

**OISE Graduate Student Research Conference 2020**  
**Colloque de recherches des étudiants de l'IEPO 2020**



**TAKING STOCK FOR THE FUTURES OF EDUCATION -**  
**CELEBRATING 20 YEARS OF GSRC**

*20th Annual OISE Graduate  
Student Research Conference*  
**Spring 2020 Submissions**



**UNIVERSITY OF TORONTO**  
**OISE | ONTARIO INSTITUTE**  
**FOR STUDIES IN EDUCATION**





To everyone at the OISE community:

We would like to express our deepest gratitude to all those who submitted their proposals to present at the 2020 OISE Graduate Students Research Conference. Even though we are unable to proceed with the conference on the originally scheduled dates of April 4-5, 2020, we would still like to support the exchange of ideas to the extent possible. That is why we decided to publish this book of abstracts to showcase all the accepted proposals<sup>1</sup> for the conference. Where possible, we have also included email addresses for the authors. We encourage you to read these abstracts and reach out to the authors whose research interests you.

With over 100 submissions, the task of reviewing all the submissions was admirably carried out by our team of volunteer reviewers, patiently coordinated by Annie Luk. In addition to the peer reviews completed by each of those who submitted their proposals, we were also fortunate enough to have the support from a group of volunteer reviewers who did multiple reviews. We thank you!

Wesal Abu Quaddum	Rachel Courts	Hyunah Kim
Lynne Alexandrova	Erica Daniels	Kourteney King
Mohamed Al-Refae	Norah Dillion-Cheetham	Joanne Lieu
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Samantha Burns	Rob Huang	Said Sidani
Erica Cheng	Allan Michel Jales Coutinho	Joel Wiebe
	Cathy Kim	

We also want to express our thanks to the volunteer coordinators: Charlotte Hopkins (registration), Asia Majeed (logistics), Annie Luk (programming), Latifa Soliman (communications) and You Zhang (publications).

Until we see you all at a later date, we wish you and your loved ones' good health.

*Shirin Haghgou*  
Co-Chairs

*Leping Mou*

*Norin Taj*

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## **Adapting Critical Media Literacy Education to the Evolving Media Ecosystem in Ontario Teacher Education Programs**

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Paper presentation

Recommended by both the Canadian government and scholars, media education is a vital response to the shifting media environment and the future of our democracy (Parliament of Canada, 2018; Hobbs, 2017). Educators are uniquely positioned to address new concerns, but media education in our “post-truth” news landscape urgently needs to be “repositioned” (Mihailidis & Viotty, 2017, p. 443). Critical media literacy (CML) prepares learners to navigate media while understanding broader contextual issues of power, ideology, and intent (Funk, Kellner & Share, 2015). Unfortunately, there is no systemic research detailing media education practices in Ontario teacher education programs (Kosnik & Dharamshi, 2016). My study addresses this gap by contributing the findings required to prepare teachers and Canadian youth to navigate the alarming intensity of propaganda. Teacher educators and teacher candidates are increasingly challenged to teach aspects of media outside of their expertise (Kosnik et al., 2017). My study collaborates with teacher educators to discover challenges and best practices associated with the evolving media ed landscape by asking: How do teacher educators in Ontario conceptualise and practice media education? How might the teacher ed curriculum require revision to ensure that schools are cultivating requisite skills for young citizens to navigate the changing media landscape? The study engages teacher educators from the ground up, inviting them to identify strengths and challenges faced when preparing teachers to implement the CML curriculum expectations outlined by the Ontario Ministry of Education. To reveal the affordances and challenges of Ontario-based CML, my study triangulates findings from mixed-method sources: surveys, interviews, and the analysis of primary documents. Using grounded theory, the study will document existing practices and develop curricular and policy recommendations rooted in teachers’ expertise. Overall, the study will deepen our understanding of how societal, governmental, and academic discourses on media literacy affect teacher education in Ontario.

Keywords: critical media literacy; teacher education; media ecosystem; civic engagement; media education; curriculum; digital design; counternarratives



## **An Analysis of Discourse on the Value of French Instruction in Ontario High Schools: Connecting to Recent Trends in L2 Motivation Research**

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Roundtable presentation

This paper presents the results of a qualitative study that examined the discourse on French as a Second Language (FSL) instruction in Ontario, including Core French, Extended French and French Immersion. The study was conducted through the analysis of four policy documents of three major stakeholders in the province. The stakeholders, the Ontario Ministry of Education, Canadian Parents for French and l'association canadienne des professionnels de l'immersion, represent the interests of the provincial government, parents and students, and teachers respectively. The study looked to explore the differences in how these stakeholders value FSL instruction, how closely their documents are connected to L2 Motivation research trends, and what next steps they identify. While all stakeholders demonstrate a commitment to research, and more importantly to collaboration in promoting and improving FSL instruction in Ontario, their focus and elaboration of concrete steps to follow differs. It is clear that while there are important and positive foundations in place, there is still much to be done. This paper aims to serve as a call for meaningful collaboration, which can only happen through more focused research on FSL instruction that targets the context of Ontario.

Keywords: FSL education; Ontario; L2 motivation; document analysis

## **Bidialectal Education in Trinidad and Tobago**

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Poster presentation

It is commonly believed that when students develop literacy skills in their mother tongue, these skills are transferrable to their acquisition of subsequent languages (Cummins, 2001). This assertion is applicable to language and literacy development in the Caribbean region, where language in both the Greater and Lesser Antilles is teeming with linguistic and cultural legacies. These legacies stem from the Amerindian languages of the Caribs and the Arawaks, Hindi-Urdu influences, British, and to a lesser extent, French colonialism. In the case of Trinidad, it is now also peppered with influences from the impact of modern-day refugee cross-cultural and cross-lingual exchange from neighbouring Venezuela (Gedan, 2017).

Today, children in Trinidad and Tobago continue to use the Creole in all aspects of their lives, but are consequently told that while their language remains a respected point of pride, Creole effectively has little to no significance in the classroom or in other formal settings (Youssef, 2004). The Standard English is viewed as being held to a degree of prestige reserved for the elite. Creole English can be heard in the schoolyards across the country, in the staffrooms, and at the parent drop-off sites, but from the moment the children are seated in their classrooms, the vernacular is not embraced (Youssef, 2004). This sends a message to the students that their linguistic and cultural identities are not welcome in the classroom.

Through this project, I will use a strengths-based framework to explore the impact of implementing a bottom-up, linguistically and culturally inclusive language plan in two schools in Trinidad and Tobago. Using the framework of the Language Friendly School, I hope to better understand how an enhanced language awareness in Trinidad and Tobago, where the Creole language is closely tied to the official language, but where the lexical differences are perceptibly distinct, could allow for the use of the popular language as the primary medium of instruction at the elementary level. This process will involve educators allowing for students to adopt a more agentive role in the classroom, whereby they are not simply analyzing their use of Creole English in comparison to their use of Standard English, but rather, interacting with their peers freely and co-constructing and negotiating meaning from their multidimensional discourse.

Keywords: bidialectal; codeswitching; codemixing; contextual language choice; standard English; Creole; world Englishes

## **Building Resiliency: The Healing Power of Teacher-Student Relationships in Repairing Childhood Abuse**

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Paper presentation

Research indicates that survivors of childhood abuse are able to form the same quality relationships with teachers as non-abused children (Armstrong, Hasket & Hawkins, 2017). However, there is little research indicating what factors within the teacher-student relationship help build this resiliency. This study looks to clinical social work practice as a basis for understanding what qualities of the therapeutic relationship can extend to or overlap with non-clinical relationships with students who have a trauma history, within the teaching field. To better understand experiences within these relationships, semi-structured interviews, informed by narrative inquiry and case study designs, were conducted with both a clinical social worker who has teaching experience at the post-secondary level, and the study enlisted the researcher as a participant to ascertain the student/ client perspective. Effectively a researcher self-study, findings indicated that qualities of safety, empathy and client/ student empowerment, albeit in different ways, helped to correct and repair some of the damage of childhood abuse within both therapeutic and teacher-student relationships.

Keywords: trauma; resilience; teacher-student relationships; childhood abuse

## **Can Low Fee Non-Government [Private] Schools Play a Positive Role in Enhancing Education Outcomes?**

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Paper presentation

Public schools have been the largest education service providers in the world. The performance of public schools in ensuring students' learning outcomes is not uniform across the countries. The results are mixed. An emerging trend in education service provisions is private schools. Private schools do not always mean that children or their parents have to pay for their education but someone pays. Public bureaucracy has its inherent challenges. The purpose of this paper is to explore if private school provision in South Asia can create some opportunities for quality primary education from these challenges.

Status quo in much of South Asia poses several dilemmas. First, should private schools be encouraged? A universal government school system may be better able to assure social trust in a society than a fragmented system with multiple school types, but government school education outcomes are unacceptably low. Families legitimately want a good education for their children. It is unreasonable to prevent them, if they have adequate income, from spending on a private school for their children. Admittedly, variance in private school quality is high and, in some low-fee private schools, the quality is below the government school average. This is an argument for parental caution in school choice, not an argument for suppression of private schools. A second dilemma arises in the context of families with exceptionally low incomes. Are NGO and faith-based schools a reasonable strategy for schooling their children? Typically, such schools charge no fees, whereas there are many opaque fees associated with nominally no-fee government schools.

The idea is not at all to compare a system over the other but to see complementarity between public and private schools in enhancing education outcomes to ultimately achieve the broader educational goal.

Keywords: public school; low fee private school; learning outcomes; basic education; South Asia

## **Challenging Experiential Learning: Student Placement Expansion in the 21<sup>st</sup> Century**

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Paper presentation

The Province of Ontario is increasingly pressuring post-secondary institutions to expand experiential learning (EL) opportunities for students. EL, an umbrella category, captures a multiplicity of in- and out-of-classroom experiences, many of which take place in external organizations and encourage students' development of job-ready skills. The impacts of this expansion on current and prospective placement sites has yet to be intensively studied, particularly on how the non-profit sector is affected. This contrasts with impacts on students, on which the literature is extensive. This paper presentation will provide an overview of the relevant literature with a focus on community-engaged learning campus-community partnerships, configurations which intend to centre reciprocity and mutual benefit for stakeholders, but which often fall short of this orientation. Further, it will outline research gaps and illuminate how non-profits are increasingly disenfranchised and made responsible for social service provision, clarifying how EL as it is currently imagined is mutually bound to a neoliberal economic model. This presentation will synthesize literature in the field of experiential learning, guiding researchers to reflect more deeply on areas for growth in the placement experience and the urgent need to balance the valuing of stakeholders' outcomes in light of institutional and governmental pushes to grow EL opportunities for future student cohorts. Findings from this presentation have the potential to provide feedback for the policymaking process at Provincial and institutional levels as well as to offer best practices for the development of campus-community partnerships.

Keywords: experiential learning; neoliberalism; non-profit; post-secondary institutions; student placements; outcomes

## **Comparing Electronic and Print Story Books for Preschoolers: Story Comprehension and Parent-Child Talk**

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Paper presentation

On-screen activities have been more and more ubiquitous in young children's daily life nowadays. At the same time, the availability of e-books has increased dramatically. As the increasing availability of e-books, there is a raising need to deepen understanding about how e-books can either support or hinder literacy development, especially for preschoolers who are not yet conventional readers. The change of book format also leads to change of parent-child interaction during co-reading, which is well evidenced to be important for preschoolers to develop their emergent literacy skills. The purpose of present study is to examine the story comprehension, parent-child talk of preschoolers when reading e-books and print story books. Since children's prior experience of digital devices is indicated to associate with story comprehension in e-book reading, this study also explores how various types of digital-device experience associate with preschoolers' story comprehension.

One hundred parent-child dyads with the children aged from 4 to 5 years old will be randomly assigned to either e-book condition or print book condition. Before the experiment, parents will complete a brief questionnaire about their children's prior experience with digital devices and the familiarity with the book that will be used in the experiment. Parent-child interaction will be video-taped to examine their content-related talk and distracting talk. Story comprehension will be measured by asking reading-related questions.

This study is of great importance since the digital devices are more prevalent than ever, and children get access to them at earlier ages. The question how reading e-books and the device experiences affect learning need further exploration.

Keywords: electronic books; reading comprehension; parent-child talk

## **Counterbalancing Liberal Ideals to Shift the Theory and Practice of Democracy: Teaching Students About Privilege**

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Paper presentation

Liberal democracy has been overly criticized due to gaps between theory and practice. Theoretically, citizens of a democratic system enjoy a *system of rights* before constitutionalism; however, in practice, a *system of privileges* is set in place wherein some individuals enjoy unearned advantages. In this article, I provide a brief historical account to situate readers about the status of democracy. Second, I argue that these systems of privilege in liberal democracies are legitimized and promulgated by dominant discourses through formal and hidden curricula in schools. I use discourse analysis as an approach to research to evaluate how the Brazilian Common Core Curriculum (BNCC) and the Ontario School Curriculum position students in relation to social structures. I reveal that these policy documents position citizens as agentic individuals who can overcome barriers to achieve their life plan while developing in young citizens a meritocratic view of the world, which threatens the very institution of democracy. Third, I argue that the concept of privilege ought to be taught across disciplines in the formal curriculum — with the support of critical inquiry (Cooper & White, 2012) — to teach young citizens about their social positioning, counterbalance such narratives and views of the world, and activate a social justice democracy.

Keywords: democracy; liberalism; education; curriculum; privilege

## **Criminalized and Pathologized: The Impact of State and Institutional Policies on Harm Reduction Outreach Workers Advocating for People Who Use Drugs (PWUD) in Acute Mental Distress**

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Poster presentation

Long before the opioid crisis became common knowledge in Ontario, harm reduction activists across Canada have been fighting for more humane and effective interventions for people who use drugs (PWUD). It was not until 2015, with the dramatic increase of overdose deaths that the Ontario Ministry of Health was forced to address the issue. The resulting response was a significant expansion of harm reduction services for PWUD across the city. Although these services are an essential first step, we know that PWUD still experience deep social and health inequalities. For outreach workers supporting PWUD from a harm reduction model, working in a climate framed by prohibition and pathology can at times make it challenging to advocate ethically for your client.

Through this research study I hope to better understand the experiences of outreach workers, based out of Toronto's grassroots organizations, supporting people who experience complex drug use. More specifically, I will be looking at the inherent conflicts outreach experienced by these workers while they are advocating for people into acute mental health services. Research Question: What ethical contradictions do harm reduction outreach workers experience when advocating for PWUD's in acute mental distress?

In March 2020, I will be completing 5-7 in-depth semi-structured interviews with outreach workers from various grassroots organizations in Toronto, Ontario. An iterative and inductive analysis will be completed in April 2020.

Mapping out the everyday experiences of outreach workers will help us understand the challenges they face and offer practical suggestions on how to inform policy making at organizational and institutional levels. The findings could also contribute to the development of a critical pedagogy for solidarity and resistance amongst outreach workers in Toronto.

Keywords: harm reduction; ethical contradictions; outreach work; mental health care



## **Cultivating Anti-Oppressive Science Skills: A Professional Development Session for Teachers**

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Poster presentation

Frequently, science teachers are reminded of the importance of having students practice essential science skills so that they will not merely recite scientific facts, but actually do science, both in the lab and in everyday life. However, something that is often missing from discussions of making science relevant is any mention of anti-oppressive practices. Even when the topic does arise, commonly the response is that these discussions do not apply to the discipline of science and instead belong in a social science or humanities classroom. To address this problem, a professional development session was designed to bridge that gap for science educators by framing anti-oppressive practices around key scientific values and skills: 1) Acknowledging Societal Sources of Error, 2) Critically Examining Sources of Knowledge, and 3) Encouraging Student-Driven Inquiry. Teachers discuss nine examples of classroom activities and pedagogical practices that they can begin to implement immediately. By the end of this professional development, teachers should be able to identify their strengths and areas of growth in emphasizing anti-oppressive science skills as well as design lessons and resources that support students in building and reinforcing these skills. The effectiveness of this professional development would be evaluated over the course of four months using a mixed methods approach combining self-reported skills assessments, participant surveys, and interviews of teachers, students, and administrators. Analysis will focus on the articulation of the purpose of these skills, how often teachers incorporate them into their science lessons, and the confidence and frequency with which students apply them.

Keywords: anti-oppressive practices; science education; teacher education; education into practice; education and community

## **Cultivating Self-Compassion: Implications for Trauma Survivors, Educators, and Students' Well-being**

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Paper presentation

Current research shows that self-compassion (i.e., self-kindness, mindfulness, and common humanity) plays a role in reducing psychopathology and improving overall psychological well-being (MacBeth & Gumley, 2012; Zessin et al., 2015). Current self-compassion-based interventions include Compassion Focused Therapy, Compassion Cultivation Training, Mindful Self-Compassion, Cognitively-Based Compassion Training, Cultivating Emotional Balance, Loving-Kindness Meditation (Kirby, 2016), Mindfulness-Based Cognitive Therapy (Segal, Williams, Teasdale & Kabat-Zinn, 2002), Mindfulness-Based Stress Reduction (MBSR) (Kabat-Zinn, 2013), and Acceptance and Commitment Therapy (Hayes, Strosahl & Wilson, 2012). One study suggests that MBSR-related decreases in perceived stress are mediated by self-compassion and mindful awareness. Specifically, an increase in mindfulness results in increases in self-compassion (Sevel et al., 2019). Moreover, these interventions are thought to foster both self-compassion and compassion for others (Gilbert & Procter, 2006; Neff & Germer, 2013). Evidence also suggests a link between teachers' self-compassion and student outcomes (i.e., increased emotional support for students, positive classroom climate, and teacher sensitivity; Jennings, 2014). Recently, a link between the practice of mindfulness on the reduction of posttraumatic stress symptoms has been established (Hopwood & Schutte, 2017). However, no meta-analyses have compared the efficacy of these different interventions in PTSD populations. Furthermore, no network meta-analyses have been performed to compare the effects between these different interventions. The current network meta-analysis was performed to investigate the effectiveness of these self-compassion-based interventions in the treatment of PTSD. A systematic search of 4 electronic databases (PsycINFO, Medline, EMBASE, CINAHL Plus) will be conducted to identify all publications reporting the outcomes of the included interventions. Preliminary findings will be discussed. Studies reporting change in symptom severity scores for the 4 diagnostic clusters of PTSD (re-experiencing, avoidance, negative cognitions and mood, and arousal), as well as overall PTSD scores will be included. Implications for implementation of these strategies in educational settings will be discussed.

Keywords: self-compassion; trauma; teachers; students; well-being; support

## **Cultivating Whole Persons with Liberal Arts Education: Case Study of Three Universities in Mainland China, Hong Kong, and Taiwan**

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Degree program—PhD, Higher Education

Paper presentation

The unprecedented changes in the 21st century require higher education of educating students in an all-round way with critical thinking and lifelong learning competency besides professional skills (Godwin & Pickus, 2017; Harari, 2018). There has been plenty of research with liberal arts education in cultivating students as whole persons or good citizens (Jiang, 2014; Jung, Nishimura, & Sasao, 2016; Kirby & Van der Wende, 2016; Mok, 2017; Nussbaum, 1998). Recently, liberal arts education has a resurgence in East Asian contexts (Peterson, 2012) where education has a common tradition based on Confucianism (Yang, 2016). The purpose of this research is to examine the understanding and implementation of liberal arts education in the three institutions, Yuanpei College at Peking University in mainland China, Lingnan University in Hong Kong, and Tunghai University in Taiwan, because these institutions have inherited and are built on the tradition of China's former Christian universities with the American liberal arts model (Hayhoe & Lu, 2010).

In this study, I use Ideal Type (Hayhoe, 2007; Holmes, 1981) as a theoretical tool to make possible the synthesis of core cases in three societies, clarifying both what they have in common and how they differ. I conduct this research with a case study approach (Simons, 2009; Yin, 2017) which incorporates three methods, document analysis of educational missions and curriculum, semi-structured interview with ten faculty members from each university, and an online survey with senior year students and alumni (Labaree, 2019). Through the theoretical framework of capabilities approach (Nussbaum, 2001; Sen, 1993), I examine the data from the three methods and explore how liberal arts education in three institutions cultivate students as whole persons with capabilities for their society. The study contributes to the diversification of university models at a time when the global research university dominates all ranking systems.

Keywords: liberal arts education; whole person; general education; capabilities; East Asia

## **Decolonial Epistemology: Unpacking Epistemic Oppression, Building Decolonial Houses of Thought**

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Paper presentation

Objectives or purposes

My dissertation seeks to identify and stymie epistemic oppression. It seeks to present new lines of argument to raise critical epistemic consciousness and ask philosophical questions about ideas surrounding theory of knowledge in education. It calls for resisting master narratives in theories of knowledge and imagining a new way of knowing that subverts hegemonic knowledge and epistemic practice.

Perspective(s) or theoretical framework

The conceptual framework of decoloniality (Mignolo, 2018) and integrative antiracism (Dei, 1996) is pivotal to my analysis. I invoke a decolonial lens to diagnose the epistemological grounding of a Euro-American canon and its “epistemic totalitarianism” to search for subversion of imperialistic conceptual framing.

Methods, techniques, or modes of inquiry

My dissertation will be a philosophical approach to the study of the problem of epistemic oppression in education. It is a philosophical inquiry which includes an assessment of epistemological orientations and assumptions (master narratives) within traditional theories of knowledge.

Data sources, evidence, objects, or materials

These include Dewey’s theory of analytic pragmatism in *Democracy and Education*, Plato and his theory of one single truth in *The Meno*.

Tentative conclusions

Epistemic inquiry in the epistemological context of theories of knowledge is important to recognize the oppression as specifically epistemic in nature, in that it involves knowledge being excluded specifically based on racial rationale of white superiority.

Scholarly significance of the study

The argument for decolonized epistemology provides an important corrective to our understanding of early modern meaning making and the origin of our own way of knowing and what it means to be educated.

Keywords: epistemic oppression; decolonial; epistemology

## **Design of a Scripting and Orchestration Environment for Learning Communities in Interconnected Active Learning Classrooms**

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Poster presentation

Active learning has emerged internationally as an instructional approach to promote engagement, collaboration, and problem-solving and improve student outcomes. However, it remains a challenge to effectively design and facilitate activities that target these skills within classroom contexts. Our research study, guided by a theoretical perspective of learning communities, develops and investigates new generalizable active learning patterns facilitated by new interactive technologies that help students advance their competencies and build knowledge as a classroom community.

The curriculum designs are guided by the Knowledge Community and Inquiry (KCI) model which engages students in collective work of developing shared understandings and building on one another's ideas. Activities will be designed using orchestration graph notation, which clearly illustrates the materials, activity transitions, grouping logic, and interactions that constitute activities. To support our research goals, we have developed SCORE (Scripting and Orchestration Environment), a software environment to design and facilitate complex active learning patterns. This study pilots SCORE in an undergraduate linear algebra class in China as an active learning tool. Due to COVID-19, this research is being conducted online, but will transition to an in-person active learning classroom once in-class lessons resume.

Our research questions are: (1) Using SCORE, how can active learning patterns be effectively designed and integrated into undergraduate math classes? (2) How can SCORE be developed to facilitate student-contributed content for promoting collective progress within a learning community? The design-based research methodology utilized in this study will comprise engagement with key stakeholders over multiple iterations of implementing, evaluating, and refining classroom interventions. Video recordings and data from SCORE will then be used to evaluate students' interactions. Pre- and post-study questionnaires will evaluate activity enactments. Finally, interviews with teachers and students will be conducted post-intervention to gain further insight on the usability of SCORE and their overall experiences.

Keywords: design-based research; learning communities; active learning

## **Desiring Disruption in the Classroom: A Disability Studies in Education Approach to Universal Design for Learning**

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Paper presentation

This analytical essay examines the meaningful inclusion — the desiring of — disability and difference in the classroom. Informed by Kelly Fritsch’s (2015) concept of a desirability that emerges through reimaginings of disability, this paper reimagines disability by unsettling current inclusive educational practices and desiring what disability disrupts. By creating an education system with practices that are rooted in their own histories, futurities and potentialities of embodied difference, students with disabilities can find agency and community in their identities. Working within a Disability Studies in Education (DSE) framework, the author simultaneously upholds and troubles the Universal Design for Learning (UDL) framework to create a nuanced understanding of inclusion that desires difference and disruption. Through the critical analysis of contemporary empirical studies from both disciplines, gaps between DSE and UDL are addressed in three parts: pedagogical foundations, institutional practices and uniting outliers. Themes of politicization, interdependence and self-determination are extracted in each section, respectively. The harmful neutrality of UDL replicates the systemic cultural erasure of discursive identities of people with disabilities, thus presenting a need for DSE perspectives to be integrated into its principles. The practices of UDL are shown to be most effective when implemented in collaboration with various stakeholders, which can be strengthened by challenging neoliberal individualism through interdependency inherent in DSE. The outliers of this analysis exist within self-determination theory: a potential link for educators as they navigate UDL through a DSE perspective. The trajectory of this paper is to make way for a new debate that will incite discomfort and dismantle binaries of normalcy in education. In this newness there is ample opportunity for reclaiming, reimagining and desiring disability in other intersecting areas of educational research.

Keywords: disability studies in education; inclusion; universal design for learning; desiring disability

## **Differentiating the Causes of Stopout and Dropout from Higher Education: Analysis of the Federal Public Sector in Brazil**

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Paper presentation

In the last two decades, the Brazilian higher education system has undergone a significant expansion, becoming more differentiated and more democratized. With all these changes, several social and educational challenges became more prominent, such as ensuring the reduction of inequality of access, equalizing the quality of education and, also, reducing the dropout rates in the system. Usually, studies dedicated to the problem of dropout from higher education do not differentiate temporary and permanent dropouts. This could be problematic because these findings cannot be generalized for all students, and educational policies constructed to prevent dropout could be less effective since undergraduates with specific characteristics could be more prone to different types of dropouts. This work aims to contribute to this debate analyzing if different sociodemographic characteristics of the students are associated with these different academic outcomes. We use a dataset with information about all students enrolled in higher education in Brazil, focusing on the individuals that entered institutions of the public federal sector of the country in 2012, tracking their enrollment status until 2017, and identifying those that temporally dropout from higher education and those that returned afterwards to a different institution or undergraduate area. Using a multinomial logistic regression model, we identified differences between the direction and extent of the effects associated with stopout or dropout. Factors like sex, race, type of secondary education and characteristics of the undergraduate area have important roles in the dropout chances, but the size of the effects change accordingly to the type of dropout. In contrast, the age of the student has different associations. Younger students are more likely to temporarily dropout, while older students tend to leave higher education permanently. Affirmative action also is relevant in the academic outcomes since students benefited by it are less likely to temporarily or permanently dropout.

Keywords: higher education; dropout; education inequality



## **Digital Storytelling in Knowledge Building Communities**

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Paper presentation

With increased epistemically agency given to students conducting inquiry through the Knowledge Building (KB) pedagogical theory, the predominant means of discussion is text-based. Although there is a high degree of exploration and ability to dive deep into a curriculum topic, it potentially limits the scope of their expression. This study seeks to investigate how primary school students studying salmon can utilize digital storytelling to further enrich their inquiry into the topic and whether it can cultivate their capacity to be co-creative with knowledge and knowledge artifacts. Design-based research methodology is used to iteratively adjust the study through a series of interventions co-designed by the researcher, teacher and students. Analytical data collected through Knowledge Forum a digital platform used by the class for KB, will look at growth or decreases in student idea contribution, collaboration, scaffold use amongst other data points. Quantitatively, interviews and a teacher journal help gain a deeper understanding into how the teacher instructs and adjusts lessons to better facilitate knowledge building and use of digital stories as a motivator for student contributions. Tentatively students who share their ideas in mediums other than text such as digital illustrations have deep and rich descriptions that highlight their understanding and retention of scientific facts they have learned in class and beyond. Furthermore, it has been repeatedly observed that students are able to rapidly build stories in a collaboratively without hesitation which, highlight the shared knowledge of the community. Lastly, one since personal interest is a key component of digital stories, the range of topics students have investigated range from a stage in a salmon's growth to the environmental and societal impact salmon face. This study is significant as it presents a potential framework in which teachers can facilitate and engage students in building knowledge together through stories that showcase different perspectives of a scientific topic which may not have been normally covered if the focus was only on individual scientific inquiry.

Keywords: education and society; digital storytelling; knowledge building; education technology

## **Doctoral Socialization of the Contemporary Student: Does Money Really Matter?**

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Paper presentation

When discussing factors affecting doctoral socialization experiences, Bowen and Rudenstine (1992) concluded that “money plainly matters” (p178). Yet, infrequently can any in-depth discussion be found regarding the impact of economic capital on doctoral experience.

The demographic of the doctoral student population has transformed significantly over the past few decades (Baum and Steele 2017; Gardner 2009; Gardner and Gopaul 2012; Gardner and Holley 2011; Offerman 2011); the contemporary doctoral student is financially independent, frequently juggling family and employment. Favoring the ‘traditional’ student (Offerman 2011), policy-makers’ preference for the “user pay approach” (Shin, Postiglione, & Ho, 2018, p152) to funding has left a great many contemporary students ‘priced-out’ of doctoral study (Park 2007; Shin, Postiglione, and Ho 2018). Despite the increasing focus on access for underrepresented students (Johnson 1996; Nerad 2010; Park 2007), the system has failed to account for factors affecting socialization, leading to high rates of attrition (Council of Graduate Schools 2009; Devine and Hunter 2016; Walker et al. 2008; Lovitts 2001; Gardner 2007).

The importance of doctoral socialization is frequently addressed in the literature (Gardner, 2008, 2010; Gopaul, 2011; Weidman & Stein, 2003); the interaction and integration (Johnson, Ward, & Gardner, 2017) of students with department and discipline to develop the values, attitudes and skills required for their profession (Bragg, 1976; Johnson et al., 2017; Weidman & Stein, 2003). A theoretical analysis, this paper uses Bourdieu’s (1977) conceptual tools to analyze existing literature on doctoral experience, which is dominated by discussion of psychological issues; physical barriers to effective socialization such as financial constraints remain underemphasized. The discussion centers around the three core elements to socialization: knowledge acquisition, investment, and involvement (Weidman, Twale, & Stein, 2001).

With the dearth of data directly from students who did not complete their programs (Lovitts, 2002) researchers may be overlooking the impact of economic capital on certain student groups. Informational constraints experienced by contemporary students due to both class and familial habitus negatively impact their position within the higher education field. Domination by their peers is compounded by their inability to transform sufficient economic capital into cultural (equipment, credentials, conference attendance) and social capital (networks, for collaboration on publication and job seeking) (Bourdieu, 1986).

Keywords: doctoral socialization; Bourdieu; economic capital; non-traditional students

## **An Exploration of the Academic Experiences of Immigrant University Students and a Comparison to the Experiences of International Students in Canadian and Australian Higher Education**

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Paper presentation

Canadian higher education has been experiencing an increase in the number of foreign student participation, including international students and immigrant students. However, an increase in the enrollment of these students does not guarantee that they are successfully completing their studies. Although a few studies report that immigrant students perform poorly in their studies and that they face many challenges during their studies, there is still a lack of understanding of their learning experiences. This is despite the fact that immigrant students, categorized as domestic students, and international students encounter similar challenges during their studies in university. Scholars have recently been questioning the categorization between domestic and international students as the boundary has become blurry with the growing participation of foreign students from diverse backgrounds. With this in mind, I conducted a comparative review of the literature on the experiences of international and immigrant university students in Canadian and Australian contexts, that share similar national, sociodemographic, and educational contexts. This included the findings of my master's thesis that examined the experiences of Korean immigrant students in Toronto-based universities through focus groups and individual interviews, which was informed by the theoretical perspective of student persistence. The research showed that students encountered a great level of linguistic barriers and low self-confidence, which hindered their desire to actively participate in their studies. Using the same theoretical perspective of student persistence, the comparative analysis of literature found that the experiences of international and immigrant students are much more similar to each other within each country than they are different with regard to their challenges in the classroom and socially, culturally, and academically integrating into their learning environments. Thus, I argue that students should be distinguished based on their learning needs, rather than their status. This session aims to enrich the understanding of the learning experiences of both immigrant and international students towards finding means for more equitable education.

Keywords: immigrant students; international students; higher education; student persistence

## **An Exploration of the Use of Video Games to Affect Elementary Preservice Teacher Physics Identity**

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Poster presentation

Preservice teachers at an Ontario university, studying elementary science and technology education, participated in a study to look into the use of video games in teacher education programs. Data were collected through pre- post- gameplay surveys, audio recordings of think-aloud during gameplay and small group discussions after gameplay, and field observations. Data analyses revealed preservice teachers enrolled in the primary/junior division had less advantageously developed physics identities, and fewer personal experiences with video games, than those in the junior/intermediate program. A modest increase in physics teacher self-efficacy was found after preservice teachers played the video games. As well, some preservice teachers felt had they had alternative ways to learn physics while they were in school, they would have been more interested during their formal education. Possible implications for teacher education programs will be presented.

Keywords: physics education; identity; efficacy; video games

## **Hidden Realities — Underemployment in Engineering**

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Paper presentation

Underemployment and engineering are two words that are not expected to be seen together. Conventional wisdom would suggest that engineering is a profession that enjoys high wages driven by strong demand for the highly skilled labour that engineers supply. However, this research found that underemployed rates for recent Canadian graduates ranged from 19% for Canadian born men to 40% for women graduates born outside of Canada (Uppal & LaRochelle-Côté, 2014). This compares to underemployment rates of over 20% for recent engineering graduates in the UK (Savic, Vecchi & Lewis, 2019). Underemployment of engineers is concerning since producing highly-skilled individuals who are unable to find work that requires their degree has significant negative outcomes for both individuals and society. The social impact of this phenomenon is wide-ranging as it cascades down the labour hierarchy, resulting in the most vulnerable workers at the bottom experiencing longer and more frequent periods of unemployment (Barnichon & Zylberberg, 2019). In this paper, credentialism theory (Berg, 1970, Collins, 1979, Bills, 2003) and human capital frameworks (Benjamin, Gunderson, Lemieux, and Riddell, 2017) were used to examine how recruitment and immigration policies may impact student recruitment and employment. Institutional websites and documents were analysed to understand the recruitment strategies of colleges, universities and governments, in view of this problem, and the hiring strategies of companies. This paper investigated how various actors employ different types of recruitment practices, some of which are informed by human capital assumptions, while others are best explained by credentialism.

Keywords: underemployment; engineers; credentialism

## **Higher Education Sector Development in China and Pakistan: Comparing the Role of the World Bank**

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**Aamir Taiyeb, PhD**

Paper presentation

Our conference proposal highlights how learning, skills development and policy formulation in Asian societies - particularly in the higher education sector - is affected by external donor agencies, such as the World Bank. We use Pakistan and China as case studies for our presentation; two very different but highly populous Asian societies, to identify the differential impact of external agency involvement in these two countries over time.

While China and Pakistan were at similar starting points in the late 1970s when the World Bank provided its first loans, grant and aid disbursements to both countries, the differences between both countries could not, today, be starker. Even today, the World Bank is in the midst of implementing a \$300M soft loan in Pakistan's higher education sector, while China instead of receiving funds, is rather actively funding development projects in Pakistan. While previous studies have addressed the World Bank's involvement from alternative angles (Drake, 2001; Collins & Rhoades, 2010) and in other countries, no such direct comparative study has yet been undertaken between Pakistan and China, to our knowledge.

Our presentation highlights, among other factors, the internal societal structures that contributed to China and Pakistan's development (using a historical institutionalism lens), and the lack or presence of a robust internal policy community in both societies to provide explanations that shed light on the very different outcomes experienced in the higher education sectors of both jurisdictions. We, furthermore, lean on the work of previous comparative scholars to speak to aspects of the study that can be understood through the lens of path dependency (Altbach, 1977), cosmopolitanism (Held, 2003) and constructivism (Ruggie, 1998).

Keywords: comparative higher education; World Bank; Pakistan; China

## **Holistic Qualitative Analysis Processes for Beginners**

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### Workshop

This workshop will employ personal experience with the EdD program at OISE to highlight pitfalls and roadblocks. Available supports and realistic expectations will be discussed. Time to share with other participants and develop a network is built into this workshop.

Coming from a quantitative science-math background, then moving into education later in my career, I was not familiar with quantitative research methods and processes. I would like to share my experience and learning so you might be able to avoid the difficulties I ran into and smooth your own journey.

The focus of this workshop will be qualitative education research processes, from getting a research idea to choosing methodology to data analysis. I will use my own research as an example for context, but this will really be about the holistic nature of qualitative analysis and changes that happen throughout this process.

Ideally, this workshop will appeal to you whatever stage you are in. Bring your own research and plan to discuss your process with peers in similar phases. I will break up my process into:

- Choosing a topic
- Choosing a method
- Doing a literature review
- Conducting interviews and observations
- Data analysis
- Creating a conceptual framework

There will be a brief introduction to how I did each of these parts and places where I struggled, then we will split into groups to discuss parts of the process in more detail and each workshop participant will have an opportunity to share where they are and get ideas about how to proceed and what might be next.

## **Hope Amidst Violence: Youth's Agency and the Learning Experiences to Transform Social Conflicts and Violence (Case of Iran)**

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Paper presentation

Citizen capacity to build sustainable peace, particularly in more violent contexts, requires peacebuilding agency; referring to the sense of hope, commitment, and capacity to understand social conflicts, causes, actors, and impacts, to envision alternatives to transform these conflicts, and to embody their own role in relation to the spaces of possibility (Bickmore, Awad, & Radjenovic; 2017). Youths in the Islamic Republic of Iran endure high levels of direct and indirect violence (IEP, 2019). Various learning opportunities (inside and outside schools) may contribute to nurturing youths' hope and agency to constructively handle the social conflicts around them, or on the other hand fuel destructive conflicts (violence). This study examines how the selected Iranian youths understand particular social conflicts and violence concerning them; how they envision alternatives to transform those conflicts and contribute to building sustainable peace; and how they view their learning experiences (formal/in-formal/non-formal) as informing and developing their peacebuilding agency.

The study follows a critical analytical framework by focusing on diverse Iranian youths' construction of meanings and narratives of social conflicts, peacebuilding citizenship agency, and learning experiences. It can help to inform principles and practices for enabling and promoting youths' agency in a Muslim-majority Middle Eastern country, affected by and affecting the high level of escalated conflicts in the region. The analyses approach also adopts an intersectionality lens (Hankivsky, 2014) to better understand how social positions such as gender, social status, and religion interact with the participating youths' experiences of social conflicts and their peacebuilding citizenship agency in Iran.

The study findings show that the type and level of sociopolitical conflicts that concern young people, as well as their perceived sense of agency varies across gender and socioeconomic status, suggesting the importance of matching the curricular content and pedagogical practices to youth's lived experiences of social conflicts that concern them.

Keywords: peacebuilding education; youth's agency; conflict transformation



## **How Positive Leadership Fosters Flourishing Relationships: Reflections from Four Master of Education Students**

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### Roundtable presentations

In this roundtable, we share four papers, each one consisting of a personal narrative, which focus on how the relationships we built with higher education leaders during our graduate studies fostered our academic, personal, and professional wellbeing. In addition to our narratives, we provide personal and collaborative reflections on the value of positive leadership in developing our identities with ourselves and our academic and professional communities. We analyze our reflections through a conceptual framework that emphasizes how positive leadership encourages positive deviation leading to positive academic and professional outcomes rather than reinforcing the status quo that focuses on resolving issues.

### Paper Summaries

Paper 1: The author's narrative focuses on her relationship with her supervisor when she was a Master of Education student at OISE. She elaborates on how her supervisor exemplified positive leadership by using an assets-based approach, and by practicing the gradual release of responsibility. This helped the author deal with imposter syndrome in an effective manner, as she tread on her Master's journey, eventually reaching the realization of her pursuit for academia.

Paper 2: In her paper, the author outlines her journey from secondary to graduate school, and the gradual realization of her academic pursuits. Through the guidance of her supervisor and support from her friends, the author discovered her newfound passion and proclivity for quantitative methods, opening up many research opportunities for her, including graduate assistantships and the completion of a major research paper. Her narrative emphasizes the importance of searching for your passion, reflecting on your experiences, and continuing to advocate for yourself regardless of the obstacles you encounter.

Paper 3: The author describes how his experience in graduate school motivated him to pursue a position as a Principal of an Indigenous school in Northern Ontario. The unwavering support of one his professors and his critical friends helped him make the transition to a novel community, reflect on the hardships of working in precarity, and juxtapose them with his learning of intergenerational trauma. His experiences with the leaders at OISE allowed him to envision his role as supporting his staff and students at the Northern school. This was embodied through connecting staff with medical staff and local elders that supported their mental well-being. The author continues to value these connections which have allowed him to build stronger educational communities in which members feel valued, supported, and ready to push forward to the next stage in their professional and personal lives.

Paper 4: This author's narrative examines how learning and growing in times of uncertainty and discomfort leads to a realization that, that is one of the places where positive leadership emerges. The community of care that surrounds an individual is what creates for innovative thinking through research and practice. In particular, her story looks at how my personal challenges lead to uncertainty in pursuing further education and developing my professional identity. It is through positive leadership that we are able to realize that the two are possible, given positive leadership that is mediated through supportive supervisors, managers and students.

#### Analysis of the Papers

We used the following guiding questions to crystallize the commonalities we found between our experiences:

How has our ongoing personal, academic, and professional development been supported, challenged, and shifted/altered by:

- 1) Positive leadership within higher education?
- 2) Interpersonal relationships cultivated during graduate studies?

Through critical reflection, we found three major themes that emerged from our narratives: positive leadership fosters holistic development; positive leadership within school fosters flourishing outside of school; and the complex nature of flourishing relationships.

Conceptual framework: The meta-theme of our framework is the divergence from linearity, parochiality, and dichotomy; and the scholarship on positive leadership is grounded within this meta-theme. Positive leadership is defined as a strategy that focuses on the extraordinary and what is possible looking forward (Cameron, 2010; Cameron, 2012; Cameron et al., 2017; Schimschal and Lomas, 2019). This differs from current leadership which maintains the status quo and takes a 'reactive' approach by concentrating on solving issues. It is a nascent theory that has recently gained attention in positive psychology (Schimschal and Lomas, 2019). Positive leadership extends the body of literature on leadership by focusing on 'abundance gaps' which identifies the difference between normal performance and exceptional performance, outcomes, and wellbeing. These degrees of exceptionality are achieved through 'positive deviance' which celebrates innovative and unique thinking (Cameron, 2010). Our narratives capture how MEd students achieve degrees of exceptionality through positive deviance.

Contribution/significance: Dialogue, reflection, and autobiography can be liberating and empowering (Waite et al., 2007). Waite et al. (2007) provided their own autobiographical accounts as a way to pave the path for students to use their own stories as data. By sharing our autobiographical accounts, we create a platform for self-empowerment. Our personal narratives, and their interweaving themes, delineate significant implications for scholars, policymakers, and leaders in higher education in understanding how positive leadership develops flourishing relationships and institutions. The emphasis on the holistic and

multifaceted dimensions, which we analyze through our conceptual framework, has system-level implications for higher education. Furthermore, we are extending the line of literature on positive leadership, by examining this concept and its nonlinear nature within the context of higher education. Lastly, through this roundtable, we will pay a collective tribute to the positive experiences we had during our Master of Education program, which would not have been possible without the leaders who helped us develop thriving relationships.

Keywords: flourishing; positive leadership; narratives; complexity

## **How to Combat Eco-anxiety Among Small Children**

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Paper presentation

How can educators combat eco-anxiety among young learners? Framed by learner centeredness, this literature review explores approaches to environmental education that can reduce this anxiety or phobia. Specifically, it tackles the anxiety and proposes that approaches should be contextualized, competence-oriented, and emotionally sensitive to empower students in their environmental learning. This review collects findings from empirical articles and government documents that shape its main arguments. Since these approaches center learners in their learning, it finds that they can address learning challenges such as overburden in cognitive load, disconnection to real life experience, and depressive views of the value of this education. Further, it also investigates challenges faced by schools in adopting these approaches, and explores supports that are available to them in Ontario. It also finds that the missing component in this area in pre-service training, lack of support at many levels of education system, and the inflexible assessment all lead to a deadlock of adopting better approaches in this field. Given that Acting Today and Shaping Tomorrow is widely used by school administrators to guide their environmental education, this review might be helpful in providing educators with insights on refining their current approaches to this important field.

Keywords: eco-anxiety; approaches; environmental education; challenges; supports

## **The Impact of Quebec's Educational Policies on the Identity of Racialized Students**

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Degree program—MA, Educational Leadership and Policy

Paper presentation

In 1971, Canada became the first country in the world to establish a multicultural policy at a federal level (Gosh & Abdi, 2004). Quebec was the only Canadian province to reject multiculturalism, given that each province has exclusive authority over education policy, and adopted its own intercultural education policy (Gosh & Abdi, 2004). Through the interculturalism lens, Quebec was the first province to put in place strategies to eliminate all forms of discrimination by providing minorities with the opportunity to work towards equality despite their backgrounds (Gosh & Abdi, 2004). However, Steinbach (2012) argues that Quebec schools remain resistant in welcoming students from different backgrounds, despite the promotion of the concept of *vivre-ensemble* (to live together) initiated by the Quebec Ministry of Education. At this time, intercultural education risks emphasizing cultural differences and lacks developing serious reflection and understanding of others (Ouellet, 2002; Gosh & Abdi, 2004; McAndrew, 2001; Pagé, 2004 as cited in Steinbach, 2011). The purpose of this qualitative research is to provide a global overview of equity policies (intercultural education, diversity and inclusion) by exploring the direct impact they have on past students who have gone through the Quebec public education system. This narrative inquiry explores the school experience of students with multiple cultural identities and gives a voice to the second-generation immigrant students in the Quebec public education system. Through semi-structured interviews, the researcher was able to retrace 4 themes: (1) Parents' influence, (2) school demographic, (3) Teacher diversity and (4) sense of belonging. The conceptual framework used to analyse the data was inspired by Jim Cummins' (1996) coercive and collaborative relations of power framework. It essentially depicts how different relations of power influence educational structures and educator roles which in result impact the micro-interactions between educators and students and thus creates a space to negotiate identities.

Keywords: inclusion; diversity; equity; interculturalism; multiculturalism; identity

## **The Impact of Teacher Leadership on Teacher Self-Efficacy**

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Paper presentation

Teacher leadership has numerous consequences for the education field on the micro and macro level. Being a teacher leader requires teachers to understand and believe in their ability to influence and lead change, which requires teachers to be self-efficacious. Teacher self-efficacy is an important catalyst for the development of students and schools. This paper will explore the connection between teacher leadership and teacher self-efficacy, to highlight the importance of developing teacher leadership to improve the education system through Bandura's theoretical concept of self-efficacy and the researcher's conceptual design for teacher leadership and teacher self-efficacy. The researcher used previously conducted research and conducted one-on-one interviews using open ended questions with teachers to answer the question of how teacher leadership impacts teacher self-efficacy. Participants were recruited through the researcher's contacts at OISE and through work. A preliminary analysis of the interviews indicated that teacher leadership supports teachers beyond the classroom, nurtures collaboration and according to the participants it has the capacity to build teacher self-efficacy. It can also be concluded that both concepts bolster each other and collectively impact teacher practice and thus student achievement. Although there are limitations to this study, it will form the basis for understanding teacher leadership and how it supports teachers' beliefs of their own practice.

Note: the research is ongoing

Keywords: teacher leadership; teacher self-efficacy; elementary education; Ontario education; collective teacher efficacy; distributive leadership

## **In Support of Pedagogical Salutogenesis: Exploring Holistic, Traditional and Indigenous Health Methodologies Toward an Ethic of (Self/School) Care**

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Paper presentation

Emerging from the author's subjective experiences with chronic illness and injury coupled with fifteen years of work as a therapeutic holistic health consultant and educator, this empirical literature review was submitted in compliance with the requirements for a Master of Arts Degree in January of this year 2020.

21<sup>st</sup> Century health literacy and health promotion in Ontario public schools reflect international shifts towards considerations of mental health, student wellbeing, whole-child education and comprehensive school health practices. This thesis situates these contemporary trends in the history of pedagogical salutogenesis in Ontario, drawing attention to the emerging integration of holistic, traditional and Indigenous health methodologies in elementary health education curricula. Drawing upon critical ontology, health identity and salutogenic theory, themes of holism, embodiment and environmental interdependence are explored through an empirical qualitative literature review, comparing the lenses of Ontario elementary curricula with select holistic, traditional and Indigenous health methodologies. Adapting Foucault's (1997c) 'care of the self' for the context of health construction, an Ethic of (Self/School) Care is proposed as both a foundational component of individual health literacy and promising avenue for collective school culture, arguing for authentically holistic, culturally safe and ethical spaces to facilitate salutogenic school praxis.

Expanding beyond curriculum, a regenerative ecological design approach is positioned as a future social imaginary for how health could be co-created between staff, teachers and students. Additionally, select spiritual philosophies are explored, associating individual health cultivation with self-realization as a sacred and artful pursuit, weaving individual well-being with community and planetary goodness, beauty, peace and harmony. The demonstration of natural coherence between the methodologies presented in this thesis and the blossoming vision of current Ontario health education initiatives, recognizes the existing resonance between diverse cultural, epistemological and methodological voices in endeavours of holistic wellbeing for humans, other-than humans, and all life on Earth.

Keywords: holistic education; Indigenous health methodologies; holistic health promotion; regenerative vs. integrative school culture; embodied health education; student wellbeing; teacher wellbeing

## **Invisible Work and Hidden Labour in Ontario's Public Education: A Decolonizing Institutional Ethnography of Mothering and Teachers' Work**

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Paper presentation

This session highlights the impact of Institutional Ethnology (IE) as a consciousness raising critical method of inquiry which, as an alternative sociology, brings into view the institutional governance mechanisms for people whose work is coordinated and regulated by institutional texts and textually mediated discourse. By doing so, IE fills a glaring gap in methodology and mindsets in the academy by inviting participants to engage in an ontological shift. This session invites participants to envision new ways of viewing knowledge production and re-imagine the possibilities of policy implications by methodologically taking into account the lived realities and everyday experiences of people—both mothers and teachers — as the starting point of research and therefore, the key to social change in education

Ontario's Ministry of Education coordinates the various aspects of the K-12 education through policy texts, curriculum documents, informational texts and policy instruments addressing a wide range of topics through its Capacity Building Series. Smith (2001) argues that “texts and documents are essential to the objectification of organizations and institutions and how they exist as such” (p.160). One such key text, *Parents in Partnership: A Parent Engagement Policy for Ontario Schools* (2010) asserts a view of how parents must interact with schooling in Ontario. It posits that when “parents are engaged and involved, everyone — students, parents and families, teachers, schools and communities — benefits, and our schools become increasingly rich and positive places to teach, learn and grow” (p.5). The Parental Engagement Policy re-appears in all subject based curriculum documents of the OMOE, and using gender-neutral language, lays out the roles that parents must perform in order to support student achievement and learning.

I am interested in the gendered labour of women for schooling that Griffith and Smith (1991, 2005) call “mothering” and “mothering work” for schooling (pp. 81, 2). I am also interested in teachers' everyday work and working conditions (Manicom, 1984; Bascia & Rottmann, 2011), and the relationships between mothering work and teachers' labour that emerge from school-family partnerships (Epstein, 1995; Lareau, 2003; Pushor, 2015).

My research questions are as follows:

1. How does Ontario's Ministry of Education's Parental Engagement Policy (2010) coordinate and organize the work of mothers and teachers in the Grade 4-6 panel of GTA public schools?
2. What is the supplementary educational work done by women engaged in mothering work for schooling?
3. What are the similarities and differences between mothers' supplementary educational work and the aspects of parental engagement outlined in the Parent Engagement Policy?
4. How do mothers' and teachers' accounts of their everyday work in their local sites bring to light the social organization of knowledge within textually mediated relations of ruling?

My research examines the gendered work of women for schooling & teachers' labour in GTA schools within the framework of Ontario's Parent Engagement Policy through multilingual in-depth interviews.



Through multilingual in-depth interviews conducted during this study, I examine ways in which mothers and teachers of students in Grade 4 to 6 educators do their work that supports to support schooling.

Keywords: Institutional Ethnography (IE); knowledge production; epistemology; work; mothering work; texts; textually mediated discourse; relations of ruling; ontological shift; the problematic; standpoint; expert knower/standpoint informant

## **Islamic Education: Directions and Strategies in Era of Globalization and Fundamentalism**

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Department of Leadership, Higher and Adult Education

Degree program—MEd

Paper presentation

The rise of fundamentalist worldviews from ISIS in the Middle East, Boko Haram in Nigeria and affiliated and disenchanted youth groups in Europe and North America, and as equally troubling, the suppression of Muslims minorities in Middle East and China have raised alarms in governmental, societal and educational circles across the Muslim world and the entire globe. These dynamics added to the compounding issue of technological and capitalist expansions into the daily lives of Muslim (hyper-secularization) has, in turn, called into question what role if any Islamic Education can play in the face of assailing secular education and zeitgeist and in countering extremism, fanaticism and Islamic subjectivity and identity under attack and constant manipulation. In this article, using theoretical paradigms on Islamic education, pluralism, comparative analysis, and critical thinking models, I attempt to use examples from various jurisdictions to provide remedies and policy directions to Islamic educationalists and policymakers. The ultimate objective is to provide a framework for Islamic Education and Religious Education, in general, to foster inclusivity, diversity and counter any extremist and exclusionary educational and social discourses that support secular/religious fundamentalist ideologies.

Intro/Background:

- Islam in Modern world
- Diversity in Islam
- What is Islamic Education?
- Secular Education and rise and counterweight of Islamic Education

Rationales:

- Understanding the role Islamic Education in the modern world
- Understanding how Islamic Education can contribute to and co-exist with modern Secular Education (especially citizenship education)
- To provide policy ideas to use Islamic Education to counter radicalism among Muslim youth and foster inclusivity and diversity

Theoretical Frameworks: I use combination of four if permitted

- Modernization Theory
- Types of Religious Education and by extension Islamic Education
- Critical Thinking models
- Religious Capital Theory

Case Studies:

- Iran
- Saudi-Arabia
- Islamic Schools in Toronto

Implications:

- Recognizing contexts, specificity of the country and pace of reform
- Teacher Education Reform (Islamic Educators)- Exchange of faculty/researcher and teachers across the world
- Curricular reform- Interpretative approach to reading of Koran and Hadith
- Community-based Mentoring system
- Promotion of complimentary system of education in which Islamic Education is part of the general education delivered.

Keywords: Islamic education; fundamentalism; inclusivity; new policy framework; secular education

## **A Longitudinal Approach to Inequalities in Access to Higher Education in Brazil**

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Degree program—PhD, International Visiting Graduate Student

Paper presentation

The development of a higher education system in Brazil may be considered late even for Latin American standards. In spite of this delay, it is possible to observe a solid expansion of the number of spots in public and private universities over the last two decades. From 1995 to 2015, the number of enrollments in undergraduate courses increased from 1.7 to 8.0 million, and the net enrollment rate jumped from 6.8% to 21.3% among the population aged 18-24. Nevertheless, the process of increasing educational supply was not necessarily followed by the reduction of disparities in students' access. This doctoral dissertation research aims to understand recent patterns of social stratification in access to higher education in Brazil, from 2009 on, through a longitudinal approach whose starting point is a cohort of young high school graduates. Therefore, we expect to describe different educational trajectories among youngsters, and fit longitudinal models in order to investigate demographic and socioeconomic factors associated with the access to postsecondary education. Our preliminary results show that 52% of youngsters manage to enroll in an undergrad program up to five years after high school graduation. Moreover, these findings are highly uneven according to social categories such as age, race, socioeconomic status and regional boundaries, and shape students' trajectories since the very first experience with the selective process for admission. Since this is the first panel study to address inequalities in access to higher education in Brazil, we believe our findings may help to clarify how educational stratification is constructed year after year, and therefore provide useful evidence for public policies aiming to increase access in a more egalitarian way.

Keywords: educational stratification; longitudinal models; panel study; postsecondary education; Sociology of Education

## **Major Challenges Faced by Rural School Principals in the Ontario Context**

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Degree program—MEd, Educational Leadership and Policy

Poster presentation

Issue/ Research problem

According to the Organization for Economic Cooperation and Development (1996), Canada has a huge rural-urban gap with respect to levels of education in the workforce among OECD countries. Rural areas in Canada are “experiencing out-migration, higher unemployment, and lower incomes” (Bollman, 1999). As the largest province in the country, Ontario experiences the rural-urban difference in educational outcomes (school conditions and economic conditions as two factors) as other provinces do. Before 2018, rural and urban areas in Ontario are treated unequally as two different worlds under the Liberal government (D’Amato, 2017).

Purpose, Motivation and Research Question

My personal experience as a student studied and lived in a small county in China inspired me to investigate rural school issues, more specifically, the challenges faced by rural school principals. The purpose of my study is to explore the major issues faced by rural school principals in their leadership position and the strategies they use to address the issues.

The following questions will guide my research study:

- 1) What are the major challenges confronting Ontario’s rural school principals in their leadership position?
- 2) How do rural school principals address the major challenges they confront?

Sub-question

- 3) What could the government, administrators, and policy-makers do to strengthen rural education and ensure a sustainable rural school development?

Methodology

I will conduct a qualitative research interviewing 6 to 7 rural school principals one-in-one who work in rural Ontario.

Significance of the study

Very little research exists with a focus on rural context, while there is a lot of information about urban places. Also, there is a widely accepted misunderstanding of rural areas being white and wealthy. My study will help people better understand rural issues, rural schools, and rural education focusing on rural school principals’ perceptions and work experience.

Keywords: rural school leadership

## **Masculinities and Education: Peer Group Agency in a Brazilian School**

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OISE / University of Toronto & University of São Paulo (Brazil)

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Degree program—PhD

Paper presentation

Since the second half of the 20th century, Brazilian girls and women have better education indicators if compared to boys and men. However, one can only compare boys' and girls' indicators from the same segment of race since the white population presents better school trajectories than the black population. Thus, Brazilian black boys are the group with the most significant difficulties in their schooling process. Considering the lack of research about masculinities in Brazil that try to understand the boys' experiences at school, taking into account the pupils' interactions, my objective is to analyze how the peer group's collective conceptions affect their engagement at school. Ethnographic research was conducted in a public middle-school between March and December 2018. Participant observation took place mainly among students from the ninth-grade, the last year of the elementary school in the Brazilian education system. To analyze the data, I am relying on an intersectional approach from Black and Women of Color feminism and in Masculinities' Studies. Emerging themes include a dominant association between femininity and school engagement among boys, which is not profoundly discussed in Brazil, although it is common in the Anglophone literature about working-class schooling. Also, a collective conception about masculinities that emphasize controlling emotions, confronting authorities and breaking the rules. Finally, not all the boys have troubled school experience, and I explore how different groups negotiate with these collective concepts, seeking to highlight how race, gender and class inequalities structure the everyday interactions among students.

Keywords: peer groups agency; ethnography; intersectionality; masculinities; schooling

## **Mixed Methods Approach to Exploring the Impact of Sport-Related Concussions on Children's Mental Health**

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Poster presentation

A concussion is a form of Mild Traumatic Brain Injury (MTBI) and is often the term used to describe a head injury suffered through sport (Mrazik, Brooks, Jubinville, Meeuwisse & Emery, 2016). Concussions in children have a negative secondary impact on educational and social attainment (McCrory, Collie, Anderson & Davis, 2004). However, limited research has been conducted to assess the impact of concussions on children's mental health. The purpose of this research is to: (i) assess the impact of concussions on child athletes' depressive symptoms; (ii) assess the efficacy of active rehabilitation in reducing child athletes' depressive symptoms and recovery time; (iii) explore the impact of concussions on child athletes' self-image; and (iv) explore parents' perceptions of their child's self-image throughout the recovery process. Overall this research seeks to determine how sport-related concussions impact children's mental health throughout their recovery. Participants will include children ages 7-14 years, who experience sports-related concussions and who participate in active rehabilitation protocol at their designated clinic. Children will be assessed on the Short Mood and Feeling Questionnaire (SMFQ) following their concussion and 4-6 weeks post-concussion. Participants will also complete an interview with their parents, focusing on their thoughts and feelings throughout recovery. Data collection for this study will conclude in the Spring of 2020. Quantitative results from the SMFQ will be analyzed to determine if and when depressive symptoms occur post-concussion. The qualitative interview data will be analyzed using thematic analysis in order to determine common themes in children's feelings throughout recovery. Triangulation methods will be used to examine the overall impact of concussions on children's mental health throughout recovery. By exploring the impact on the children's mental health and by determining how depressive symptoms present post-concussion, intervention strategies can be implemented to help provide support for children both within and outside of the school setting.

Keywords: children's mental health; depression; early intervention; self-image; sport-related concussion; traumatic brain injury (TBI)

## **Moving Toward Universally Accessible Work-Integrated Learning (WIL): Exploring the Experiences of Diverse Learners**

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Paper presentation

Work-integrated learning (WIL), particularly structured work experience programming, i.e., “familiarization with the world of work within a postsecondary education programme (e.g., field experience, professional practice, co-op, internships)” (Stirling, Kerr, Banwell, MacPherson, & Heron, 2016, p. 5), is increasingly being called to fulfill “the skills gap” and enable better student transitions from postsecondary education to the labour market (BHER, 2016; Sattler & Peters, 2013). Significantly, the Government of Ontario has recommended that all students take part in at least one WIL experience before graduating (Conway, Campbell, Hardt, Loat, & Sood, 2016). Though about half of postsecondary students in Canada currently partake in WIL throughout their studies (BHER, 2016), research purports that there are barriers to WIL participation (R. A. Malatest & Associates, 2018), particularly for diverse groups of students, such as students with disabilities, international students, and Indigenous students (Burgstahler & Bellman, 2009; Jackson, 2017; R. A. Malatest & Associates, 2018); yet little is known about the specific nature of these barriers.

My doctoral dissertation will utilize qualitative methodology to explore the following research questions: What are diverse learners’ perceptions and experiences of their participation in Ontario university structured work-integrated learning programs? What types of barriers and/or benefits do diverse learners perceive regarding their participation in Ontario university structured work-integrated learning programs? In-depth interviews will be conducted with diverse learners from several Ontario universities who have completed a structured WIL placement as part of their academic program.

Dissertation findings may provide universities, employers, and government with valuable insight regarding hidden barriers to WIL participation. The study may also inform best practices and recommendations for improvement to existing frameworks regarding experiential learning quality and accessibility, including universal design.

Keywords: work-integrated learning; higher education; diversity; inclusion; equity; accessibility; theory-practice integration; career development learning; experiential learning



## **The Music Den: A Model for Experiential Learning in Higher Education**

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Paper presentation

This research examines experiential learning in postsecondary education through Ryerson University's Music Den: an experiential program that brings together students, educators, entrepreneurs, and industry professionals to develop collaborative and innovative projects, products and services for the music industry. The program is a part of Ryerson's "Zone Learning" initiative, a "model of experiential learning built to prepare students for the 21st century workplace by providing opportunities for them to work on real projects, causes, companies or startups" (Ryerson Zone Learning).

In *Growing as a Teacher: Goals and Pathways of Ongoing Teacher Learning*, Beck and Kosnik (2014) assert that there is an "urgent need for a more adequate vision of teaching: one that combines theory and practice and is comprehensive, integrated, and feasible" (p. xxiii). The Music Den is a step towards this vision of education, guiding students largely through "informal learning opportunities", as they work with hands-on projects emphasizing entrepreneurship, risk taking, technology, and personal reflection. Through these projects, students broaden their understanding of and situate themselves in the music business through examination of some of the commercial, social, and technological systems that are the foundation of the industry.

This study is an innovative attempt to design, enact and analyze experiential learning and curriculum design in postsecondary education. It will study a cohort of undergraduate students through the 12-week Music Den program. It is my hope that this approach can be enacted and built upon by other educators, and further inform experiential and entrepreneurial learning models across higher education.

Keywords: higher education; experiential learning; entrepreneurship

## **Navigating Dilemmas in “Going Gradeless”: Experiences of Teachers in Ontario, Canada**

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Paper presentation

The purpose of this study is to examine how teachers have navigated dilemmas as they shift their assessment practices from mark-based to gradeless.

Key Questions:

1. What compels teachers to shift their instructional practice from marks to “gradeless”?
2. What dilemmas do they face, and how do they navigate them?
3. How are teachers implementing “gradeless” practices in their classrooms?
4. What appear to be promising practices?

Conceptual Framework

Teachers encounter dilemmas in their shift in practice from marks and grades to a feedback-based model of assessment:

Conceptual Dilemmas:

- Definition of Learning
- Definition of Assessment

Pedagogical Dilemmas:

- Role of Assessment in Learning
- Impact of Grades and Marks
- How to Assess

Cultural Dilemmas:

- School Culture
- Classroom Culture

Political Dilemmas

- Assessment Policy
- Teacher Change

Method

Secondary school (grades 9 to 12) teachers who have self-identified as “going gradeless” were recruited to be interviewed from within the province of Ontario, where they are governed by educational policy set at the provincial level. The researcher optimized diversity of disciplines, years of experience, and types of secondary schools in both urban and rural settings. A total of 28 teachers participated in interviews to examine their assessment choices and decisions to go “gradeless”, the policies within which they function, the impact that both policy and pedagogy have upon their students, and how they are navigating the dilemmas they face.

#### Researcher Positionality

I have been a secondary school teacher, an instructional technology resource teacher, a department head, an instructional coordinator responsible for instructional technology and business education in the curriculum department of a large school board, a secondary vice-principal in three schools, and a principal of two secondary schools over 35 years working in education in Ontario. I am currently completing my dissertation in the Ph.D. program at OISE.

#### Findings of the Study

Teachers are able to remove “marks” from their practice while complying with provincial assessment policy, thereby improving student achievement, empowering students with voice and choice, improving equity, and creating a climate of learning and care in their classrooms. They do so using a range of technologies from simple paper and pen to sophisticated databases that link to curriculum standards and provide access for students, administrators and parents. Even where this shift is mandated via a “top-down” initiative, where teachers did not initially “buy in” to the initiative, they are seeing improvements in both student achievement and classroom climate. I will share why teachers have felt compelled to change, describe their change process, and celebrate the impressive results they have achieved “going gradeless”.

Keywords: gradeless; assessment; teacher change; policy

## **Parent Involvement in the Lives of College Students in Ontario**

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Department of Leadership, Higher and Adult Education

Degree program—PhD, Community College Leaders Cohort

Paper presentation

I am a PhD candidate at the Ontario Institute for Studies in Education, University of Toronto. For my dissertation, I conducted a research study exploring parent involvement in the lives of postsecondary students. Through content analysis of Ontario college publications, telephone interviews with college employees, and online surveys of students and their parents, I have gathered empirical evidence describing parent involvement in the lives of prospective and enrolled college students in Ontario. Specifically, my findings have captured participant accounts of instances in which parent involvement has been described as helping students and instances when parent involvement has been described as hindering student success. I would like to participate in the OISE Graduate Student Research Conference 2020 in order to share and discuss my findings. My findings suggest that parent (family) involvement has relevance to discussions on how education professionals and institutions can support student success in higher education.

Keywords: parent involvement; community colleges; parents of students

## **Part 1: International Educational Settings Through Organizational Lenses — What Can We Learn?**

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### Roundtable presentation

This roundtable includes a set of papers which apply concepts and frameworks from contemporary organizational theories and new institutionalism to shed light on educational issues in the K-12 system. It focuses on topics related to the international context, covering global initiatives and international school experiences. As such, it includes an exploration of PISA's logic, caveats and influence as an international large-scale assessment, a review of a would-be universally-valid teaching evaluation model proposed by the World Bank, and an analysis of the impact of political and economic factors in Chinese international schools. Our discussion aims to explore the effects organizational structures and processes can have on the topics at hand. It is important to note that this discussion is twofold, in which this roundtable will be emphasizing these concepts with an international focus, whereas another one will be exploring them within a domestic setting.

### Abstracts

#### Paper 1 — Accountability goes global? Looking at PISA's power and caveats

The OECD's Programme for International Student Assessment (PISA) has been growing in reach, scope, and influence around the world. At the same time, PISA faces strong criticism in relation to its assumptions, effects and potential long-term consequences. In this respect, PISA combines a high-profile stance as a policy-oriented tool with contrasting views among researchers and practitioners. This "unsettling divide" (Hopfenbeck et al., 2018) forms the backdrop of this paper, which looks at PISA through organizational theories to unpack its implicit and explicit rationales, logics of operation and outcomes. Drawing from the literature and concepts derived from rational systems approaches and the social efficiency paradigm (Schiro, 2013; Mehta, 2013), as well as new institutional frameworks related to educational isomorphism and legitimacy-seeking in institutional environments (Meyer & Benavot, 2013), I explore three interrelated issues: 1) reasons for PISA's appeal; 2) arguments mobilized in the debate around PISA's value; and 3) PISA's potential to impact domestic education policy and reform. My analysis, based on secondary sources and documents, argues that PISA's power and limitations seem to lie in somewhat coinciding features, related to its conceptualization, design and to the OECD's position in the global arena. And while PISA generates normative pressures for isomorphism and the risks of

countries a-critically embracing “best practices”, I identify a somewhat more positive account of using PISA not as a tool of global accountability, but as a way to foster cross-cultural learning (Mehta & Peterson, 2019). Given the appeal of PISA among policymakers and the wider community, figuring how to steer it in this direction seems to be an important direction for further research.

#### Paper 2 — The simplifying myth of universally-effective teaching practices: the case of the World Bank’s TEACH initiative

Governments and global education actors are increasingly concerned that enrollment gains in low- and middle-income countries (LMICs) over the past 20 years have not resulted in increased learning outcomes. Goal 4 of the Sustainable Development Goals reflects the shift in attention from access to learning. However, reforms to improve education quality are more difficult to achieve than improvements to school access, as they require change at the core of educational practice (Hickey & Hossain, 2019a). To overcome this challenge, two contrasting views exist. The first focuses on improving monitoring, accountability, and seeks technical solutions to boost learning outcomes. The second argues that teachers are disempowered, and require more support, discretion, and professionalization. Both perspectives see teacher practice and classroom observation as key levers to affect change in learning achievement. Yet they differ in their understanding of effective practice and of how classroom observations should be designed and used (World Bank, 2018c). This paper examines these competing logics by taking the case of TEACH, a World Bank initiative launched in January 2019. An open-source classroom observation tool and approach, TEACH aims to evaluate effective and ‘universally-applicable’ teaching practices in LMICs. Recently introduced, TEACH has not yet been extensively analyzed in the policy and academic discourse on the learning crisis. Nor has it been contrasted with existing classroom observation tools and teacher evaluation systems. This paper aims to fill this gap. It argues that TEACH aligns strongly to an accountability logic. However, despite its intention to improve teacher practice, TEACH fails to appreciate the complex and responsive nature of teaching, the role of culture, context, and school leadership, all characteristics of other classroom observation approaches and high-performing education systems. The paper briefly discusses similar, but potentially more promising, initiatives using technology to capture effective teaching practice across countries, as a way forward.

#### Paper 3 — Impact of economic and political factors on international schools in China

After decades of restricted economic development and political isolation, China cautiously opened its doors in the late 1970s and has achieved dramatic economic growth which is accompanied by changes in education. International schools rooted from the opening policy since 1980s with the original purpose to provide education to students holding foreign passport whose parents are working as foreign experts in China, followed by establishment of bi-lingual schools since the beginning of the century and international division in public high schools in the past decade. The number of new international schools increased every year, but there is a downward trend in 2019. With the assumption that the capacity of current international schools is not meeting the market demand, it would be necessary to examine the economic and political effects on international schools to better understand this particular education sector in China.

Market demand and central governance exert different impacts and constraints towards each of the three main international streams, international schools for students holding foreign passport, private schools running international programs, “public” international schools / programs. This study aims to use new institutional theory and ecological theory in education to analyze the economic and political impact on the international school market in China, with comparison among the three different types of schools.

Research questions include: 1) Analysis of when and how international schools emerged in mainland China; 2) Using and extending the logics of new institutional and market theories to analyze the impact of

markets on international schools in mainland China; 3) Research into educational policies to understand how international schools find their niches and survive under the constraints from the central governance.

Keywords: organizational theories; new institutionalism; PISA; World Bank; international schools

## **Pathways to the Presidency: Preparing a U15 President**

**Chad Nuttall**

OISE / University of Toronto  
Department of Leadership, Higher and Adult Education  
Degree program—PhD, Higher Education

Paper presentation

This presentation is focused on an unpublished paper on U15 university presidents. An examination of the preparation for becoming a president is examined using the literature and theory and an empirical study. The results of this analysis will be shared in the presentation.

In the first section, there will be an exploration of the theoretical foundation. Three theories are introduced and applied to the higher education context by higher education scholars: Institutional Theory as described by Austin and Jones (Austin & Jones, 2015), Social Network Theory as used by Birkholz and Shields (Birkholz & Shields, 2017) and Academic Capital as described by Deem (Deem, 2006).

The literature review spans a range of topics related to academic leadership and university presidents. There is very little empirical research in the literature relating to Canadian university presidents. There are important two important exceptions are Muzzin and Track 1981 study that is a wonderfully exhaustive study of Canadian university presidents, and Turpin et al 2014 study examining the length of service of Canadian university presidents since 1840. There are however some very interesting American studies that are cited extensively in the review.

Lastly, there is a short empirical study of U15 presidents. Within the limits of a term paper, I have explored current presidents of U15 institutions. Based on an analysis of their publicly available biographical information and hiring announcements I draw some analysis on their education from undergrad through to PhD, their most recent administrative posting and several other interesting pieces of biographical information. Of particular note is that most U15 Presidents received a PhD from a U15 institution and almost half of the U15 Presidents were presidents at an institution prior. The paper closes with some concluding remarks and recommendations for future research.

Keywords: president; U15; academic leadership



## **The Pedagogy of Intra-active Entanglements with Clay**

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Paper presentation

Through research-creation I want to explore the pedagogy of a ceramic practice attuned to emergent, and co-constitutive “intra-active entanglements” (Truman, 2019, p. 4) between human and non-human others. Framed by my experience as an arts educator and ceramics technician in a ceramic-based program for marginalized women, this speculative inquiry is lured by the latent, affective lessons felt in responsive engagement with material teachers—an emergent space for creative, therapeutic and skill building work. Clay, autonomously responsive to touch, demands an ethics of care in the making. Assisted by feminist new materialism and deleuzeguattarian ways of being I observe clay as more than a plastic material: a pedagogical co-creator offering lessons of fragility and strength in community, forming along with the maker. By facilitating intra-actions driven by speculative pragmatism, power is shifted away from the finished object, towards material exploration and its resulting affects. This inquiry asks: can clay—without dogmatic instruction—inspire critical awareness or raise consciousness? I speculate that an ethics of care may slowly erode a structuralist ordering of the world, as one enters into dialogue with the alchemy and autonomy of clay, teasing out ontological lessons of being in community. Learning with clay, as an agential mentor is a philosophical sense orienting that is felt, not told. I will explore these worlds where materials tell their own stories and instruct their own pedagogy, through the words, gestures, and products of work in the studio.

Keywords: art; pedagogy; feminist new materialism; affect; community

## **Policies Affecting Clinical Training of International Pharmacists in Canada**

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Paper presentation

In October 2018, the Pharmacy Examining Board of Canada released a report showing that only 41.1% of International Pharmacists pass the Pharmacy Qualifying Examination compared to 91% of Canadian graduates. International Pharmacists (IPs) have obtained their pharmacy degree from a university outside Canada and are not recognized as licensed pharmacists, and according to immigration rules they are either categorized as “immigrant, refugees, or some other status”. Therefore, this study aims to answer two questions: What are the differences in implementation of clinical training for International Pharmacists between the four provinces? What are the factors governing the clinical training resources for International Pharmacists within the four provinces? I used a descriptive and explanatory policy analysis of regulator’s policies governing the pharmacy license within Canada. The focus was on four provinces including Ontario, Alberta, Québec, and British Columbia (BC), where comparisons are drawn between domestic pharmacy students and International Pharmacist. The descriptive data is presented through International Pharmacists passing rates in licensing examinations, and explanatory data are provided by detailing the policies and procedures dictating licensing procedures for both domestic and International Pharmacists within the four provinces. The theoretical framework used was to examine the essential boundaries and challenges faced by International Pharmacists when integrating into the pharmacy field within Canada. Exclusion of International Pharmacists will be examined through regulatory exclusion and education exclusion within the theoretical framework of professional closure. When examining current integration systems in these provinces, differences in clinical training period requirements become apparent. Some provinces have already started efforts towards better integration frameworks in terms of clinical training for international pharmacists such as in Alberta and BC, however, there is a need for a more unified effort towards tackling this issue that involves all the provinces.

Keywords: international pharmacist; policy analysis; licensing procedures

## **Professional Identity and Career Longevity of Native English-Speaking Teachers**

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Paper presentation

Since the launch of the English Program in Korea (EPIK) in 1995, thousands of teachers have joined EPIK, with the numbers rising every year (Jeon, 2009). With the increase of Native English-Speaking Teachers (NESTs) stepping into South Korean classrooms, there has been a growing attention to the professional identity of NESTs as well as their impact on the communities that they are a part of (Yim & Ahn, 2018). Current literature that addresses the professional legitimacy of NESTs, reveal a lack of support in professional growth and a limited sense of belonging in NESTs. However, existing research have been limited to document analyses and case studies that either focus on the relationship between NESTs and their co-teaching Non-native English Speaking Teachers (NNESTs), or the hiring practices of South Korea’s metropolitan offices of education (MOE). Additional research in this area is important as the contrasting perception of NESTs between South Korean NNESTs and MOEs are often left out of the discussion. While NESTs are regarded as the “ideal” English teachers by the MOEs that hire them, they are often seen as “outsiders” by their new community and colleagues (Jeon, 2009). As a result, local schools continue to have trouble retaining NESTs despite efforts to mitigate the high attrition rates (Howard, 2019). Therefore, research is needed to examine how the preconstructed professional legitimacy of NESTs are challenged or reaffirmed through the experiences NESTs have in their schools. In order to do so, we must first address why NESTs pursue English teaching careers abroad in the first place, and how their expectations and subsequent experiences influence the development of their professional identities. Only then can we move forward to address the potential for career longevity for NESTs. In my study, I will review existing literature on the professional identities of NESTs through two contrasting theoretical lenses, native-speakerism and legitimate peripheral participation. Through these two frameworks, I will then examine how the experience NESTs have in South Korean classrooms shape their perceived professional legitimacy and how the fulfillment or subversion of their expectations influence whether they remain in their schools long term or leave after a couple of years. Finally, I will address how South Korea’s metropolitan offices of education can increase the retention of NESTs through policy reform and program changes that improve the professional legitimacy of educators teaching English as a foreign language (EFL) in South Korea.

Keywords: native English-speaking teachers; English as a foreign language; native-speakerism; legitimate peripheral participation; EPIK

## **Radical Lawyering Within Retrenchment Agendas: Reimagining and Reigniting Transformative Pedagogies and Movements Within Poverty Law**

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Paper presentation

Through organizing against the closure of approximately fourteen free and independent clinics in the Greater Toronto Area into three mega-sized clinics, with the grassroots organization “Keep Neighbourhood Legal Clinics” (the “Keepers”), questions about the philosophy of the legal clinics have emerged (Varga, 2017). The “Keepers” challenged the top-down agenda behind the GTA legal clinic mergers through meetings and events around the City of Toronto, proposing an alternative ‘bottom-up’ understanding of clinics within this-processes of clinic change (Ibid). The proposed mega-clinics (the size of a third of Toronto), would have been more bureaucratic, hierarchical, and threatened to sever long-forged relationships between legal clinics and their local communities (Ibid). Radical pedagogies, often forged through working with marginalized and oppressed communities on social change, align well with concepts of “rebellious lawyering” (Lopez, 2005). Within the context of retrenchment and “cost savings” agendas, Ontario’s Legal Aid clinics, many of which were founded upon philosophies of “Poverty Law” are pushed to confront their underlying philosophies (Wexler, 1970). Clinics, as (potential) spaces of transformative learning, adult education, and movements-for-change, have much to add to educational principles, when working solidly within community-based “praxis” (Bettinger-Lopez, et. al, 2011; Freire, 1972). This paper presentation reviews the literature on “rebellious lawyering,” and “critical legal theories,” informed from the “standpoint” of feminist, critical, class-based, decolonizing and antipsychiatry epistemologies, within the context of legal clinic cuts and mergers (Lopez, 2005; Smith, 1997; Burstow, 2015). This paper will call for the reinvigoration of “rebellious lawyering” as a call to action within the present climate of retrenchment agendas.

Keywords: rebellious lawyering; radical pedagogies

## **Role of an Evidence-Based Policy Dialogue to Improve Quality of Primary Education in Bangladesh to Reach Developed Country Status by 2041**

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Paper presentation

Bangladesh has a national commitment to reach “developed country status” by 2041 — the 70<sup>th</sup> anniversary of the country. Over the last decade, Bangladesh has maintained an impressive annual GDP growth rate of 6%. However, the distribution of income is very unequal. Based on the World Bank’s lower-middle-income poverty threshold of US\$3.20/person/day, the national poverty rate is almost 60%. Without better basic education for the next generation, the benefits of growth will continue to accrue largely to a small elite. In the latest round of the National Student Assessment (in 2017) 56% of Grade 5 students were “below desirable level” in reading Bangla, and 67% “below desirable level” in mathematics. However, 98% of Grade 5 students sitting the mandatory Primary Education Completion Examination (PECE) in 2018 achieved at least a basic pass. The National Student Assessment criteria are hard to interpret, but they are a better guide to the quality of mass education in Bangladesh than the 98% PECE pass rate. Low quality of basic education poses a fundamental obstacle to Bangladesh’s desire to reach developed country status. Bangladesh is experiencing a “demographic dividend” due to the young average age of its labour force. However, without better basic education it will probably remain a “lower middle income” country. The first step in improving Bangladesh school outcomes is to establish a credible non-politicized outcome assessment system of early grade reading and math, a system that enables tracking of outcomes over time and whose outcomes are readily comprehensible to non-experts.

Keywords: basic education; education quality; student assessment; demographic dividend; reading; mathematics

## **Sensitivity Training for Teacher Development in India**

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Paper presentation

An exclusionary education fails to consider and emphasize the psychomotor and affective domains of the learner through appreciation of justice, love, responsibility and ends up creating disengaged learners. Several incidents of corporal punishment within the educational context of India represent the plethora of structural, pedagogical, and social justice issues that pervade the public education system. Although prohibited by law in many countries, corporal punishment continues to be used increasingly in schools across the globe. In India, specifically in the city of Mumbai, where majority of the student population attends public schools governed by the Municipal Corporation of Greater Mumbai, over nine in ten cases of teachers administering corporal punishment continue to be reported. Drawing from my teaching experience with seventy-six amazing, underprivileged students in such low-income, municipal schools made me realize the pivotal role of the teacher in helping students navigate and disrupt the vicious cyclical nature of poverty and punishment. The objective of this poster is to present the possibilities for, and, importance of a sensitivity training program for government school teachers in order for them learn teaching approaches to create inclusive learning spaces by catering to diverse student learning needs. Despite initial trouble in understanding and managing these student behaviours, my teacher training with Teach for India equipped me with positive relationship building skills that catered to the harsh contextual realities of underserved children. Using Bourdieu's theory of social reproduction and the ethics of care to develop the basic framework for teacher sensitization programs, the poster advocates for teachers to build their emotional quotient, understand students' home environments and responsibilities towards them, which shape their life chances and schooling experiences. Using student behavioral data as evidence tracked over two years, the poster shows scholarly significance of adversities caused by internalized classroom violence and offers measures to combat it.

Keywords: education into practice; inclusivity; participation

## **Socioeconomic Measures in Education: A Practical Guide to Using Them**

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### Workshop

Measures of family socioeconomic status are exceedingly important contextual indicators for the investigation of inequalities in students' access, trajectory and learning throughout the educational system. Despite being widely applied in research, using different socioeconomic measures implies previous knowledge about their distinct potentials and limitations. In this workshop, the three main socioeconomic indicators – parents' education, family income and parents' occupation — will be briefly discussed in terms of their theoretical and methodological foundations, as well as their benefits and caveats for usage in educational research. We are going to do a collective exercise that will engage participants in the exploration of features often taken for granted when analyzing applied socioeconomic measures. No prior skills are required and students from different research backgrounds are welcome.

## **Student Collaborative Creativity in Science Education through Digital Storytelling in Knowledge Building**

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Poster presentation

This poster presents the use of educational digital storytelling within a Knowledge Building theoretical framework to elicit student collaborative creativity in science education. Using Knowledge Building students in this study develop both broad and deep questions and understanding of salmon. Through a design-based research the researcher and teacher were able to iteratively adjust design interventions that progressively built up student capacity in using text and multimedia to highlight, explain, explore a range of perspectives of salmon. The combination of stories produced by students These range from the micro, such as salmon life stages, to the macro, how governments can change environmental policies to save salmon habitats. Through interviews, observations and teacher journal and teaching plans a tentative framework will be presented on how digital storytelling can be integrated with Knowledge Building to elicit similar results in other science topics. This study is significant as it highlights the promise of expanding student learning that involves creative applications of digital media that allows for a greater range of idea expression and community led knowledge advancement. Lastly, it opens the potential knowledge artifacts to be created that can transcend grades and be used as learning materials for future students or projects. In this regard these artifacts allow for students to assess, analyze and build-on a knowledge base further expanding their understanding regarding a subject but from new perspectives.

Keywords: education and society; educational digital storytelling; knowledge building; science education



## **The Case for an Academic Turn in Student Governance**

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Paper presentation

The Case for an Academic Turn in Student Governance

Based on experience and conceptualization, i advance the thesis that a decisive Academic Turn in graduate student governance is what can achieve a community in which those taking on a higher level of organizational responsibility are worth voting for and those who elect them worth giving account to. The related notion of Academic Citizenship envisions civic agency being exercised in academic spaces parallel with academic vision infusing civic engagement in the larger society.

On the theoretical side, i take a close, at the same time analytical and appreciative, look at governance models in the history and global geography of human thought (and to the extent that accounts are accessible, practice). The outcome is a daring-inspiring combination of, on the one hand, European-descended philosophical and applied approaches that are mainstream (Ancient Greece, Rawlsian liberal democracy, neoliberal quasi-democracy); dissident/utopian (10th – 15th century Bogomils, Cathars; Campanella’s 17th century “knowledge society”; leaderless communities more recently) and dissident-turned mainstream (Eastern Bloc socialism) and, on the other hand, traditional Indigenous knowledges and practices (e.g., the Haudenosaunee Confederacy, the West Coast Nuu-chah-nulth model).

I submit that it is this comprehensive sampling of well-known/proven governance practices from around the globe and throughout human history that has the best chance of achieving communities, eco-psycho-social systems, really, that are co-constituted of humans in organic interdependence among ourselves and with/of the rest of existence.

On the experiential side, i demonstrate how upgrades to the epistemic/epistemological + civic preparedness of councils, executive and other committees, groups and individuals can serve all involved in a way that avoids familiar traps across the full spectrum of decision-making and implementation. In conclusion, the audience is invited to join me—even lead me—in thought experimentation to co-generate directions worth exploring further in educational philosophy and practice.

Keywords: governance, European-descended, Indigenous, academic citizenship, thought experiment

## **The Student Experience in Inclusive Classrooms**

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Roundtable presentation

Currently, high schools in Toronto are moving towards de-streaming grade 9 and 10 courses, to become more inclusive. They intend to move to a more equitable educational model whereby these inclusive classrooms would include all levels of learners, students with and without special education needs (SEN), taught by the same general education teacher. However, inclusion must go beyond changing the physical placement of students, to an environment that is emotionally, socially, and academically welcoming to all students.

Given this significant change, there is a strong need to investigate the impact of teacher beliefs about SEN students in their classrooms, and the resulting effects on SEN students' socio-emotional well-being, sense of belonging, and academic achievement. While Jordan (2018) has conducted extensive research investigating teachers, inquiry into the student experience in inclusive classrooms has not been given much attention. This research aims to better understand how students with and without SEN experience inclusive classrooms and perceive teacher's inclusive practices towards students with SEN. Semi-structured interviews with both groups of students will be conducted to add the student voice into the conversation about how the epistemological beliefs teachers' hold impact SEN student learning and experiences in inclusive classrooms.

Keywords: student experience; inclusive classrooms; students with special education needs; teacher efficacy

## **The Student Perspective on Success in First-Year University**

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Department of Leadership, Higher, Adult Education

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Paper presentation

The first-year university experience has been an area of interest for many decades, with extensive research being conducted on programming implemented primarily by university staff. However, despite the introduction of various academic and social support programs for first-year university students, retention rates have remained stagnant over the last decade. This indicates a clear gap between the resources available and the supports students need, want, and are motivated to access. The present study aims to address this gap by identifying what factors influence success in first-year university from the student perspective using the theoretical lens of phenomenology. Second-year students aged 17-21 enrolled in a mid-size Southern Ontario university participated in semi-structured focus groups or interview sessions, where they were asked questions pertaining to their experiences in first year, with a focus on academic, social, and emotional experiences. Using Colizzi's (1978) model, data analysis consisted of thematic and content analysis to draw out themes about success from student responses in the transcripts. Self-efficacy, social support, academic support, and identity were found to be the core principles that students believed contributed to their success in their freshman year of study at a post-secondary institute in Canada. These findings are discussed in relation to how universities can, and should, integrate the student voice into future retention initiatives.

Keywords: first-year experience; school success; student perspective; university support

## **Students' Perceptions of Their Role on Well-being Teams in Southwestern Ontario Secondary Schools**

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Paper presentation

The growing prevalence of mental health concerns in youth has positioned student well-being as a key issue that schools are increasingly called upon to address. Although school administrators and teachers play an important role in supporting students' mental health, the perspectives and voices of students are rarely considered in such matters. This study will explore the experiences of fifteen secondary school students involved with their school's well-being team in Ontario in order to better understand how student voice is integrated in mental health efforts. Through qualitative interviews, this study will investigate how these students perceive their role on this team, their interactions with others, and the impact of this team on their school community. Documents pertaining to student mental health, such as those published by Ontario's Ministry of Education and other educational or mental health organizations, will also be analyzed to more thoroughly understand the context in which these well-being teams are situated and the extent to which they connect to students' experiences. The conceptual framework that will guide this study consists of key concepts considered to be essential to understanding student voice and well-being as a combined topic, such as in the case of student-led well-being initiatives. The findings of this study are forthcoming, as the research is currently at the stage of participant recruitment. This study will be of particular interest to researchers, as it will bridge the topics of well-being and student voice, which are often studied as independent research areas. The findings will be further useful to policymakers, administrators, and educators as they design future approaches to support students' well-being.

Keywords: student voice; student well-being; mental health; personal development; youth leadership; secondary school students

## **A Sustainability-Based Language Instruction at LINC and Adult ESL Programs**

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Paper presentation

Canada is making steady progress in making sustainability a core value in many spheres of its education system. The importance of a sustainable approach towards science an innovation, business and economy are being addressed in elementary, secondary and post-secondary curriculum. However, we need to take a holistic approach in adopting this core value across disciplines to realize our aim of creating an equitable society that would be ready to develop in a manner that would sustain our nation and our planet. My paper proposes to integrate sustainability in language curriculum that provides a comprehensive introduction to life in Canada to immigrants and refugees because they make up a significant part of our population. Yet many of the first-generation members of these communities cannot reach those levels of education or those disciplines that incorporate sustainability. In short, I propose the adoption of a holistic curriculum that would promote personal growth and social change.

In LINC programs, there is room for choosing reading and listening texts that focus on the need to be responsible in resource use and take active part in conserving energy, building healthy communities, among many themes and topics. We can also incorporate activities and tasks in speaking and writing, that shed light on this concept. As ESL instructors, we are striving to achieve intercultural competence to create an inclusive learning environment in the classroom and if we create room for our adult learners to share their knowledge and practices in keeping themselves healthy, creating social bond and care for the environment, it would promote mutual learning and strengthen social harmony. When learners' ethnic knowledge is valued, it would also increase their motivation to work harder to acquire language skills that would empower them in articulating their identity and knowledge and be a proud member of the multi-cultural community.

Keywords: LINC; adult ESL; sustainability

## **Systemic Racism in Ontario Education: Voices of Racialized Educators and Students from the Field**

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Poster presentation

racially neutral Canadian society play insidious roles in silencing the individual and collective voices of racialized communities. Systemic racism, in the context of critical race theory (CRT), is rarely recognized as a central problem in educational leadership and policy in a diverse country such as Canada with a history of racial oppression. This leaves educational leaders unequipped to understand and challenge implicit racism in policy and practice. The purpose of this case study is to amplify the voices of racialized anti-racist educators from racially diverse southern Ontario schools through an instrumental case study design. My rationale for choosing this approach rests in the intent to provide insight in explaining the process by which racialized anti-racist educators face barriers in their practice and advocacy of CRT. The study hopes to set precedence in valuing the rich experiences of racialized anti-racist educators, who have been historically marginalized due to their intersectional identities, so they may be included in purposeful and authentic initiatives in the future to remove barriers that sustain systemic racism in education. By giving voice to grass-roots racialized immigrant anti-racist educators who lead their own quiet revolution in Ontario classrooms and schools every day, this case study hopes to honour the valiance of these unsung heroes by opening the door to allow their contributions in setting the course for a future of public education where systemic racism can be successfully dismantled.

Keywords: systemic racism; racial neutrality; implicit racism; Ontario education; K-12; racialized educators; racialized students; CRT; anti-racist education; knowledge mobilization; grounded theory qualitative research

## **Taking Stock of Core French Education in Ontario**

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Poster presentation

The most popular and most basic French instruction available for second-language learners in Ontario is the Core French program. The reputation associated with the program is often mixed or negative, compared to more intensive French programs that carry more prestige. Despite its known problems, Core French remains a comparatively under-researched program. Without research and innovation, students in Core French may continue to be disillusioned by the program and by the French language more broadly. Through a qualitative meta-analysis, the present investigation evaluates the research done in the past ten years on Core French programming in Ontario. Data inputs include academic research, research reports and related documents, and grey literature. The state of Core French approximately five years before and after the French as a Second Language curriculum reform of 2013 is of particular interest, translating to a review of research in a decade-long span. The analysis is informed by a complex, non-linear, and critical-interpretive conceptual framework. The investigative approach is guided by an orientation to language as a fundamental right of Canadian students. The focus of the investigation is on questions related to how the Core French program and its teachers are being supported in their schools to create an atmosphere of respect for French as an important foundational subject. Preliminary findings show an overwhelming focus of Core French research on single stakeholders, most notably teachers and students, but not their interactions in their broader communities. Case studies are overrepresented and there seems to be little cross-communication and long-term interventionist focus present. Many of the same problems are being repeatedly identified but they are not being resolved. The goal of this thesis research is to connect future researchers and stakeholders in Core French to what is missing from contemporary research and from education that should be addressed in coming years.

Keywords: core French; French; elementary; education; FSL; second language

## **Teaching Educators about Acquired Brain Injury: Evaluating the Usability of an Innovative eLearning Module**

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Poster presentation

Although acquired brain injury (ABI) is the leading cause of disability among children, it is not an area of exceptionality within Ontario schools and educators are not provided formal ABI training at the preservice or practicing levels. As such, students with ABI are typically poorly identified within the school system, leading to insufficient educational supports and programming. The present study aims to use integrated knowledge translation principles to close the educator knowledge gap around paediatric ABI by creating an innovative, eLearning module for Ontario educators (the Teach-ABI module). The present stage of research sought to evaluate the usability of the module prior to pilot testing. The study is based on a phenomenological research design, with the purpose of gaining insight into educators' experiences completing the Teach-ABI module. The usability testing will be completed using a mixed methods approach involving task completion, surveys, and semi-structured interviews. Educator participants will be recruited until data saturation is reached (approximately 10-12 participants). The task completion and survey data will be analyzed using descriptive statistics and frequencies. The interview data will be analyzed using thematic content analysis. Data collection is ongoing with preliminary results available in March 2020. Testing the usability of the module is a crucial step in ensuring that the intervention is co-created with educators, the end users, to promote the uptake of the information. The educators' feedback will inform modifications to the module prior to pilot testing. The present study is poised to make a significant contribution to the field of paediatric ABI through the development and implementation of an eLearning intervention module that is the first of its kind. The long-term impact of the Teach-ABI module has the potential to significantly enhance educators' knowledge of ABI and promote positive outcomes for children with ABI in the Ontario education system and beyond.

Keywords: education into practice; inclusivity; participation



## **Understanding the Experiences of Newcomer Secondary School Students in Ontario: A Mixed-Methods Study**

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Poster presentation

This paper sheds the light on newcomers' perspectives about the support they need to facilitate their integration at secondary schools in Ontario. According to People for Education's latest reports, 30% of ELL secondary school students in Ontario are newcomers to Canada (People for Education (Toronto, Ont.), 2015). In the literature, newcomer students are mainly discussed in terms of their language acquisition and graduation rates compared to other students from schools' and teachers' perspectives not their own, which suggested an opportunity to fill the gap by studying newcomers' perspectives about their experiences at school. I have found the Capability Approach most suitable as a theoretical framework for this study, as it has a direct influence on explaining how to support newcomers in enhancing their capabilities at school. This study aims to attract the attention of educators, educational leaders, administrators, and policymakers on the importance of providing newcomers with adequate assistance upon arrival in Ontario. To answer the research question: **Is there an association between the support newcomer secondary school students get from their schools and teachers and their experiences and academic achievements?** I used the convergent parallel mixed methods design to compare and discuss the similarities and differences of both quantitative and qualitative findings. In the quantitative part, I used data from PISA2018 to measure the association between newcomer's reading scores and teachers' stimulation in reading engagement, shortage of schools' staff, and attitude towards school. In the qualitative part, I conducted semi-structured interviews with four participants who joined secondary schools in Ontario as newcomers to investigate their experiences during integration, and how those experiences affected their academic achievements. The results from both parts indicate a significant association between the support newcomers receive at school and their success.

Keywords: newcomers; integration-ELL; schools' cultural proficiency

## **Us and Them: The Effect of Removing Principals and Vice-Principals from the Teachers Unions — An Explanation for the Principal Shortage in Ontario**

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Degree program—MA, Educational Leadership & Policy

Paper presentation

Employing Stone's (1989) concept of causal stories through a personal narrative, this persuasive research essay makes the case that Ontario's current principal shortage can be traced back to the 'crisis' created when Mike Harris' Progressive Conservative government removed principals and vice-principals from the teachers' unions in 1997 redefining their role as administrative middle-managers. Prior to their removal, many principals were active in the teachers' unions, often in leadership positions. The separation of principals and vice -principals from their former teachers' union peers was the first step in the development of an us-and-them culture which, along with teachers' strong attachment to their union identity, serves to deter many teacher-leaders from pursuing the principalship.

Concepts from role theory and social identity theory provide a framework through which to view teachers' role attachment and role commitment to their teacher/union identities, thus the tacit disapproval of one's role partners, along with avoidance of potential role conflict, serve as 'soft' barriers to pursuit of the principalship.

The importance of the principal to school success is well documented. It is important therefore, that the pool of aspiring principals be both deep and broad. Recommendations to ameliorate the principal shortage in Ontario include returning principals and vice-principals to the teachers' unions (as in most provinces in Canada); changing the discourse around the principalship - exchanging administrative/managerial terms for the language of leadership; forming union/board committees to jointly strategize ways to attract more teacher-leaders to the principalship; improving the leadership capacity of all teachers from hire-to-retire; and ensuring that the mentorship of teacher-leaders by principals is inspirational as well as practical.

Keywords: teachers' unions; teacher identity; role conflict; principal recruitment; barriers; Bill 160

## **The Use of Competence by Design to Bring Education into Practice**

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Background — Policy makers have introduced Competence by Design (CBD) curriculum into postgraduate medical training programs to relate education more closely to practice. It has been described as “one of the largest change initiatives in the history of Canadian medical education” (2020). Its novelty, however, is challenged by the fact that many international programs have already implemented outcomes-based learning principles into their residency training programs for several years (Parent et al., 2013; Black, 2016; Pichette, 2018). The purpose of this paper is to report a comparative study of bringing postgraduate medical education into practice.

Method and Theoretical Framework — The study uses a comparative web-based analysis of neurosurgical postgraduate medical education documents and resources provided by medical accreditation and regulatory bodies of Canada, the United States, the United Kingdom and Australasia (Przeworski and Teune, 1970). Thematic analysis followed “Tesch’s Eight Steps in the Coding Process” (Creswell, 2018). CBD’s outcomes-based educational framework (Frank et al., 2010; Holmboe, 2015; Pichette, 2018; Powell, 2018) is modeled off behaviouralist principles (Lurie, 2012; Hodge, 2007) which atomize the complex duties and roles required of medical practice into discrete measurable and observable tasks. Learning outcomes or desired competences are contextualized, operationalized and assessed by connecting them to activities required of independent medical practice; otherwise known as entrustable professional activities (EPAs) (ten Cate, 2005, 2018).

Conclusions — Preliminary analysis of international CBD neurosurgical curricula revealed significant variations in: 1) general program structures; 2) overarching foundational competency frameworks; 3) types and numbers of performance assessments required and; 4) curricular learning outcomes. Variability in the types of neurosurgical EPAs and their required thresholds for demonstrating competence, were also appreciated.

Significance — Differences in international CBD postgraduate medical curricula can help identify potential gaps in current Canadian neurosurgical CBD curriculum and reveal any possible disconnects between neurosurgical educational outcomes and actual medical practice.

Keywords: competence by design; medical education; assessment; entrustable professional activities; comparative analysis

## **What Role Does Self-Regulation Play in The Academic Achievement of Young Children?**

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The paper aims to understand how self-regulation is affecting preschool students' learning experience and their academic performance, and to provide educators with specific teaching strategies to help preschoolers who need more support in developing self-regulation skills.

Detailed analysis of self-regulation, its impacts, and related pedagogical approach has been done by reviewing top journals in the field. Self-regulation is a set of skills and consists of behavior regulation, emotional regulation, and executive function. Not only is self-regulation essential for adults, but it is also crucial for children's development and learning abilities. Children need self-regulation to work with peers during group activities, to follow classroom instructions, and to acquire knowledge and skills. Through play, preschool or kindergarten students are learning and developing self-regulation skills to not only cope with different challenges in life but also establish a foundation for acquiring knowledge and having academic achievement once they start formal schooling.

Children who are not prepared with adequate self-regulation skills are at risk of being rejected by peers and not capable of performing academically. Besides, research shows that self-regulation develops rapidly for children age 3-6 years old as neural connections are growing at a rapid rate during early childhood. Furthermore, self-regulation is a set of teachable and trainable skills. So, the sooner children learn it, the better they are capable of working with others, learning new skills, and controlling emotions.

Therefore, by examining the multidimensional structure of self-regulation, reviewing the mutual interdependence of self-regulation's components, and investigating how young children's academic performance can be improved or affected by each component of self-regulation, i.e., behavior regulation, emotional regulation and executive functions, the paper will provide practical strategies for educators to consider when helping preschool students to develop self-regulation to set a good foundation for academic achievement.

Keywords: self-regulation; academic achievement; young children