are many applications of educational technology for students and educators to use in the higher education system. Since the popularity of online technology came into the education field, online technology has become one of the most common tools in the teaching and learning environment. The explosion of social media has impacted the development of higher education in the past several years, so it is a new trend of the integration of social media and current classrooms (Dumford & Miller, 2018). The current breakthrough in online technologies also impacts on learning environment, so online learning in higher education is becoming common, including in developed and developing countries. The established techniques for students in face-to-face learning could not work in online distance courses (Dumford & Miller, 2018). online education needs technical infrastructure, specific teaching materials, and instructional design (Kaya & Akpinar, 2021). The wide acceptance of online learning in Asian higher education happened during the COVID-19 pandemic, and Asians regarded online learning as 'emergency remote teaching' with courses in Korea and China (Heo & Doo, 2021; Yan, Xi, Shu, & Li, 2021). So, the differences between western and Asian higher education need to consider in the online learning environment. In this paper, I apply the method currere to reflect the features of online learning. It focuses on the benefits and drawbacks of online learning in both Asian and western higher education. It eventually plans to seek some implications of online education in the future of higher education practice.

Rabia Khokhar (She/Her)

Critical Literacy and Stories as tools for Anti-Islamophobia Education

In this session, we will consider how we can use stories (picture books) in the elementary classroom and a critical literacy framework as tools for Anti-Islamophobia education. Picture books are an important and integral part of the elementary classroom and a critical literacy framework can help us center books that affirm intersectional Muslim identities as well as in age appropriate ways begin to unpack single stories and stereotypes. When critical literacy is used in this way, we can consider the role and purpose of literacy education. It can become a way to work towards transformative practices that focus on social justice, liberation and freedom. Through the sharing of specific strategies, examples and ideas, we will critically analyze how this work can be brought from theory to practice in the classroom.

ABSTRACTS



Christine Mishra (She/Her)

Understanding University Curriculum to Address the Canadian Transferable Skills Gap

There is a gap between the skills taught in Canada's universities, and the transferable skills which are critical both for the labour market, and to help solve the world's most complex problems. To address this skills gap, university curriculum needs to change. We used an existing dataset (N=7,374) to determine which fields of study led to higher use of transferable skills on the job, and found that teacher training programs stood out, and that transferable skills are critical for supervisory roles. To understand how courses are designed, and where to focus efforts for change, we conducted a survey of 520 Canadian university instructors on the approaches used for course design and updating. We found that informal tools such as course outlines were used more often than curriculum documents, and that cultures of teaching excellence had an impact on which types of tools instructors use to design their courses.

Elwin Varughese (He/Him)

Interlinkages between Teacher Transfer Policy and School Culture in a Dark Zone of India

Barmer district in Rajasthan is categorised as a "dark zone", meaning, the groundwater is less than the average level. This becomes a huge difficulty for people in the district. Due to this, teachers do not prefer to come to the schools in this district, which results in the lack of teachers in many schools for decades. This situation led to enforcement of the ban on teacher transfer policy in Barmer. As a result, school teachers need to mandatorily stay in the schools for a number of years, dealing with multiple challenges that may result in low motivation further affecting the student learning outcomes. But recently there was an upliftment in the ban which caused many transfers. When it was uplifted, many teachers transferred which resulted in either new teachers joining in or the positions being left vacant. This created a change in the culture of various schools. This qualitative study looks into the impact of teacher transfer policy on the reculturing process, focusing on the relation between teachers, principals and students, of different government schools, using a Comparative Case Study (CCS) analysis. The research methods being incorporated are critical analysis of academic articles and reports, interviews of different stakeholders such as teachers, principals and students as well as classroom observations. The results of the study focuses on (i) the culture and subculture within the schools; (ii) challenges faced by different stakeholders in schools and (iii) instances of reculturing in schools, including both positive/negative changes in the growth/deterioration of schools. Keywords: Teacher Transfer policy, culture, reculturing, school development

ABSTRACTS



Anwen Zhang (She/Her)

The Bakhtinian Carnival Attitude:

Exploring Improvisation as a Pedagogical Strategy to Challenge Egoistical Nihilism

With the emergence of panic caused by global pandemics and regional wars in the past few years, the nihilistic ideologies of false hope and passive hopelessness were precipitated and widespread. This culture and its results in views and expressions of hatred and meaninglessness have long-term effects on the self-identification of the generation who were forced to forge connections through the screen. This paper draws on available empirical literature to examine how education can address contemporary nihilism and enable students to better understand meaning-making and acts of power. To develop the argument, I analyze the tensions between authority, carnival attitudes, and knowledge, using empirical educational examples and interpreting Lyotard's *The Postmodern Condition* in response to nihilism. As a result, I suggest using in-class improvisation, play, and drama to counter the totalizing and globalizing tendencies of legitimation narratives and bridge the divides. In conclusion, the analysis in this paper demonstrates the potential of arts and Bakhtinian carnivalesque practice in educational settings to deal with nihilism because of its capacity to subvert, revive or renew the participation of a self in a social world, and transparent the meaning-making in social movements.

Augustine (Sze Ling) Hung (He/Him)

How Institutional Isomorphism is Shaped by Distinctive 'Glonacal Agency': Hong Kong's Response to The Global Universities Ranking System

University rankings are often criticized for being too subjective and attaching too much importance to research outputs. Worse still, they bring about homogeneity as universities worldwide have to join the game of brushing up their rankings in the same way, that is to publish, in order to stay competitive to attract talents and student enrolment. Universities all become the same, or isomorphic, because they have to succumb to coercive pressure to perform and deliver, or mimic their peers which are more successful. Nevertheless, with the use the 'Glonacal Agency' heuristic approach, it is argued that diversity could still be manifested at national and local levels with the intervention of agency. This paper examines the case of Hong Kong, whose higher education institutions are performing well in global university rankings, and explores whether institutional diversity survives in this ranking game. Through document analysis and empirical studies, it is suggested that diversity could still be maintained in the pursuit of global rankings, especially with national agency and local agency exerting their influence - though such diversity appears to be increasingly politically coercive in view of Hong Kong's latest development.

ABSTRACTS



Rashpal Uppal-Assi (She/Her)

Harnessing the Entrepreneurial Mindset along the Innovation Journey in Higher Education

During this 1.5-hour workshop, participants will engage in an immersive session to explore the journey of an Edupreneur, which is at the intersection of higher education and entrepreneurship. Participants will learn more about what an Edupreneur is and the innovative role that it plays within the higher education ecosystem.

Participants will analyze key frameworks, processes and tools to understand how to turn their graduate research into a potential edupreneurship journey. In addition, I will highlight key tips on how to cultivate and harness an entrepreneurial mindset as a life-long learner. Lastly, we will explore InnovED, which is OISE's campus linked accelerator focused on the education sector. InnovED is a professional learning community with a mission to connect education research and learning and innovation in order to foster the development of edupreneurs and their initiatives.

Jiangyuan (John) Lin (He/Him)

Riley Alvarez (She/Her)

Shelley Rafailov (She /Her)

Sharry Shakory (She/Her)

Becky Xi Chen (She/Her)

Exploring the Role of Attention on Word Reading in French Immersion Students

Attention—the mental faculty of focusing on an activity—is a key player in many learning processes. The central framework underlying this concept is the Componential Model of Reading. Where reading comprehension can be divided into the cognitive, ecological and psychological domains, attention closely behaves as a psychological contributor (Aaron et al., 2008). While it has been found to enhance language learning in monolinguals (Lancaster et al., 2021), attention's role is less understood among Canada's growing population of French Immersion (FI) students (Ryan & Sinay 2020). The present study therefore aims to determine whether attention predicts word reading performance — a precursor to later reading comprehension—in elementary FI students. Our sample consists of 188 FI students in grades three and four. Students completed measures of phonological awareness and reading in English and French. Parents completed two questionnaires measuring student attention as well as a demographic questionnaire. Multiple regression analyses will be conducted to predict French word reading from non-verbal reasoning, vocabulary, phonological awareness, parental education, and attention. Age in months will be included in the model as a control variable. Findings from this study will ideally inform educators on how attention can impact reading performance in FI students.

ABSTRACTS



Lynne Alexandrova (She/Her)

Let's Heart-Brain-Storm! Student Life and How Best to (co-) Learn & Teach Self+Other Care

Dear Heart-Brain-Storming Participants,

Welcome to participant-driven co-Learning/co-Teaching with the *All-round* Access for *All-round* Wellbeing initiative (A4W)!

True to the selected "outside the box" designation of our art-of-life(rather than "work")shop, you are warmly invited to see all of us a team of co-creators in a space that promises to be as rewarding and mutually stimulating as we make it -- "consciously and purposefully" (per educational philosopher John Dewey's turn of phrase).

Our most powerful tools will be 1) Motivation and 2) Imagination – with a view to envisioning and perhaps effectively launching mutually sustaining connections and partnerships.

We will open with a series of Q&A / stimulus&response exchanges that will help zero in on a set of topics that can equitably engage all in attendance. As an example: What extra/co-curricular activities have you sampled or more thoroughly partaken of and even launched yourselves, during what time period, in what venues during your UofT studies? Think of the dozens of Student & Grad Life online/in-person events per day (including on weekends), such as "Leadership for Grads", "Foundations of Intercultural Communication"; OISE's Mindful Moments series (especially beneficial during the global emergency situation) -- which cater to connecting on a personal-psychological-cultural level. Just as beneficial - for care for self&other - on the arena of academic citizenship, there are formations/initiatives within the purview of UT Governing Council, UT Libraries, and student organizing (various types of Student Engagement: roles like "leaders", facilitators/peer mentors, "mere" participants; bodies like Grad Minds, Students for Barrier-free Access; department-, faculty- or university-level associations/unions; and much more). What other lived experiences can the above UofT opportunities be compared to?

Having set up our drawing board, we'll delve into the... poetry of experience itself. What conceptualizations/aspirations/yearnings can we as a group Intuit, imagine, formulate... enact?

Our collective "grade" will be awarded by the mutually generated joy-of-learning-about&from&with-each-other. The personally felt experiential significance will be the measure of enriching AND spurring into action Care-for-Self&Other scholarship: think Nel Noddings, OISE's own Prof. Jack Miller and the Mindfulness/Buddhism traditions, keeping in mind John Dewey's staple notions of education For and As democracy, hand in hand with education not only For but As life.

May We Enjoy Memorable Heart-Brain-Storming!

ABSTRACTS



Kameka Morrison (She/Her)

Interrogating and Pursuing Liminality as an act of Resistance within Canadian adult education for Black transnationals

Despite institutional claims to the contrary, post-colonial education in Canadian adult education spaces is still reflective of a hegemonistic and disenfranchising Eurocentric presence in its practices and policies. As a result, Black transnationals are continually dispossessed of their cultures, languages and identities due to a hidden curriculum that is diametrically opposed to intersectional ways of being, to social justice, and to pragmatic representations of authentic multiculturalism. This hidden curriculum reinforces the superiority of Whiteness and normalizes its hierarchical construct which debases Black transnationals and deposits them at the bottom of the social hierarchy in ways that privilege white bodies and stifles Black knowledge. I propose that a differentiated appreciation of liminality as a continuous trajectory for both the post-colonial educator and the the transnational must be adopted and be reimagined as a decolonising act against colonialism and the hidden curriculum of the Canadian adult education system. This would usurp the common perception of liminality as a "holding area" for the transnational while they wait in the threshold to restructure their experience so that they can "crossover" into the occupied space of the educator.

Isabel Nunez (She/Her)

Exploring the Evolution of School Principal Leadership Practices during the Implementation of Educational Reforms: A Longitudinal Study on the New Public Education Law in Chile

This longitudinal study explores the evolution of school principal leadership practices in the recursive process of building coherence during the implementation of a large-scale educational reform. For this, the case of the New Public Education Law in Chile will be analyzed. This reform aims to de-municipalize the public schools nationwide by transferring the responsibility of their management to 70 new Local Public Education Services (SLEP) operating at intermediate level. The study had a qualitative methodological design through the conduct of semi-structured interviews with school directors belonging to the SLEP over a period of 3 years. We followed the principles of grounded theory with a synchronic and diachronic approach and an inductive strategy. The main findings are organized in three axes: i) the generation of a school principal's network, ii) self-management to address educational challenges at schools, and iii) the reconstruction of links with territorial institutions. It highlight the importance of understanding the emergence of practices in connection with the context in which they are deployed (Crevani & Endrissat, 2016; Wilkinson, 2020), particularly in processes of building coherence among to articulate the demands of the macro level with the characteristics and needs of the micro level (Honig & Hatch, 2004; Park et al., 2022).

ABSTRACTS



Rana Haldar (She/Her)

New Literacies in the Age of Misinformation

The past few years have underscored the extent to which the spread of misinformation can affect our ability to improve public health, address pressing issues like climate change, or even maintain a stable democracy. Therefore, the fight to distinguish facts from misinformation has to be waged in the online realm, and higher education institutions should assume the responsibility for providing students with the tools needed for well-informed citizenry, which is a tenet of democratic societies.

Medha Aurora (She/Her)

The Effect of Parental Factors and Learning-related Skills on Academic Outcomes in Rural Côte d'Ivoire

Parental expectations and involvement in education predict children's academic success (LaForett & Mendez, 2010; Wang & Khalil, 2014). However, the majority of this research has focused on high-income countries, which represent specific economic and sociocultural contexts. In cocoa-growing communities in Cote d'Ivoire, many families live below the international poverty line, resources are limited, child labour is rampant, learning outcomes are low, and illiteracy rates are high (von Zinkernagel, 2017; World Bank, 2018; Zuilkowski et al., 2019). Leveraging theoretical frameworks such as Bronfenbrenner's ecological systems theory (1979) that shed light on how culture and context shape parenting and child outcomes, we examine the relationship and underlying pathways between parental expectations and involvement and children's academic outcomes in rural Côte d'Ivoire. Using data from parent questionnaires and children's reading and numeracy test scores, we ask: Do parental expectations and involvement predict child academic outcomes in this population? If so, are these relationships mediated by children's executive functions, social-emotional learning, and growth mindset? We address these questions using structural equation modeling in a sample of Ivorian children (N=1769) in grades 1 to 6. Our forthcoming findings will enrich existing literature with additional global perspective as well as inform school policy and interventions.

ABSTRACTS



Stephanie Fowler (She/Her)

The Path to Love: Learning Identity and Expansiveness in Teaching and Learning

This self-study examines the challenges faced in my first decade of teaching and in my transition to the role of researcher through the lens of Kolb and Yeganeh's (2011) concept of fixed and learning identities, placed within a framework of expansion and contraction – states that affect people's ability to approach their work with passion and love. The narratives of my personal, professional and scholarly experiences are drawn from interviews and artefact presentations, as well as journal entries and letters that span a 25-year period. Through these narratives, I explore the ways in which the disconnect caused by conflicting external narratives can erode identity and how forces such as connection, trust and support can allow fragile identities to expand. The insights drawn from this research hold significance for teachers and school leaders in better understanding how to support oneself and one's colleagues in the often turbulent process of forging a professional identity.

Jotthi Bansal (She/Her)

Supporting Mental Recovery and Wellbeing of Injured Athletes

After facing injury, athletes are often unprepared for emotional and psychological repercussions of rehabilitation. With identities often deeply rooted in athletics, many struggle with prioritizing self-care and recovery over ambition to meet physical goals and progress in their sport. For those who are pursuing sport as a career, additional dangers such as financial and vocational damage add weight to recovery time. Though resources for physical rehabilitation from injury are widely available to the public in Canada, access to mental and career support for injury is less acknowledged. The current presentation discusses an article which was recently published by the author to support their PhD dissertation research. The paper summarizes an in-depth literature review on post-injury wellbeing of athletes as well as existing counselling procedures. It expands on this literature by proposing therapeutic application of two contemporary theories of counselling psychology: Social Cognitive Career Theory and Cochran's Narrative Theory. The paper considers factors of these unique theories in discussing therapeutic needs of injured athletes to develop more refined protocols for this population. The current presentation also aims to raise awareness and inform general health practitioners and the public on supporting mental wellbeing throughout injury recovery.

ABSTRACTS



Sudhashree Girmohanta (She/Her)

Supporting immigrant families to maintain their heritage language and promoting parental involvement using home-based STEM activities

Canada welcomes many immigrants through a point-based immigration system each year from around the world who are proficient in one or both the official languages and speak a mother tongue. For example, In 2019 and 2020, Canada welcomed 525,786 new permanent residents, 20.7% of whom were under 14 years old and 25% of whom were Indian (Government of Canada, 2019, 2021), many of whom are proficient in English and their mother tongue when they enter Canada (Statistics Canada, 2017). It is important to help these newcomer families to maintain their heritage language and culture while integrating into the Canadian society and school system (Hallett et al., 2007). However, little study has examined ways to involve immigrant parents with their children's schooling and to maintain their language at the same time. This action research will investigate how Bengali-speaking immigrant parents and their middle-school-aged children get involved with STEM literacy practices and Ontario's school system while using their heritage language at home. My research involved transnational families from both West Bengal, India, and Bangladesh who speak Bengali as their heritage language in Toronto, Canada. I will Adopt a theoretical framework involving translanguaging, funds of knowledge, and transnationalism theories to frame my study.

Anuli Ndubuisi (She/Her)

Supporting Complex Collaboration Across Multiple Boundaries in Engineering Education

Future engineers need to learn to collaborate with diverse stakeholders and tackle 'wicked' problems across complex collaboration boundaries (Engineers Canada, 2021). Although complex collaborations, which involve working across organizational, disciplinary, cultural, or geographical boundaries, can lead to intergroup conflict, they can also create opportunities for transformational learning (Akkerman & Bakker, 2011; Jehn, 1997). International experience programs offer opportunities for engineering students to engage in global collaborations and gain these competencies (Institute of International Education, 2021), however, equity, access, and inclusion concerns including advancements in educational technologies post-COVID have motivated educators to incorporate global learning into their programs (Soria & Troisi, 2014). One approach to global learning is the use of Global Competency Modules (GCM) to support students' complex collaborations within global engineering projects. My research investigates the development and enactment of a GCM curriculum across global engineering virtual exchange (GEVE) projects and the global engineering design P3 course at a Canadian University. The study findings are expected to highlight how engaging students in global engineering education within virtual international projects and global engineering project-based learning courses allowed them to navigate interdisciplinary, intercultural, and metacognitive boundary-crossing situations and facilitated students' transformational learning through problem-solving and idea improvement across multiple boundaries.

ABSTRACTS



Jamil Kalim (He/Him)

Teaching While Black An Emotional Journey

What is Emotional Labour (EL)? Emotional labour is the process of managing and displaying emotions in the public sphere of our lives, most importantly the workplace, where emotional labour is connected to employment and is therefore done for a wage. In this doctoral thesis I explore how emotional labour is a human process that can be complicated by personal factors such as race. There were three critical questions posed in this research: (1) what is the nature of emotional labour in the work lives of Black teachers in this study? (2) how is emotional labour experienced in the work lives of Black teachers in this study? (3) what is the nature of the responses and strategies in relation to emotional labour that Black teachers in the study use in their work lives? A mixed methods design was used to gather data about the emotional labour experiences of Black teachers from two sources: (1) an online survey administered to 66 teachers from various racial groupings from the Greater Toronto Area; and (2) a series of in-depth interviews with seven Black teachers. The survey findings corroborated the experience of emotional labour for Black teachers and revealed three key concepts: racialized emotional labour (REL)—the additional emotional labour associated with being Black that prioritizes labour output; racialized emotional work (REW)—the additional emotional work associated with being Black that prioritizes human output; and white emotional privilege (WEP)—the emotional advantage gained by White teachers who are not required to engage in extra emotional labour/work attributable to race. The in-depth interviews suggested three types of teachers based on the ways they engage REL and REW: (1) Struggling to Resist; (2) Strategically Coping; and (3) Accommodating, Sticking to the Classroom, and Keeping-On. The research also provided foundational information on the development of coping strategies among Black teachers and on the significance of spheres of interaction in the emotional experience of teachers. This complex and very rich approach gave a voice to Black teachers and focused on their personal perspectives.

Cristina Peter (She/Her)

Learning Skills and Work Habits: A Critical Perspective and Avenues for Further Study

The Ontario Ministry of Education introduced the assessment of Learning Skills and Work Habits (LSWH) to report cards in 1999 as a response to global calls to enhance student skill development within education, however, there is a paucity of research on how LSWHs are used and assessed. The limited research on LSWH includes quantitative analysis of existing LSWH assessment data from student report cards and anecdotal qualitative data of teacher experiences. The 2 major quantitative studies on LSWH in Ontario demonstrate that LSWH assessment is inconsistent and can perpetuate systemic bias towards students. The anecdotal qualitative data suggests that teachers do not feel adequately trained in assessment of LSWH and some teacher's belief that LSWHs are not important.

ABSTRACTS



Alexandra Santos (She/Her)

Supporting Mental Health Literacy Education: Perspectives from Northern and Rural Elementary Educators in Ontario

The issue of child mental health (MH) is becoming increasingly pressing in education, particularly in Northern and rural (NR) communities where children and youth experience a higher burden of youth mental illness relative to their urban counterparts. Teachers are uniquely positioned to promote student MH by teaching mental health literacy (MHL). However, there is a significant lack of research examining NR teachers' perspectives on enacting Ontario's MHL curricular expectations in the new 2019 elementary health and physical education curriculum. This research adopts Reid et al.'s (2010) rural social space model and appreciative inquiry as the conceptual framework. Drawing on qualitative interviews from three Ontario NR teachers, this study investigates how elementary teachers in NR Ontario are implementing the 2019 MHL curricular expectations while understanding what barriers they face and what supports they need to improve their work. The findings highlight that educators in NR Ontario communities face unique barriers to curriculum implementation and require specific supports and resources that are responsive to the unique NR context in which they teach. This study emphasizes the need to consider the voices of NR teachers given how critical they are to enacting the new MHL curricula and closing the urban-rural gap in youth MH disparities. Implications and future directions for research are considered in conclusion.

Tracey Evans

Understanding the educational experience of autistic learners during COVID-19 in Ottawa, Canada

In March 2020, schools across Ontario closed their doors as the Ministry of Education sought to rapidly respond to the COVID-19 pandemic; these closures would continue, on and off, into 2022. While many children struggled to adapt to remote learning environments, with negative impacts including poor academic achievement, a lack of physical activity, limited social interactions and negative impacts on their mental health, few groups of learners faced greater challenges than children with learning disabilities, including autistic learners (Bellomo, 2020; Crane, 2021).

In this session, the Doctoral candidate will discuss early findings from her research in which she interviews caregivers of autistic children (aged 8-13) to understand their perceptions of their child's educational experience throughout COVID-19 school closures. From the good to the bad and the ugly, the presenter will investigate how education systems did or did not support autistic learners in pivoting to at-home learning and will unpack the ways in which COVID-19 school closures impacted autistic learners' educational experience, drawing out lessons the education community can use both in and outside of school closures to better support autistic learners in learning and thriving.

ABSTRACTS



Margaret de Leon (She/Her)

Sink or Swim: First-Year Employed Students and Persistence

This study explores how employment impacts first-year student persistence at the University of Toronto as they go through this critical period of transition in their first semester. Canadian education researchers have observed that nearly 60 percent of undergraduate students are choosing to work while completing their studies and cite the rising cost of tuition and living costs, combined with decreased investment in public higher education in Canada as the primary reasons for this trend. There is debate among researchers on whether employment is beneficial or detrimental to a student's ability to persist towards graduation. This study places a particular focus on first-year, full-time undergraduate students. Using a narrative inquiry approach, I have conducted one-on-one semi-structured interviews with 10 full-time, first-year employed undergraduate students in their first semester of postsecondary to understand their personal experiences balancing employment and transitioning into university. This study will address the following research questions: 1) How does employment impact the first-year student transition into higher education? 2) What contributes to a first-year student's choice to participate in student employment? 3) What factors impact a first-year student's type of employment, purpose, and work intensity? 4) How do first-year students navigate time constraints related to concurrent employment?

Jennifer Chinenye Emelife (She/Her)

Dreams and displacement: positioning internally displaced youth in Nigeria as knowledge creators

Forced displacement has become one of the most pressing global issues in recent times. The United Nations Refugee Agency (UNHCR) reports that as of 2022, there are about 103 forcibly displaced people worldwide, with the majority being children and youth. Because of their vulnerability and the need for protection, youth of displaced background are often pathologized by the media and popular culture (Dinani, 2021). Stories told about them are portrayed in their most depleted form to secure grants and aid (Krebs and Cope, 2021). An abundance of research on conflicts and displacements takes the humanitarian angle, often populated by saviour complex narratives where the displaced youth is "at risk", poor and needy (UNHCR, 2021). Approaching the internally displaced as cases to be solved and treating them as welfare recipients only is to continue to dominate them while reducing their agency (Freire, 1970). My research problematizes this deficit approach in engaging with youth of displaced background. It envisions ways of learning that allows them to confront oppressive structures as well as portraying them as humans with desires, pride, and beauty. I plan to work with internally displaced youth from northeast region of Nigeria in reimagining a literacy curriculum that honours their lived experiences and gives them the space to speak for themselves and dismantle stereotypes. I intend to mobilize the youth's funds of knowledge (González et al., 2006) in positioning them as advocates for change. Ultimately, this research responds to the question: what happens when youth of displaced background are given the space to learn and work together to address inequalities and injustices through reading, writing and art creation? Informed by three elements of Youth Participatory Action Research namely participation, collaboration, and action (Camarota and Fine, 2008), this research will use critical storytelling through a desire-based approach (Tuck, 2009) as a tool for fostering leadership among youth of displaced background.

ABSTRACTS



Amanda Kingsley Malo (She/Her/Elle)

Fostering Civic Literacy in Ontario Students: An Exploration of Curriculum

Recent current events in Canada have demonstrated a fundamental need for civic education in Canada. While most provinces have weaved their civic education expectations into social studies curriculums from K-12, Ontario is unique in offering a specific Civic and Citizenship course for Grade 10 students. But what is twenty-first century civic education? The Ontario Grade 10 Civic curriculum underwent an update in mid-2022. To see if the curriculum helps create civic literate students, it is compared against the Samara Centre for Democracy's Civic Literacy framework, which has four pillars: Institutional Knowledge, Political Ability, Topical Knowledge and Media Literacy. The curriculum is scrutinized within each pillar and compared against current literature that shares best practices in civic education. I conclude by offering recommendations on how the Ministry of Education can add additional expectations and programs to help modernize the curriculum and equip students with twenty-first-century civic skills.

Shamina Shaheen (She/Her)

Secondary School Teachers' Practical Wisdom and Its Manifestation in Language Arts Class: A Narrative Inquiry

To explore Language Arts teachers' (12th Grade) understanding and teaching of practical wisdom in the classroom, this qualitative study examined archival interviews of fifteen experienced and fifteen novice teachers. Although previous studies explored teaching of wisdom as interventions in the classrooms, the narrative inquiry of present study involved exploring teachers' experiences based on Aristotle's description of phronesis or practical wisdom. Preliminary results of the study have showed differences in experienced teachers' and novice teachers' manifestation of practical wisdom in their lives and teaching of it to their students. These unique differences will then be supported using Korthagen and Lagerwerf's (2001) Gestalts theory and Kristjánsson et al.'s (2020) four-component neo-Aristotelian Phronesis Model (APM) in the discussion section.

Marianthi Kontelli (She/Her)

Are all international learning experiences the same? Investigating the influence of program type characteristics

This poster offers an overview of my ongoing project which revolves around international sojourners and their transformative educational journeys. More specifically, I compare different types of international learning experiences and the influence of the program type (e.g., study abroad, degree-seeking study abroad, volunteer, au-pair, voluntourism) on the learning experience on an individual and social/community level. I am trying to understand which parameters of the learning experiences abroad make a meaningful impact on the individuals' experience and how this knowledge could be used in order to design programs that would better be tailored according to the different needs of diverse (mainly under-represented and/or socially excluded) groups.



ABSTRACTS



Oriel Varga (She/They/Them)

RESISTANCE, NEOLIBERALISM & EDUCATION WITHIN COMMUNITY LEGAL CLINICS

Ontario's community legal clinics were inspired by 'Poverty Law' which involves working with disenfranchised people through mutual learning and engagement (Lopez 1992; Wexler 1970). Today, our once independent community legal clinics are at a critical crossroads, with budget cuts and significant changes to the Legal Aid Services Act (Mossman 1983; Bhatia et al 2020).

Legal Aid Ontario (LAO)'s "new framework" focuses upon efficiencies, measurable inputs and outcomes closely tied to funding - associated with neoliberalization (LAO Consultation 2020; Fitzsimons 2017). Evoking a 'services model' this contrasts with transformative-education and social justice struggles (Bhatia, et al, 2020; Abramowicz 2004). LAO's "Modernization," proposes new governance arrangements which align government, non-profits, and other "entities" (LAO Consultation 2020). Foucault critiques modernity's arrival, with technologies of control through classificatory discourses inscribed upon populations (Foucault 1972; Foucault 1989).

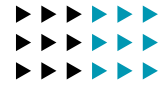
This Foucauldian-inspired genealogical analysis, considers the proposed new-governance and violence, bringing marginalized people under greater surveillance and carceral-logistics (Ibid; Varga 2022). Neoliberal reforms impact adult education and the theory-practice of Poverty Law in legal clinics (Fitzsimons 2017; Varga 2022). Meanwhile, subjugated knowledge(s) present possibilities for radical-resistance, where clinics as a community-commons, can bridge the divides through education (Ibid)

Ashley Rostamian (She/Her)

Experiential Learning and Capital Acquisition Through a Domestic Canadian Student Exchange Program

Pan-Canadian exchange programs, in which students travel to another province to work or study in their second official language, offer students the opportunity to acquire contextualized knowledge and skills that may differ than that found in international student exchange programs. In Canada, one publicly-funded exchange program that is available to students at the secondary and post-secondary levels is Explore. For this mixed methods study, former Explore students were interviewed (n=28) and surveyed (n=46) to investigate students' experiential learning, as well as their social and cultural capital acquisition.

ABSTRACTS



Thi Chang Duyên Can (She/Her)

Applying Design Thinking Approach in English for Tourism Course

The project highlights an English for Tourism course. Not much in the literature review about Design Thinking Model in an English course has been found. One of the limitations facing most universities in Vietnam is the severe breach between the industry expectations and the institution's curriculum. It is explained by the absence of experience and effective soft skills. This project seeks to bridge the interpersonal skill gap through the implementation of Design Thinking Model in designing case studies to enhance effective skill sets required by the industry, such as communication skills, critical thinking skills, problem-solving skills, team work skills, leadership skills, negotiation skills, and self-study skills. This empirical study, adopting a mixed method, therefore, investigates the use and effectiveness of case studies perceived by stakeholders (n=112). Accordingly, the study serves as a guide for course designers and teachers in integrating "learning by doing" activities into the course.

Jennie Kim

The Tensions in the Local-Global Interplay of Education: The Colonizing Nature of Global Citizenship Education (GCE) Enacted in the International Schools in Asia

This research examines parents' perceptions of international education in South Korea. Three parents of international schools in South Korea participated in in-depth interviews, and their responses have been coded, analyzed, and categorized by the emerging themes. The three participants' responses are discussed in depth as case studies and through the inductive approach of analysis, the three emergent themes - English Ideology, Global Citizenship Education (GCE), and Elite Education - are defined and discussed along with their interplay within the Education Fever phenomenon. This study explains the Education Fever social phenomenon in South Korea in multi-faceted aspects in the face of globalization and proliferating privatization of education in East Asia. The findings of the research demonstrate the gap between the theoretical framework of international education and its practices in international schools in South Korea, which attests to tensions in the local-global interplay of education.

Rachael Kalaba (She/Her)

Understanding Community Women Leadership in the African Context

Women in Zambia continue to play an accompanying role in the community even though they constitute more than 50% of the Zambian population. Most of the roles women play in communities are rarely documented and are much of a societal expectation. The impact of colonization in Zambia has, in a way, negatively affected women's community leadership and, in many instances, is rarely documented or is considered a chore and a role. To understand what community women's leadership is in African women's perspectives is to understand leadership identity, defined as the extent to which one sees oneself as a leader.

ABSTRACTS



Talin Atikian (She/Her)

Nature and Physical-Based Mental Health Supports for Adolescents During COVID-19

Adolescent (10-24 years) mental health concerns have been continuously on the rise, with up to one in five adolescents experiencing some sort of mental health impact in their lifetime (Bor et al., 2014). As the COVID-19 pandemic continues to disrupt student life globally, there is no doubt that the affected population is dealing with what is now referred to as the “next ‘silent’ pandemic” (Sundara Rajoo et al., 2021, p. 1). Many educators are unclear about what methods to use in their classrooms to alleviate mental health impacts post COVID-19. To mitigate further stressors imposed by COVID-19, an in-depth analysis of methods available to target negative impacts is needed. Present practices will be accompanied with future suggestions to aid in dealing with the knowledge gaps that exist regarding the use of nature-based practices within schools targeting adolescent mental health related to COVID-19. This study’s purpose is to analyze and review the available nature and physically-based wellness strategies that target adolescent mental health, with the specific focus on the impacts of COVID-19.

Emily Dobrich (She/Her)

Nurturing Collective Sustainable Well-being in School Communities

What does sustainable well-being in school communities mean? How can we envision, encourage, embody, and embrace a healthier, more equitable, and meaningful future in school communities and culture? These are the questions that this research explores. This paper argues that bridging divides between individual learners and within communities requires a focus on nurturing collective sustainable well-being in school communities. It is only by coming from a place of wholeness that we can learn to bridge divides and find ways to create meaningful change to address the deeper social justice issues in our educational systems and communities.

Steve Tu (He/Him)

The Myth of Ocnus

Less than 30% of Canadian postsecondary students feel they have something important to contribute to society (Usher, 2022). Absent this sense of purpose and given the correlation between meaning in life and mental health (Aftab et al., 2020; King et al., 2006; Reker et al., 1987), it’s unsurprising that so many undergraduates are struggling with well-being. Once upon a time, religion was a site for meaning-making, but given its declining influence in Canada (Cornelissen, 2021), colleges and universities—once auxiliaries of the church—make for a natural replacement. This institutional substitution requires professors to take on a significantly different role in addition to that of researcher-teacher. My paper is a philosophical exploration of the professor-student relationship, a connection too rarely investigated in scholarly literature. Drawing on Tronto’s ethic of care (1993, 2005, 2013) and May’s politics of friendship (2012), I introduce the little-known myth of Ocnus and offer an aesthetic interpretation of the tale to argue that professors not only have a role to play in supporting student mental health, but also bear a response-ability/responsibility of care for their students.

ABSTRACTS



Taylor Rubin (She/Her)

Re-Storying, Truth-Telling and Response-abilities: An Autoethnographic Genre Analysis on Gladue Reporting, Methodologies, and Indigenous Ways of Knowing within a Colonial Institution

Gladue reports provide biographical and contextual information about Indigenous offenders, requiring judges across Canada to consider individual life circumstances – including displacement, residential school experience, poverty – to determine sentencing in support of meaningful healing as per the Criminal Code (s. 718.2[e]). The responsibility of Gladue writers is significant; the way a judge interprets how a writer translates a client’s story into this legal (colonial) document determines the course of a person’s life. In the five years I have worked as one of the few non-Indigenous writers, I have submitted 31 Gladue reports to the court. In this paper, I interrogate the interface of Indigenous ways of knowing and settler colonialism in the criminal “justice” system through a first-person account of the processes involved, in Gladue writing, and examine the role of settlers in supporting Indigenous self-sovereignty and reconciliatory action towards justice. Sentencing decisions alone will not eliminate the overcriminalization of Indigenous peoples; however, application of Gladue principles in sentencing can promote greater Indigenous self-determination in the current legal system. Expanding the available knowledge on Gladue reports is necessary given the impact on judiciary processes, sentencing outcomes, incarceration rates, and the lives - and futures - of countless members of our communities.

Laurel Schollen (She/Her)

Unintended consequences? A Study of Third-party Arrangements between Ontario public colleges and private career colleges

The Ontario government has implemented neoliberal policies requiring Ontario public colleges to be entrepreneurial, efficient, and fiscally sustainable amid funding and enrolment challenges. These pressures, coupled with burgeoning demand from international students motivated to study in and immigrate to Canada, led some colleges to enter third-party arrangements (TPAs) with for-profit private career colleges. Today, more than 50% of Ontario public colleges have TPAs.

ABSTRACTS



Elke Crosson (She/Her)

The Right to Learn: Children's Rights and Elementary Education

The United Nations Convention on the Rights of the Child enshrines 41 rights, one of which is the right to education. Despite almost universal ratification of this legally binding international agreement, 258 million children and youth were recorded as being out of school in 2018. Just over twenty-two percent of them were primary students. Since the onset of the pandemic, educational disparities have continued to disproportionately impact the world's most vulnerable children, including those in economically and socially vulnerable living conditions.

Yehyeon (Ann) Yoo (She/Her)

The Influence of Social Inequalities in Student Occupational Expectations

Difference in socio-economic status (SES) has affected students and adolescents in their self-reported educational and occupational expectations, which is important as “many now believe that high educational ambition during adolescence is a prerequisite for future success” (Jerrim, 2014, p. 197). However, as educational and occupational expectations have been found to predict adult educational and occupational outcomes, the disproportionately low rates of educational and occupational attainment among low SES and minority groups raises concern (Mello, 2009). This international comparative research analyzes the education systems and its institutional characteristics in Canada, the United States of America (USA), and the United Kingdom (UK). Using a quantitative research methodology and the 2018 Programme for International Student Assessment (PISA), the outcome measure in SES inequality is determined by occupational expectation, using and controlling independent variables including alternate measures of SES like parental occupation, parental education, students’ educational expectation, and immigration status. The purpose of this study is to explore the persistence of social inequalities among low SES and minority groups by investigating the institutional characteristics of educational systems and inferring the impacts of non-school characteristics in societies of similar economic and cultural context.

Jennifer Sparks

Parent Involvement in First-generation Students' College Journeys

My research findings challenge deficit perceptions of first-generation college students and their parents (& family/supporters). My poster showcases visualizations & survey data describing parent involvement in support of first-generation and continuing generation students associated with Colleges of Applied Arts and Technology in Ontario, Canada.

ABSTRACTS



Ruodan Wang (She/Her)

Integrating Taoist Curriculum Wisdom into Teaching

I always believe who I am is an integration of my experience in the past, my understanding of the present, and my vision for the future. At the age of 23, most of my life so far spends in school as a student. Even though I don't have lots of experience in teaching, I believe I can develop a teaching philosophy by reflecting on my experiences in the classroom (as a student) and by building on my perspectives of what is important in education. In this paper, I want to start with a Curriere that reflects my own education journey. There are three periods representing three statuses of understanding what learning means to me--- contemplative/wondering, confusing, and meaningful. Some experience in my journey is worth learning while some of them I wish to improve. I think the Taoist curriculum wisdom of nature, wholeness, and self-cultivation are inspired ideas, so I integrate them in developing my spiritual embodied teaching philosophy.

Mary-Claire Ball (She/Her)

Impact of child labour on literacy and numeracy in Côte d'Ivoire

In rural Côte d'Ivoire, 38% of children from cocoa-farming households participate in agricultural cocoa labor (Sadhu et al., 2020). Child labour disrupts children's schooling and negatively impacts learning (literacy, numeracy; e.g., Guarcello et al., 2008; Lee et al., 2021). Reading requires formal instruction while early numeracy skills may develop through work or play activities (Dumas, 2012; Starkey & Cooper, 1980), suggesting that literacy may be more susceptible to the negative effects of child labour than numeracy. Further, in rural Côte d'Ivoire the age at which children enroll in school corresponds to their first exposure to the French language (SIL International, 2017). Earlier exposure to a second language is linked to better pre-literacy and literacy skills (Jasińska & Petitto, 2018). Thus, if child labour disrupts school enrollment and delays French exposure, it could negatively impact the developmental trajectory of successful second language and literacy acquisition. We use structural equation modeling to investigate 1) how child labour is associated with literacy and numeracy and 2) does age of enrollment/French exposure mediate this association for children (N=1348) in Côte d'Ivoire? Our forthcoming results aim to understand how child labour impacts learning and inform policies to mitigate the negative consequences of child labour.

ABSTRACTS



Sudhashree Girmohanta (She/Her)
Ye Jia
Leanne Adegbonmire (She/Her)
Rosalia HyunHa Cha (She/Her)
Kanza Tariq
Mehdia Hassan (She/Her)

The ESCAPE Project: Embracing newcomer parents' and students' funds of knowledge for effective and language friendly teaching in Canadian schools through digital tools

In 2022, Canada set a new record in welcoming over 430,000 new permanent residents (refugees and immigrants) to the country, with plans to increase the annual target to 500,000 (IRCC, 2022a; IRCC 2022b). With increasingly linguistically and culturally diverse classes, the curriculum and resources aren't keeping up. The Ontario Ministry of Education provides resources for teachers and families (Queen's University Library, 2023; Ontario Ministry of Education, 2022.). These resources have been translated into many languages, such as Math Grade 9 Guide for Parents (Ontario Ministry of Education, n.d.). However, they are difficult to find for newcomer parents, while teachers struggle to allocate time and receive sufficient support to explore the documents and obtain profound understanding and knowledge to support newcomer students effectively.

Newcomer students come from different countries and educational systems, and thus, with varying educational backgrounds, and sometimes gaps in learning. How does a teacher distinguish between a real lack of educational opportunities and learning differences? And how can educators highlight these differences without stigmatizing students, their families, and their communities? In this project, we propose an approach based on the funds of knowledge of the students as their diverse perspectives, skills, and experiences can meaningfully benefit learning (Moll, 2019). Through the ESCAPE Projects, our research team has been developing resources and strategies to help stakeholders support culturally diverse and plurilingual (newcomer) students (Wattar & Le Pichon, 2022; Le Pichon et al., in press). Firstly, we will introduce the nature of a language-friendly pedagogy (Le Pichon & Kambel, 2022) and some innovative language friendly resources (including Binogi, a multilingual digital tool, and STEM concept lists in multiple languages). Secondly, we will share tools to help you better appreciate your students' prior education and build on their funds of knowledge by using their own languages as a resource. Lastly, we will show how these tools support the inclusion of families and communities in schools, enabling them to become partners in their children's education (Antony-Newman, 2022).

We will begin the workshop with an overview of the ESCAPE Projects. Then, we'll introduce the science and math curricula of Afghanistan, India, Pakistan, China, and South Korea, in comparison with the Ontario curriculum. The goal is to help you better understand the importance of these resources for schools, plurilingual students, and their families. From a reciprocal anthropology perspective, we will reflect together on your teaching environments and practices and compare them to our own. Throughout our workshop, we will be introducing interactive questions and group activities. At the end of the session, you will leave with ready-to-use tools to create an inclusive and positive learning environment for all.

ABSTRACTS



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GUEST SPEAKERS



 **MARCH 31**
**FIRESIDE CHAT:
SPARKING DIVERSE ALUMNI
CONNECTIONS**

MODERATOR: KRISTINA LEIS
PANELISTS: CINDY SINCLAIR, GINA VALLE, JAMIL KALIM

Are you wondering what the next steps are after your valuable university education and graduation? We're here to provide some ideas.

On March 31, join our engaged alumni educators and leaders as they provide perspective and knowledge on their professional journey, and life experiences in a changing world.

OISE ALUMNI ASSOCIATION

The OISE Alumni Association (OISEAA) acts as the alumni voice on matters that affect our community. Together with the Office of Advancement & External Relations, the OISEAA creates events and experiences that foster a lasting bond between alumni, students, friends and alma mater.

The OISEAA provides a meaningful volunteer experience in higher education planning, alumni governance and community building. Over 100,000 alumni stand to benefit by developing their careers, networks and skills and celebrating achievements through the Institute.

https://www.oise.utoronto.ca/oise/Alumni_Friends/Alumni_Association/index.html



THANK YOU