

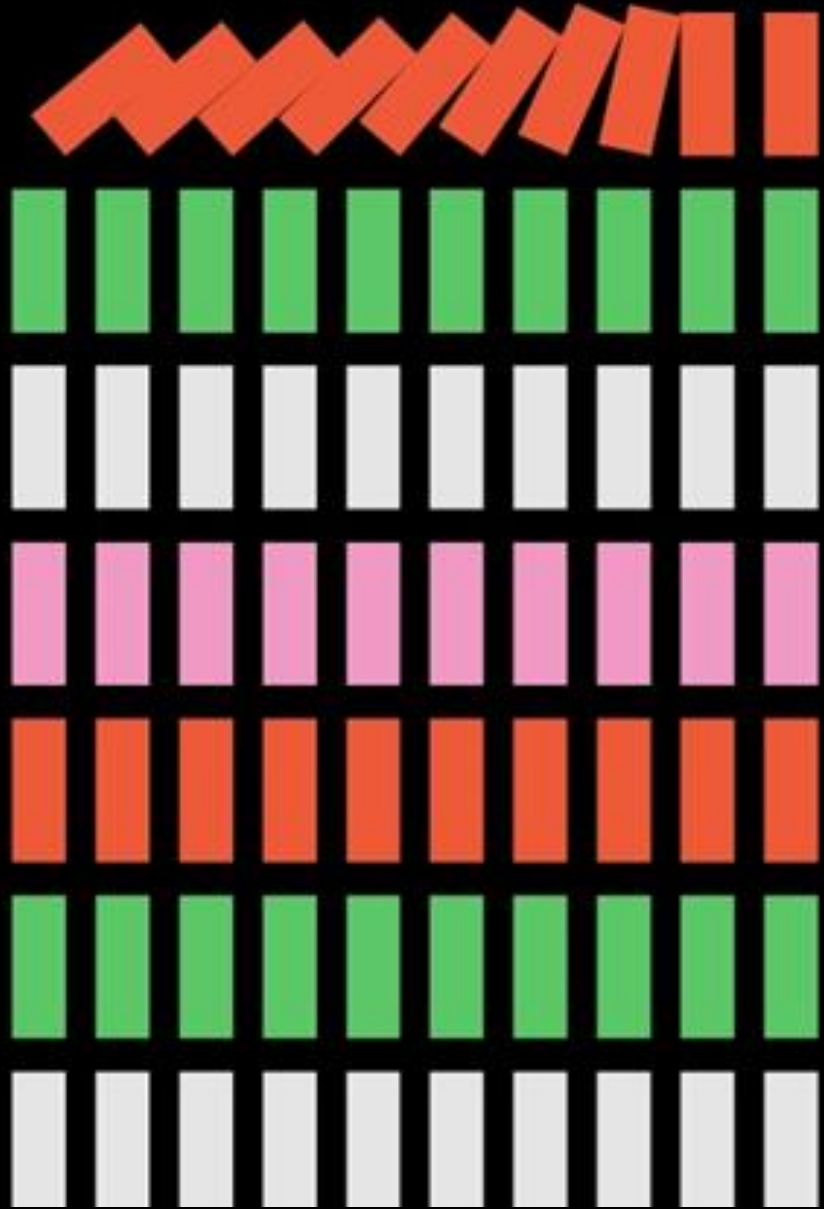
PROGRAMME DU SYMPOSIUM JEAN-PAUL DIONNE 2020 | JEAN-PAUL DIONNE SYMPOSIUM 2020 PROGRAM

5-6 mars 2020 | March 5-6, 2020

Faculté d'éducation | Faculty of Education

Université d'Ottawa | University of Ottawa

Ottawa, Ontario, Canada



En souvenir de | In memory of Jean-Paul Dionne



Pour rendre hommage à Jean-Paul Dionne, un professeur dont la passion pour l'avancement des connaissances n'avait d'égal que son dévouement pour ses étudiants¹.

Continuing in memory of Professor Jean-Paul Dionne, whose passion for the pursuit of knowledge was matched only by his dedication to his students.



Joignez-vous à la conversation! | Join the conversation!
@SJPD_JPDS #SJPDJPDS

¹ Le masculin est employé dans le seul but d'alléger le texte.

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Horaire en bref | Schedule at a Glance

5 mars / March 2020

L'inscription commence à 11 h devant le Centre de ressources, LMX 203, 145 Jean-Jacques-Lussier, Ottawa <i>Registration starts at 11:00 in front of the Resource Center, LMX 203, 145 Jean-Jacques-Lussier, Ottawa</i>					
Heure / Time	LMX 218	LMX 388	LMX 240	LMX 251	LMX 253
12 h 30 - 13 h 30 <i>12:30-1:30</i>	L'approche Reggio Emilia dans le nouveau programme d'éducation à la petite enfance de l'Ontario Johanne Barrette	Les procédures qui entourent la proposition de thèse (MA et Ph.D) Mariette Théberge	APA 7th Edition : Ce qu'il faut savoir. What you need to know. Janelle Fournier, Natalie Sadowski	Rendez-vous intellos sur les méthodologies - Methodological brain dates <i>(séance en anglais – English session)</i>	How to work with your public speaking fears Amanda Battistuzzi
13 h 30 - 13 h 45 <i>1:30-1:45</i>	pause café <i>coffee break (LMX 203C)</i>				
13 h 45 - 15 h 15 <i>1:45-3:15</i>	L'évaluation des apprentissages au secondaire dans le contexte québécois de gestion axée sur les résultats Adlin Présumé L'entrepreneuriat dans les classes multiethniques de l'enseignement primaire francophone à Montréal Jean A. Kasende *Rapprochement école, famille et communauté par l'entremise d'un programme de littérature de jeunesse Marie-Pier Bastien*	The Therapeutic Relationship Carolyn Streich What are the implications of death discussion in therapeutic sessions? Mohammad Kalantar, Dr. Nick Gazzola Enhancing self-compassion in athletes: a feasibility study of an online self-compassion program Alaina Flegar, Diana Koszycki	EQAO preparation: Documenting the lived experiences of grade-9 Ontario students with tutoring Alaa Azan *Literary Exploration using Narrative Inquiry Ranjita Padalia* Visual-verb a relationship in teaching and testing vocabulary: A multimodal analysis of EFL/ESL websites for children Golshan Mahjoub	Digital literacies teaching and learning in Ontario classrooms: Recommendations for an expanded set of evidence-based expectations Dr. Michelle Hagerman, Sima Neisary Teacher digital technology integration knowledge development through Informal online learning Angela Asir Daniel	Exploring the factors that influence the preferences for course formats among graduate students Chinwe Obi, Yu Tong, Yu Zixuan, Guo Xinnuo Challenges Facing the Opt-Out Movement in New York Sarah McGinnis, Zhe Chen

Heure / Time	LMX 218	LMX 388	LMX 240	LMX 251	LMX 253/LMX 254
15 h 15 - 15 h 30 3:15-3:30	pause café <i>coffee break (LMX 203C)</i>				
15 h 30 – 16 h 30 3:30-4:30		1998 – 2018: Two decades of queer language education research Jared Boland, Camille Blanchard-Séguin	Revisiting the native speaker issue: Representations of 'native speakers' on an ELT website in a China's context Lanqing Qin Patriotism in citizenship education curriculum: A comparison between China and Quebec Xingtian Cao	The value of music in second language education. The what, why and how of incorporating song, rhyme and rhythm in early childhood teaching praxes Fiona Scerri Diacono Who am I? A literature review of community band membership and identity Megan Lummiss	Rendez-vous intellos sur les méthodologies – Methodological brain dates (en anglais dans LMX 253, en français dans LMX 254 – in English in LMX 253, in French in LMX 254)
16 h 30 – 17 h 4:30-5:00	Cocktail et réseautage <i>Cocktail and networking</i>				
17 h à 18 h 30 5:00-6:30	Panel de diplômés récents <i>Recent graduates panel</i>				

Retournez votre insigne (*name tag*) à la table d'inscription avant la fin du Symposium pour courir la chance de gagner une carte-cadeau chez l'un de nos commanditaires. | Return your name tag to the registration table before the event close for a chance to win a gift certificate to one of our sponsors.

Légende | Legend

Ateliers par les étudiants <i>Workshops by students</i>	Ateliers par des professeurs <i>Workshops by professors</i>	Activités spéciales <i>Special activities</i>	Présentations <i>Presentations</i>
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* Cette session est préenregistrée. This session is pre-recorded.

Cliquez sur un événement ou une présentation pour en voir la description | Click on an event or a presentation to see its description

Horaire en bref | Schedule at a glance

Cliquez sur un événement ou une présentation pour en voir la description | Click on an event or a presentation to see its description

6 mars / March 2020

<p>L'inscription commence à 8 h 45 devant le Centre des ressources <i>Registration starts at 8:45 in front of the Resource Center</i></p> <p>Le déjeuner aura lieu de 8 h 45 à 9 h 15 <i>Breakfast from 8:45-9:15</i></p>					
Heure / Time	LMX 477	LMX 388	LMX 387	LMX 251	LMX 253
<p>9 h 15 – 10 h 15 <i>9:15-10:15</i></p>	<p style="text-align: center;">Consent as a Continuum in the Inter- Active for Life Project Janna Jobel</p> <p style="text-align: center;">Beyond balancing: A motion-sensing phenomenology of interactive flow in acroyoga. Marianne Massat</p>	<p style="text-align: center;">L'écriture neutre et inclusive en éducation : à l'école et à l'université Camille Blanchard- Séguin, Jared Boland</p>	<p style="text-align: center;">A Survival Guide to Graduate Studies: Common Challenges and Winning Strategies Catherine Déri</p>	<p style="text-align: center;">Les meilleures pratiques d'enseignement durant les stages cliniques en sciences infirmières : points de vue des professeures cliniques, des préceptrices et des stagiaires Gabrielle Charron, Liliane Dionne</p> <p style="text-align: center;">Reflexive photography : une technique innovante au service de l'entretien de recherche avec une population vulnérable Virginie Abat-Roy</p>	
<p>10 h 15 – 10 h 30 <i>10:15-10:30</i></p>	<p>pause café <i>coffee break (LMX 203C)</i></p>				

6 mars / March 2020

Heure / Time	LMX 477	LMX 388	LMX 387	LMX 251	LMX 253
10 h 30 - 11 h 30 10:30-11:30	Technology and education: Does the use of digital technology in schools really improve education? Erika Woolner, Jesse Gillis, Genevieve Girard, Megan Millotte, Injy Rizkalla, Dean Yeats	De causeries scientifiques à la pensée critique citoyenne au 21e siècle Donatille Mujawamariya, Shelina Adatia, Janelle Fournier, Catherine Mavriplis	Program Evaluation in Informal Settings: Reviewing the Literature on Museum Program Evaluation Natalie Sadowski Empathy in Leadership Nidhal Qwai	Building my leadership. Reflections for self-determination Mariana Domínguez	La mise en œuvre de la différenciation pédagogique au préscolaire dans les écoles de langue française de l'Ontario Pierre Pélissier
11 h 30 - 13 h 11:30-1:00	Foire de recherche et dîner (LMX 203) <i>Research fair & Lunch (LMX 203)</i>				
13 h - 14 h 30 1:00-2:30	Exploring dietitians' perceptions on teaching leadership skills: Result of a pilot study Billie Jane Hermosura, Desha Miciak Electronic consultation systems promote learning across the primary-specialty care interface Rachel Grant, Justin Sewell, C. Liddy, E. Keely, Delphine Tuot, Doug Archibald	Le français inclusif et la communauté franco-ontarienne : une analyse discursive des attitudes linguistiques Camille Blanchard-Séguin On Not Knowing: Reflections on Positionality Jared Boland	Should university curriculum align with labour market requirements? A survey of senior university leadership perspectives Michael O'Neill	Discourses about the displaced: A critical discourse analysis of Australian and Canadian educational policies and resources for students of refugee backgrounds Valerie Schutte	Comprendre le sens que des jeunes présentant des difficultés d'apprentissage accordent à l'expérience des interactions vécues dans leur environnement scolaire Charlyne Lavoie L'approche Reggio Emilia dans le nouveau programme d'éducation à la petite enfance de l'Ontario Johanne Barrette

6 mars / March 2020

Cliquez sur un événement ou une présentation pour en voir la description | Click on an event or a presentation to see its description

14 h 30 - 14 h 45 2:30-2:45	pause café <i>coffee break (LMX 203C)</i>
14 h 45 - 16 h 15 2:45-4:15	Concours Ma thèse en 180 secondes (Centre de ressources) <i>3-minute thesis contest (Resource Center)</i>
16 h 15 - 16 h 30 4:15-4:30	Tirage et mot de la fin (Centre de ressources) <i>Raffle and closing remarks (Resource Center)</i>

*** Retournez votre insigne (*name tag*) à la table d'inscription avant la fin du Symposium pour courir la chance de gagner une carte-cadeau chez l'un de nos commanditaires. | Return your name tag to the registration table before the event close for a chance to win a gift certificate to one of our sponsors.***

Ateliers par les étudiants <i>Workshops by students</i>	Ateliers par des professeurs <i>Workshops by professors</i>	Activités spéciales <i>Special activities</i>	Présentations <i>Presentations</i>
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**Foire de recherche et dîner (dans le Centre de ressources en éducation LMX 203)
Research Fair and Lunch (in Education Resource Centre LMX 203)**

6 mars 2020, 11 h 30 à 13 h / March 6, 2020, 11:30-13:00

Cliquez sur un titre d'affiche pour en voir son résumé | Click on a poster's title to read its abstract

Definitions and measures of resilience among secondary school students: A scoping review
Evelyn Desforges

Creating eConsult Reflective Learning Tools. Créer des outils d'apprentissage réflexif sur les consultations électroniques.
Rachel Grant

English Teachers' perspectives regarding the lexical approach and the literacy approach in elementary EFL education in China: Where is the difference
Chuan Liu, Youjia Zhao

Plus de filles en STIM, quelles pratiques pédagogiques privilégier en mathématiques ?
Monesson Baurice Zaha

When Learners Read in Two Languages: Understanding Chinese-English Bilingual Readers Through Miscue Analysis
Heather Blair, Jacqueline Filipek, Hongliang Fu, Jing Jin, Miao Sun

Intégration et Inclusion : entre dissonance et réalité scolaire
Laurence Kangne

NGO- School Partnerships & Global Education
Sophia Mirzayee

Food Insecurity and Academic Performance in Ontario
Olfa Karoui

Les travaux des unités de recherche en éducation et des professeurs seront également présentés.
Educational research units and professors' work will also be displayed.

Affirmation Autochtone | Indigenous Affirmation

Dans l'intention de réinventer en permanence les activités savantes traditionnelles, telles que les conférences universitaires, afin de mieux s'aligner sur la vérité et la réconciliation et de les soutenir, il est important de reconnaître que le symposium a lieu sur un territoire algonquin non cédé.

With the intention to continuously reimagine traditional scholarly activities, such as academic conferences, to better align with and support truth and reconciliation, it is important to acknowledge that the Symposium takes place on unceded Algonquin territory.

Ni manàdjiyànàni Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj. Ni manàdjiyànàni kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànàni kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànàni ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

Nous rendons hommage au peuple algonquin, gardien traditionnel de cette terre. Nous reconnaissons le lien sacré de longue date l'unissant à ce territoire qui demeure non cédé. Nous rendons également hommage à tous les peuples autochtones qui habitent Ottawa, qu'ils soient de la région ou d'ailleurs au Canada. Nous reconnaissons les gardiens des savoirs traditionnels, jeunes et âgés. Nous honorons aussi leurs courageux dirigeants d'hier, d'aujourd'hui et de demain.

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

Bienvenue au Symposium Jean-Paul Dionne 2020

Le Comité organisateur est heureux de vous souhaiter la bienvenue au Symposium Jean-Paul Dionne 2020! Le thème du Symposium de cette année, « Ensemble vers demain : recherche à la fine pointe de l'éducation » considère l'importance de la recherche et des occasions d'intégrer l'équité et la diversité dans l'enseignement, l'apprentissage, la recherche et l'engagement communautaire. Les présentations mettront en lumière les façons dont les chercheurs et les praticiens peuvent collaborer pour innover dans le domaine de l'éducation.

Nous espérons sincèrement que notre Symposium contribuera à votre développement professionnel et vous permettra de partager vos idées avec votre communauté scolaire tout en établissant des relations universitaires durables.

Encore une fois, bienvenue!

Le Comité organisateur du Symposium Jean-Paul Dionne 2020

Welcome to the 2020 Jean-Paul Dionne Symposium

The Organizing Committee is pleased to welcome you to the 2020 Jean-Paul Dionne Symposium! The theme of this year's Symposium, "Together Towards Tomorrow : Research at the Cutting Edge of Education", considers the importance of research and educational opportunities that integrate equity and diversity within teaching, learning, research and community engagement. Presentations will highlight the ways in which researchers and practitioners can collaborate and be innovators in education.

We sincerely hope that this Symposium will provide you with opportunities to grow academically, to share your ideas, and to form lasting collegial friendships.

Again, welcome!

Jean-Paul Dionne Symposium 2020 Organizing Committee

Comité organisateur | Organizing Committee



Symposium Jean-Paul Dionne 2020 **Jean-Paul Dionne Symposium 2020**

Coprésidentes | Co-Leads

Billie Jane Hermosura Marie-Philip Mathieu

Membres de l'équipe | Team Members

Bianca Jeanveaux Natalie Sadowski Awa Mbodje
Fatemeh Anvari Monsurat Raji

Mot de la vice-doyenne à la recherche et au développement professionnel

Le Symposium Jean-Paul Dionne est un événement des plus importants à la Faculté d'éducation. Depuis plus de 30 ans, nous organisons ce symposium annuel qui a comme objectif de permettre aux participants de réseauter, de partager leurs idées et d'interagir. Nous sommes très honorés de perpétuer la tradition instaurée par le professeur Jean-Paul Dionne qui voulait offrir aux étudiants diplômés une plateforme pour partager leur travail.

Le thème de cette année, Ensemble vers demain, met en lumière l'importance du travail collaboratif, qu'on voit notamment lorsqu'il y a collaboration entre chercheurs et éducateurs, entre les chercheurs d'une même équipe, ou lorsqu'on établit des partenariats sur les plans local, national ou international. En tant que chercheurs, nous évoluons dans différentes communautés, et nous y apprenons beaucoup. Ce réseau d'éducateurs impliqués et instruits aide à renforcer notre système éducatif et ainsi à appuyer les apprenants. Nous vous encourageons à penser aux façons dont vous pouvez interagir avec les différentes communautés éducatives de notre monde.

Le Symposium ne serait pas possible sans le travail acharné du comité organisateur dirigé par Marie-Philip Mathieu et Billie Jane Hermosura. Elles ont travaillé ensemble vers demain et demain, c'est maintenant!

J'aimerais également remercier les professeurs, nos commanditaires, et l'équipe de communication pour leur appui. Nous espérons que vous apprécierez la conférence.

Christine Suurtamm

Vice-doyenne, Recherche et développement professionnel

Faculté d'éducation

Université d'Ottawa

A Word from the Vice-Dean, Research and Professional Development

The Jean-Paul Dionne Symposium is a major event at the Faculty of Education. For over 30 years, we have hosted this annual Symposium that aims to provide a network for people and ideas to meet and interact. We are very honored to continue this traditional event started by Professor Jean-Paul Dionne who wanted to give graduate students a forum for sharing their work.

This year's theme for the Symposium, Together Towards Tomorrow highlights the importance of working collaboratively. This is seen in multiple ways such as collaborations between researchers and educators, working with other researchers in a research team, or developing partnerships – locally, nationally, or internationally. As researchers, we move in and out of many communities and we learn with those communities. This network of caring and knowledgeable educators helps to strengthen our educational system in ways that ultimately support learners. We encourage you to think about the ways in which you interact with the various educational communities in your world.

This Symposium would not be possible without the hard work of the Symposium's organizing committee, led by Marie-Philip Mathieu and Billie Jane Hermosura. They have been working together towards tomorrow and tomorrow is now!

I would also like to thank the professors, our financial sponsors, and the communication team for their support. We all hope that you enjoy the conference.

Christine Suurtamm

Vice-Dean, Research and Professional Development
Faculty of Education
University of Ottawa

Qui est Jean-Paul Dionne? | Who is Jean-Paul Dionne?

Professeur Jean-Paul Dionne a commencé sa carrière à l'Université d'Ottawa en 1966 en tant que chargé de cours en mathématiques. Il a par la suite joint les rangs de la Faculté des arts en 1971, à titre de professeur adjoint. C'est en 1976 qu'il s'est joint à la Faculté d'éducation et y a maintenu une carrière florissante jusqu'à sa retraite en juin 1996. Durant toute sa carrière en tant que professeur, il était reconnu pour la qualité du soutien qu'il offrait à ses étudiants, pour sa rigueur intellectuelle et pour ses contributions en recherche qualitative et quantitative, en statistiques et en sciences cognitives.

Reconnu pour son travail remarquable à titre de directeur de thèse et de professeur, Jean-Paul Dionne a reçu le prestigieux Prix d'excellence en enseignement décerné par l'Université d'Ottawa en 1995. Toujours en gardant en tête l'intérêt et le bien des étudiants, Professeur Dionne a fondé le Symposium des étudiants aux cycles supérieurs dans le but de permettre à ceux-ci d'acquérir de l'expérience et de développer les compétences nécessaires pour réussir. Organisé par les étudiants diplômés de la Faculté d'éducation, cet événement reflète toujours ses préoccupations premières : « Écouter, questionner et supporter » et offre aux étudiants l'occasion de présenter leurs travaux scientifiques et de participer à l'organisation d'un colloque universitaire.

Dr. Jean-Paul Dionne joined the University of Ottawa community in 1966 as a lecturer in mathematics. First becoming an adjunct professor in 1971 in the Faculty of Arts, Dr. Dionne joined the Faculty of Education in 1976, where he stayed, until his retirement, twenty years later, in June of 1996. He was widely recognized for the quality of support he provided to his students, his intellectual rigour, and his contributions to the fields of quantitative and qualitative research methods, statistics, and cognitive science.

In 1995, Dr. Dionne was nominated for, and won, the University of Ottawa's prestigious Award for Excellence in Teaching, an acknowledgement of his outstanding work as a thesis supervisor and as a professor. This symposium, founded by Dr. Dionne in 1986 as the Graduate Student Symposium, was part of his commitment to helping students gain the experience and skills necessary to succeed. Organized by graduate students within the Faculty of Education, it was, and continues to be, the embodiment of his motto, "Listen, challenge, and support", providing opportunities for students to present their scholarly work and participate in the organization of an academic conference.

Collaborateurs | Collaborators

Nous tenons à souligner la généreuse contribution de nos partenaires qui ont rendu possible cet événement : | We would like to acknowledge the generosity of our partners through which this event was made possible:



CRSEC-CRECS

Restauration | Catering:



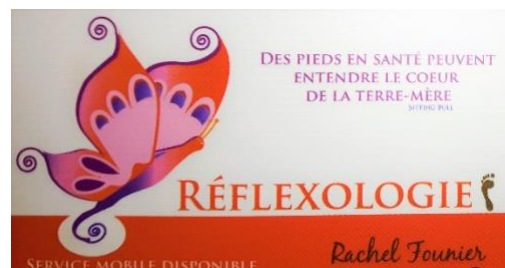
Marché Philippe Pilon

MICHEL'S | Bakery Café.



CULINARY
CONSPIRACY

Commanditaires | In-kind Sponsorships:



Collaborateurs | Collaborators

Le bureau de la vice-doyenne à la recherche et au développement
professionnel, y compris :
The Office of the Vice-Dean, Research and Professional Development,
including:

Christine Suurtamm Michele Boyer Tara Joyejob

Nos bénévoles : | Our volunteers:

**Shelina Adatia, Sarah McGinnis, Janelle Fournier, Chinwe Obi,
Elie Ndala, Agathe Pascaline Atonfo, Noemie St-Denis, Irena Lanqing Qin,
Fiona Scerri Diacono, Madeleine Aby Diallo, Gloria Akposheri, Gabrielle
Charron, Sophia Mirzayee, Amanda Battistuzzi, Megan Lummiss, Marthe
Foka, Baurice Zaha**

Graphiste : | Graphic Designer:

Jessica Fecteau

Technical support | Soutien technique

Jonathan Weber

Évaluation par les pairs | Peer Review

Nous voulons remercier nos évaluatrices et nos évaluateurs pour leur travail rigoureux tout au long du processus d'évaluation par les pairs. Le Symposium n'aurait pas été possible sans leurs efforts.

We would like to thank each and every one of our peer reviewers for their hard work during the peer review process. The Symposium would not have been possible were it not for their efforts and rigour.

Marie-Philip Mathieu, Bianca Jeanveaux, Monsurat Raji, Billie Jane Herмосura, Mimi Masson, Fatemeh Anvari, Natalie Sadowski, Awa Mbodje, Donatille Mujawamariya, Nyein Mya, Kelly McKie McKie, Elise Guest, Janelle Fournier, Carole Fleuret, Christine Tippett, Laurence Kangne, Isabelle Bourgeois, Catherine Giroux, Ibtissem Knouzi, Virginie Abat-Roy, Michelle Hagerman, Nick Gazzola, Pierre Pélissier, Monesson Baurice Zaha, Natacha Louis, Limin Liu, Souad Nechadi, Suzanne Gooderham, Doug Archibald, Emmanuel Duplâa, Heather Brittain, Marie-Hélène Brunet, Angus McMurtry, Athourina David, Jean A. Kasende, Sarah McGinnis, Keri Cheechoo, Nicholas Ng-A-Fook

Panel de diplômés récents en éducation

Qu'est-ce qui vient après ce diplôme?

Panélistes :

Ina Lazarescu

**Diplôme(s) obtenu(s) à la Faculté d'éducation :**

Maîtrise ès arts en éducation (2019)

Baccalauréat en éducation (2015)

Domaine d'études

Enseignement des mathématique et évaluation à grande échelle

Emploi et organisation actuels

Conceptrice en expérience de l'apprentissage à l'École de la fonction publique du Canada

Josée Benoît

**Diplôme(s) obtenu(s) à la Faculté d'éducation :**

Doctorat en éducation (2018)

Maîtrise ès arts en éducation

Baccalauréat en éducation

Domaine d'études

les pratiques pédagogiques en enseignement de la musique au secondaire et la motivation des élèves inscrits dans un programme spécialisé en musique

Emploi et organisation actuels

Associée principale de recherche pour le Groupe de recherche sur la formation et les pratiques en santé et service social en contexte francophone minoritaire (GReFoPS), à l'Université d'Ottawa

Annette Cunningham

**Diplôme(s) obtenu(s) à la Faculté d'éducation :**

Maîtrise en éducation en leadership, évaluation, curriculum et politiques (2018)

Domaine d'études

Leadership et évaluation

Emploi et organisation actuels

Officière du développement de l'instruction dans les Forces armées canadiennes

Jovan Groen



Diplôme(s) obtenu(s) à la Faculté d'éducation :
Doctorat en éducation (2020)

Domaine d'études
Apprentissage aux études postsecondaires

Emploi et organisation actuels
Analyste principal en recherche et évaluation pour le vice-provost aux affaires académiques à l'Université d'Ottawa

Barbara Szijarto



Diplôme(s) obtenu(s) à la Faculté d'éducation :
Doctorat en éducation (2019)

Domaine d'études
Apprentissage organisationnel et évaluation de programme

Emploi et organisation actuels
Évaluatrice principale au Conseil de recherche en sciences humaines du Canada et au Conseil de recherches en sciences naturelles et en génie du Canada, chargée de cours à l'Université d'Ottawa et à l'Université Carleton

Marie-Eve Skelling Desmeules



Diplôme(s) obtenu(s) à la Faculté d'éducation :
Doctorat en éducation (2017)
Cours de maîtrise (avec passage accéléré au doctorat)
Baccalauréat en éducation

Domaine d'études
Éducation artistique (principalement en théâtre et en cirque)

Emploi et organisation actuels
Professeure en nomination à long terme à la Faculté d'éducation (uOttawa), vice-présidente de la Société québécoise d'études théâtrales, et consultante pour le Centre de recherche, d'innovation et de transfert en arts du cirque

Modérateurs :

Billie Jane Hermosura et Marie-Philip Mathieu

Recent Graduates Panel

What's next after this degree?

Panelists:

Ina Lazarescu

**Degree(s) obtained at the Faculty of Education:**

Master of Arts, Education (2019)
Bachelor of Education (2015)

Area of study

Mathematics teaching and large-scale assessment

Current occupation/organization

Learning Experience Designer at Canada School of Public Service

Josée Benoît

**Degree(s) obtained at the Faculty of Education:**

PhD in education (2018)
Master of Arts, Education
Bachelor of Education

Area of study

Pedagogical practices in music teaching and music students' motivation

Current occupation/organization

Senior research associate at *Groupe de recherche sur la formation et les pratiques en santé et service social en contexte francophone minoritaire* (GReFoPS), at University of Ottawa.

Annette Cunningham

**Degree(s) obtained at the Faculty of Education:**

Master of education in Leadership, Evaluation, Curriculum and Policy Studies (2018)

Area of study

Leadership and evaluation

Current occupation/organization

Training Development Officer in the Canadian Armed Forces, currently working in Ottawa at the Military Police Headquarters

Jovan Groen



Degree(s) obtained at the Faculty of Education:
PhD in education (2020)

Area of study
Postsecondary Student Learning

Current occupation/organization
Senior Research/Evaluation Analyst for the Vice-Provost Academic Affairs at University of Ottawa

Barbara Szijarto



Degree(s) obtained at the Faculty of Education:
PhD in education (2019)

Area of study
Organizational learning and program evaluation

Current occupation/organization
Senior Evaluator at the Social Sciences and Humanities Research Council and Natural Sciences and Engineering Research Council, contract instructor at University of Ottawa and Carleton

Marie-Eve Skelling Desmeules



Degree(s) obtained at the Faculty of Education:
PhD in education (2017)
Master courses (with transfer to PhD)
Bachelor of education

Area of study
Arts education (theatre and circus)

Current occupation/organization
Long-term appointment professor at University of Ottawa's Faculty of Education, vice-president at *Société québécoise d'études théâtrales*, Consultant for *Centre de recherche, d'innovation et de transfert en arts du cirque*

Facilitators:

Billie Jane Hermosura and Marie-Philip Mathieu

Rendez-vous intellos sur les méthodologies

Ce nouveau type d'atelier ressemblera à une table ronde, mais chaque table ronde comptera un professeur et un étudiant diplômé qui discuteront pendant 15 minutes d'une méthodologie de recherche avec les participants intéressés. Les participants auront l'occasion de visiter 3-4 différentes tables rondes dans une même plage-horaire. Nous appelons ces séances des "rendez-vous intellos", car nous nous inspirons du principe de *speed dating*. Ces "rendez-vous" serviront à mieux connaître certaines méthodologies. Vous trouverez ci-dessous l'horaire de cette activité :

Jeudi 5 mars de 12 h 30 à 13 h 30 dans LMX 251 (en anglais)

- *Life-writing methodologies* par Nicholas Ng-A-Fook (peut répondre en français)
- *Theoretically grounded qualitative analyses of multimodal data sources* par Michelle Schira Hagerman et Rachael Lewitzsky (peuvent répondre en français)
- *Discourse analysis* par Giuliano Reiss
- *Cree Nisgaa methodological framework* par Keri Cheechoo
- *Group Concept Mapping (GCM): A participatory mixed methods approach* par Peter Milley

Jeudi 5 mars de 15 h 30 à 16 h 30 dans LMX 253 (en anglais)

- *Case study* par Ruth Kane
- *Motion-sensing Phenomenology* par Rebecca Lloyd et Marianne Massat
- *Non-methodological ways* par Pat Palulis
- *Video data* par Barbara Graves et Allison Goss

Jeudi 5 mars de 15 h 30 à 16 h 30 dans LMX 254 (en français)

- Des mots et des chiffres : Quelle complémentarité entre méthodes qualitative et quantitative de recherche en éducation? par Donatille Mujawamariya, Natacha Louis et Mélissa Villella
- Recherche participative par Mirela Moldoveanu
- Les défis éthiques et méthodologiques de l'entrevue semi-dirigée menée à distance par Phyllis Daley

Methodological Brain Dates

This new type of workshop will be similar to a round table, but each round table will feature one professor and one graduate student who will talk about a particular research methodology for about 15 minutes with interested participants. Participants will have the opportunity to visit 3 to 4 different round tables within the scheduled timeframe. We are calling these sessions “Methodological Brain Dates” – connecting it to the idea of speed dating, but they are “dates” to get to know more about particular methodologies. Please find below the detailed schedule:

Thursday March 5th from 12:30 to 1:30 in LMX 251 (in English)

- Life-writing methodologies by Nicholas Ng-A-Fook (can answer in French)
- Theoretically grounded qualitative analyses of multimodal data sources by Michelle Schira Hagerman and Rachael Lewitzsky (can answer in French)
- Discourse analysis by Giuliano Reiss
- Cree Nisgaa methodological framework by Keri Cheechoo
- Group Concept Mapping (GCM): A participatory mixed methods approach by Peter Milley

Thursday March 5th from 3:30 to 4:30 in LMX 253 (in English)

- Case study by Ruth Kane
- Motion-sensing Phenomenology by Rebecca Lloyd and Marianne Massat
- Non-methodological ways by Pat Palulis
- Video data by Barbara Graves and Allison Goss

Thursday March 5th from 3:30 to 4:30 in LMX 253 (in French)

- *Des mots et des chiffres : Quelle complémentarité entre méthodes qualitative et quantitative de recherche en éducation?* by Donatille Mujawamariya, Natacha Louis and Mélissa Villella
- *Recherche participative* by Mirela Moldoveanu
- *Les défis éthiques et méthodologiques de l’entrevue semi-dirigée menée à distance* by Phyllis Daley

Ateliers pour les étudiants diplômés offerts par des membres de la faculté

Les procédures qui entourent la proposition de thèse (MA et Ph.D)

Mariette Théberge

Cet atelier portera sur les procédures qui concernent les propositions de thèses dans les programmes de MA et de PhD.

Biographie : Mariette Théberge est la co-directrice des études supérieures de la Faculté d'éducation de l'Université d'Ottawa. Depuis 1990, elle y enseigne également la didactique des arts. Elle détient un doctorat en éducation et a fait des études en théâtre et musique. Elle a contribué à la mise sur pied du Théâtre le Trillium d'Ottawa. Ses principaux intérêts de recherche portent sur la formation artistique, l'identité culturelle et le processus de création.

Graduate Student Workshops Offered by Faculty Members

Les procédures qui entourent la proposition de thèse (MA et Ph.D)

Mariette Théberge

Biography: Mariette Théberge is the graduate studies co-director at University of Ottawa's Faculty of Education. She has been teaching arts didactics at our faculty since 1990. She holds a doctorate in education and has studied theater and music. She contributed to the creation of the Ottawa Trillium Theater. Her main areas of interests are arts training, cultural identity and the creation process.

Demi-finale du concours « Ma thèse en 180 secondes »

Le concours *Ma thèse en 180 secondes* est un concours de vulgarisation scientifique permettant aux étudiants diplômés de relever un défi colossal, soit de présenter de manière convaincante le sujet et la portée de sa thèse en trois minutes. *MT180* et *3MT* offrent une occasion unique aux étudiants de parfaire leurs aptitudes en communication, tout en leur donnant la possibilité de diffuser leurs recherches dans l'espace public. Le Bureau des études supérieures et postdoctorales organisera la finale uOttawa du concours *MT180/3MT* le 6 mars.

**Annette Jubril
Marianne Massat
Adlin Présumé**

3-Minute Thesis Semi-Final

The *3 Minute Thesis* competition gives graduate students the opportunity to take on a big challenge: present in a compelling way their thesis topic and its significance in just three minutes. *3MT* and *MT180* are the perfect occasion for them to improve their communication skills while offering a unique environment to present their research in the public space. The Office of Graduate and Postdoctoral Studies will organize the uOttawa Final of the *3MT/MT180* Competition on March 6.

**Annette Jubril
Marianne Massat
Adlin Présumé**

Ateliers offerts par les étudiants | Workshops Facilitated by Students

L'approche Reggio Emilia dans le nouveau programme d'éducation à la petite enfance de l'Ontario

Johanne Barrette

L'objectif de cet atelier est de mieux faire connaître l'approche pédagogique Reggio Emilia (ARE), que nous avons explorée en cours de notre recherche de maîtrise dédiée à l'analyse du programme-cadre révisé d'éducation à la petite enfance (ÉPE) en Ontario (Barrette, 2019). L'atelier s'ouvrira sur deux questions :

- quelle est l'image (ou la construction sociale) de l'enfant?
- quels devraient être les objectifs et les valeurs fondamentales de l'éducation à la petite enfance?

On partagera quelques réponses avant d'aborder les concepts-clés de l'approche Reggio Emilia. Ces derniers ont constitué le cadre conceptuel sur lequel s'est appuyée notre analyse. Ils se déclinent comme suit: l'enseignant-chercheur et coapprenant; l'environnement comme troisième enseignant; la documentation pédagogique (rendre les apprentissages visibles); le curriculum émergent; l'image de l'enfant et ses 100 langages (Gandini, 2008).

Pourquoi cette introduction à l'approche Reggio Emilia?

Notre recherche documentaire a révélé que les concepts-clés de l'approche Reggio Emilia forment la base philosophique du programme-cadre révisé d'ÉPE de l'Ontario (MEO, 2016). Il semble donc pertinent d'aller aux sources afin de mieux éclairer le programme révisé.

L'ARE ne se pose pas comme un modèle à reproduire (Dahlberg et Moss, 2006), mais comme une philosophie de laquelle on peut s'inspirer pour reconceptualiser sa propre pratique, ou en adapter des principes à l'intérieur de son système de valeurs (Edwards, Gandini et Forman, 2012). L'analyse de contenu du programme actuel nous a fait conclure que le MEO a emprunté cette voie. Nous proposons d'explorer cette rencontre entre deux cultures éducationnelles (Firlick, 1996) en jetant un regard sur l'interprétation et l'application des concepts-clés de l'ARE dans le programme actuel d'ÉPE en Ontario, au bénéfice des praticiens et des chercheurs francophones en ÉPE. En effet, l'ARE, qui jouit d'une bonne diffusion dans les milieux anglophones, demeure peu connue des milieux de recherche et de pratique francophones.

Un exercice de mise en pratique des concepts présentés sera proposé en conclusion de présentation. Les questions et commentaires seront bienvenus tout au long de la présentation.

APA 7th Edition : Ce qu'il faut savoir. What you need to know.

Janelle Fournier, Natalie Sadowski

Still struggling with APA referencing? Is your headache intensifying just hearing about the new 7th edition of the APA manual? If so, then this workshop is for you!

Together, we will discuss, in both French and English, APA referencing, while focusing on the 7th edition of the APA Manual. The workshop will begin with a presentation that includes the following:

- Changes from the 6th edition
- Writing style compatible with APA format (with a focus on gender neutral and inclusive language)

- New accessible fonts
- Common mistakes and misconceptions

A question and answer session will make up the duration of the rest of the workshop. Students are encouraged to bring their own work for guidance and clarity as well as any questions they may have.

How to work with your public speaking fears

Amanda Battistuzzi

Public speaking is often described as one of the most common fears affecting professionals in a variety of settings (Zaremba, 2012). Public speaking apprehension can stem from different sources including the speaker's personality, the nature of the audience, or familiarity with the subject area (Miller et al., 2011). The message you want to deliver in the classroom, about your research, or in small group conversations, can be less impactful if public speaking apprehension becomes too overwhelming. Aptitudes strengthened by participating in public speaking opportunities can be extended to domains outside teaching, research, and academia such as in the workplace, where one's abilities as a public speaker may enhance critical thinking and problem solving skills.

This workshop will explore types of public speaking apprehension and identify practical ways to address them during preparation and delivery (Miller et. al, 2011). In this interactive workshop, you will be invited to participate in a variety of group and reflective activities to improve your confidence and comfort with public speaking. These types of activities include a quick write and rant, a positive visualization activity, and other practical strategies. The intent of this workshop is to guide participants in managing their fears about public speaking or add to their knowledge about public speaking skills. This presentation is well-suited for emerging researchers and those interested in becoming stronger orators in various settings.

L'écriture neutre et inclusive en éducation : à l'école et à l'université

Camille Blanchard-Séguin, Jared Boland

«?De nombreuses personnes ne se retrouvent pas dans la binarité traditionnelle des genres grammaticaux et sociaux. Se sentent-elles incluses dans les usages actuels de la langue française?? Comment les désigner dans un cadre grammatical à deux genres???» (Bolter, 2019, p. 6) Cet atelier tentera de répondre à cette deuxième question, particulièrement dans les contextes d'éducation comme l'école et l'université. Des activités interactives outilleront les participant·e·s afin de pouvoir mettre en œuvre des techniques d'écriture neutre et inclusive adaptées à différents contextes, comme la salle de classe, la recherche et les travaux universitaires. Dans cet atelier, le vocabulaire de l'inclusion LGBTQ2+ dans les contextes scolaires canadiens sera abordé, et une brève histoire et définition de l'écriture inclusive et neutre seront offertes (Alpheratz, 2018?; Greco, 2014?; Liddicoat, 2011). Ensuite, différentes stratégies d'écriture inclusive et neutre, telles que les termes épïcènes, les néologismes et les graphies tronquées (Ashley, 2019) seront présentées. Les participant·e·s auront la chance de développer leur compétence et mettre en pratiques les stratégies à travers des activités pédagogiques. Les activités seront centrées sur l'adaptation des méthodes selon les contraintes des divers contextes francophones, comme l'enseignement en Ontario et la recherche universitaire. Comme l'indique Ashley (2019), «?La neutralité grammaticale est aussi une question de perspective et est relative à la communauté linguistique particulière?» (p. 2). Ainsi, il est important de savoir adapter ses stratégies selon les contextes. Nous partagerons nos expériences d'utilisation du français inclusif et neutre dans des contextes scolaires et universitaires francophones en Ontario en faisant

des liens entre la théorie et la pratique, et nous présenterons des ressources utiles pour explorer cette variation linguistique en situations pédagogiques à divers niveaux.

A Survival Guide to Graduate Studies: Common Challenges and Winning Strategies

Catherine Déri

In 2017, the Organization for Economic Cooperation and Development (OECD) presented alarming drop out rates for graduate students in Canada. In fact, with only 50% of doctoral candidates completing their study programs, and 70% of registered students obtaining their master's degrees, the situation has not improved since the Canadian Association for Graduate Studies reported similar data in 2004. The Faculty of Education at University of Ottawa is concerned with drop out rates, but also study programs prolongations beyond established deadlines (Litalien and Guay, 2015). The social and financial impacts resulting study programs interruptions or delays are felt not only by students, but also universities and governmental bodies. It is by joining our collective efforts that together, we will improve the situation for tomorrow.

This workshop aims at shedding light on the challenges faced by graduate students with a constructive view of offering winning strategies to facilitate their journey towards graduation. This proposed 60-minute workshop would be divided in the following parts:

- 1) 5 min: review of the graduate studies landscape (i.e. Canadian statistics on PhD and Masters degrees, motivations for joining study programs, Canadian drop out rates compare to other countries, what do these data reveal and what about graduation delays?).
- 2) 10 min: exchange between participants on common challenges they are facing, compilation of these challenges through the Mentimeter application and categorization of challenges between individual and institutional responsibilities.
- 3) 20 minutes: presentation of common challenges and winning strategies to overcome each obstacle (i.e. problematic relationship between supervisor and student vs letter of agreement; feeling of isolation vs writing groups; impostor syndrome vs novice researcher networks; financial difficulties vs scholarship, bursary and assistant opportunities; study-life balance vs calendars).
- 4) 10 minutes: open discussion for participants to share their own challenges and winning strategies.
- 5) 10 minutes: Q&A.
- 6) 5 minutes: concluding remarks, including recommendations for articles, books and videos to better understand the topic of interest.

This workshop could be delivered in English, in French or in a bilingual format, as required, since the speaker is fluent in both official languages.

Technology and Education:

Does the use of digital technology in schools really improve education?

Erika Woolner, Jesse Gillis, Genevieve Girard, Megan Millotte, Injy Rizkalla, Dean Yeats

This workshop will explore the role of digital technology in the classroom through the lenses of History, Statistics, Legal issues, and Advantages and Disadvantages. It is meant as a resource for educators to navigate the complex issues of digital technology in the lives of Canadian students in grades K-12. As such, the materials and resources that we use throughout our presentation can also serve as appropriate tools for teachers to begin integrating digital technology into their classrooms in responsible ways.

Our research relied on a literature review of sources pertaining to the use of digital technology in K-12 Canadian classrooms between 2000-2019. The most consistent finding in the literature was that the way that technology was used, rather than its presence or absence, was the greatest predictor of its effect on students. Much evidence found that digital technology, when implemented effectively, can greatly increase student engagement and level the playing field for students that struggle academically (Fox & Jones, 2019; Jonson, 2018; Morgan 2013). Conversely, a significant number of studies also pointed to the more harmful effects these resources can have on students, particularly in terms of attention disorders, behavioural issues, cyberbullying, and student mental wellbeing, when used poorly (Crocco, et al, 2019; Haidt & Lukianoff, 2018; Twenge, 2017).

To illustrate this dichotomy, we structured our workshop to equally reflect both the advantages and disadvantages of digital technology in the classroom. This was accomplished by incorporating different forms of digital technology tools, such as educational videos, virtual reality, and speech-to-text, throughout our presentation, before leading a discussion on their impact with the audience. Through this discussion, we establish the process through which educators can determine the value of incorporating a digital resource in their classroom, based on Liz Kolb's Triple E Framework (2019).

This workshop aims to reflect on the educational impact of digital technology and its proper use in the classroom. We hope to illustrate the complexity of this issue by clearly highlighting both its positive and negative effects on students. Our workshop is aimed to give educators, parents, and other educational staff a better understanding of the nuanced effects of digital technology, as well as ways to enhance its educational potential for the benefit of future students.

De causeries scientifiques à la pensée critique citoyenne au 21^e siècle

Donatille Mujawamariya, Shelina Adatia, Janelle Fournier, Catherine Mavriplis

Quel bilan retenir des causeries scientifiques mensuelles tenues au cours des 15 dernières années au sein de l'Unité de recherche éducationnelle sur la culture scientifique (URECS, 2019) et de la Chaire pour les femmes en sciences et génie (CWSE, 2019) ? De la crise alimentaire à zéro déchet, expertes et experts se sont succédés pour allumer ou raviver une passion à la science et au génie auprès des profanes et des initiés. Comment des causeries scientifiques contribuent-elles au développement de la pensée critique citoyenne (Morin, 1999) et quelle place devraient-elles occuper en milieu scolaire et universitaire au 21^e siècle ? Notre atelier se penche sur des façons de sortir la science et le génie des laboratoires pour les rendre accessibles au grand public, incluant des étudiantEs et des chercheurEs de tous les niveaux et de toutes disciplines, qui en consomme quotidiennement, des fois à son insu. Cet atelier convie les participantEs à examiner leurs perceptions sur l'accessibilité de la science et le génie et à mettre en pratique la stratégie penser-parler-partager ayant servi comme modèle de développement de la pensée critique citoyenne par l'entremise de causeries scientifiques. L'atelier offre un outil pour questionner le savoir scientifique, se l'approprier et s'en servir à bon escient aujourd'hui et demain.

Building my leadership. Reflections for self-determination

Mariana Domínguez

The workshop titled "Building my leadership. Reflections for self-determination" is a shortened version of a two-day workshop implemented with Indigenous Maya and non-Indigenous undergraduate students from a public university in Yucatan, Mexico.

This activity is part of an ongoing collaboration between the presenter and Professor Miriam Uitz, an Indigenous Maya woman who has gone through the experiences of leaving her home village to study in the state's capital, of being an Indigenous female student in a mainstream post-secondary institution, and a Maya woman constantly searching for professional development. The design of the workshop is based on the following observations collected through the years she has been teaching Indigenous and non-Indigenous students at Universidad de Oriente:

- Being bilingual Yucatec Maya-Spanish is valued verbally but not economically. All programs have a Yucatec Maya language course but speaking Yucatec Maya is not presented or perceived as providing a competitive advantage.
- Even though most students have not traveled any further than Valladolid, Yucatan (where the University is located), they believe they will leave the region after graduation; and that therefore, Maya language and culture will not be an asset for them.
- There is a pressing need to work with students in order to develop leadership and entrepreneurship skills that include Yucatec Maya language and culture as advantages, given the fact that they are present in the entire Yucatan peninsula.

The workshop design draws from the Gathering of Native Americans (GONA) framework and the Community Involvement to Renew Commitment, Leadership, and Effectiveness (CIRCLE) philosophy/process for the creation of Indigenous community development initiatives. Its goal is for the participants to identify concrete elements from her sociocultural background, as well as personal abilities and skills, in order to see herself as a contextualized, interdependent, leader, responsible of a life project and a career project. The proposed approach to leadership is two-fold: On the one hand, it results from the pressing need to include Indigenous worldviews and knowledge systems as equally valuable to Western ontological and epistemological parameters; and on the other hand, it provides the opportunity for participants to draw from and work with meaningful sources of inspiration, while providing a space to include them in their academic/professional vision and plans.

Présentations orales par les étudiants diplômés | Oral Presentations by Graduate Students

L'évaluation des apprentissages au secondaire dans le contexte québécois de gestion axée sur les résultats

Adlin Présumé

L'évaluation des apprentissages au secondaire dans le contexte québécois de gestion axée sur les résultats.

Le programme éducatif québécois est fondé sur une approche par compétence. Il reconnaît deux types d'évaluation : une évaluation formative qui aide au développement des compétences et une évaluation sommative qui sanctionne ces compétences.

Depuis la fin des années 1990, une Politique de Gestion Axée sur les résultats (GAR) convie les enseignants à assurer la réussite des élèves, cette réussite se mesure à travers plusieurs évaluations dont les examens ministériels. Cela constitue une source de pression pour les enseignants (Maroy, Mathou et Vaillancourt, 2017) qui utilisent l'évaluation formative pour préparer les évaluations sommatives au détriment des programmes établis. D'où une confusion entre ces évaluations mettant en jeu la finalité de l'éducation. Ainsi, demandons-nous, comment, à travers les intentions ministérielles véhiculées dans les politiques d'évaluation des apprentissages et de la gestion axée sur les résultats, peut-on comprendre la confusion des différents types d'évaluation et le changement de finalité que cela entraîne?

Cette question nous emmène à l'étude de deux concepts : l'évaluation des apprentissages et la réussite éducative.

Nous avons procédé à une analyse documentaire dont le corpus était constitué des documents ministériels traitant de ces politiques (Sabourin, 2010).

Le résultat révèle que l'usage qui est fait de l'évaluation des apprentissages pour déterminer la réussite ou l'échec des élèves, comparer les écoles, mesurer la performance des enseignants, etc. entraîne cette confusion et produit du coup une incidence sur la finalité de l'éducation. Notre recherche démontre aussi des contradictions à même les politiques ministérielles sur la réussite éducative et les finalités de l'éducation. Suite à nos constats, nous pensons qu'il est nécessaire de consulter des enseignants pour mieux connaître leurs représentations de l'évaluation des apprentissages ainsi que leurs pratiques évaluatives.

L'entrepreneuriat dans les classes multiethniques de l'enseignement primaire francophone à Montréal

Jean A. Kasende

Les jeunes montréalais éprouveraient des difficultés dans leurs efforts pour intégrer le marché du travail. Ils seraient confrontés à l'incertitude quant à leurs perspectives d'avenir, ce qui aurait tendance à les démotiver (Duchaîne et coll., 2006). Interpelé par cette situation, le gouvernement du Québec (2009) publiait une stratégie d'action, visant la persévérance et la réussite scolaires.

D'abord, le premier point concerne une problématique de recherche. Le deuxième sujet regarde une brève description du cadre conceptuel. Ensuite, l'avant-dernière partie sera un aperçu de la méthodologie utilisée. Enfin, les résultats importants et les conclusions.

1. La problématique, le gouvernement du Québec (1997) dans son rapport situe l'école en tant « qu'institution favorisant la cohésion sociale » (p. 14). Parce que les jeunes sont « des êtres "entrepreneurs", inventifs et solidaires » (p. 25). Il est donc nécessaire de développer « la raison, l'imagination, l'esprit critique, l'ouverture du cœur qui vivifie l'intelligence » (p. 26). La question posée est : quels sont les effets des activités pédagogiques sur la réussite des élèves en compétences entrepreneuriales, ethnoculturelles et francophones de Montréal ?

2. Une brève description du cadre conceptuel se fonde sur des données empiriques et de la conceptualisation. Le modèle de Gartner (1985) décrit par la création d'entreprises en quatre paradigmes, vient la modélisation du processus entrepreneurial de Verstraete (2002) et enfin, le modèle conceptuel adapté de Gasse et Guénin-Paracini (2007).

3. Un aperçu de la méthodologie utilisée est celui de la méthode d'approche qualitative avec des entretiens semi-dirigés en utilisant le questionnaire (ou sondage).

4. Les résultats importants et les conclusions. Les écoles sont enfin exclusivement multiethniques, le niveau d'étude, le lieu d'implantation vulnérable et le type d'enseignement entrepreneurial offert ou non. En conclusion, on résume par les retombées attendues, le degré de généralisation et compte tenu des objectifs.

The Therapeutic Relationship

Carolyn Streich

Research shows that the therapeutic relationship is what is "curative" about the counselling process (after extra therapeutic client factors), accounting for 30% of positive client outcomes (Hubble, Duncan, & Miller, 1999; Duncan, Miller, Hubble & Wampold, 2010). With the therapeutic relationship being a common factor in all psychotherapies (Gelso & Carter, 1994), Gelso (2014) proposes a tripartite model of the therapeutic relationship, impacting the counselling process. In this model, the therapeutic relationship includes the real relationship (the genuine connection between two humans), the unreal relationship (the transference response) and the therapeutic alliance (the client and practitioner's collaboration for meeting therapeutic goals) (Gelso & Carter, 1994). This research paper explores Gelso's (2014) tripartite model in two contrasting schools of psychotherapy: psychoanalysis and client-centred therapy. While both theories more obviously draw on one aspect of the tripartite model, using scholarly literature, I demonstrate how these therapeutic schools include all three. Though psychoanalysis emphasizes the unreal relationship by resolving transference responses within the client, the real relationship is revealed once the transference response dissolves, and a new, authentic relationship is formed between the client and therapist (Greenson, 1965; Horvath, 2000; Horvath & Luborsky, 1993). Furthermore, Freud's "Analytic Pact" demonstrates the working alliance in psychoanalysis (Kanzer, 1981). Moreover, with genuineness emphasized in client-centred therapy (Rogers, 1951), genuineness is seen as both the real and unreal relationship, as it is used as a technique and an authentic interaction (Horvath, 2000). The working alliance is attributed to clinician competence in client-centred theory (Ardito & Rabellino, 2011). Both schools of psychotherapy paved the development of the therapeutic alliance in later theories (Ardito & Rabellino, 2011; Bordin, 1979; Greenson, 1965). With client outcome linked to the

therapeutic relationship, these findings are relevant for all therapists, regardless of their therapeutic orientation.

What are the implications of death discussion in therapeutic sessions?

Mohammad Kalantar, Nick Gazzola

Death is a universal and ultimate truth which happens for everyone. Encountering that truth is different from one person to another person. In a bird's eye view, there are two different phenomenological reactions to that reality; passive reaction and active one. In other words, encouraging and disappointing are two different coping styles of confronting death. From an existential perspective, it is indicated that a courageous approach to death is a recipe to live our life well and effectively.

Additionally, one of the significant realms of counselling and psychotherapy sessions is the sessions with clients who have been informed by their medical Doctor that they will die very soon. Such people usually come to therapeutic sessions to cope with such terrible news. There are some reports from those counselling sessions with people who are nearing death.

In the present research we are trying to answer two critical questions. First, how do people experience their life when they encounter the ultimate truth? Second, what happens in therapeutic conversations when clients notice that they will die in a short time?

In response to those questions, a qualitative systematic review of determined written sources that address components related to death discussion has preferred.

In the light of that research via grounded theory, repeating themes, coding and categorizing will happen.

Enhancing Self-Compassion in Athletes: A feasibility study of an online self-compassion program

Alaina Flegar, Diana Koszycki

The nature of sport competitions involves athletes being compared and ranked based on athletic ability, with athletes constantly confronted by potential threat of failure or loss within their sport context. Given this circumstance and the extraordinary amount of criticism and pressure often experienced by athletes, developing an ability to be kind towards oneself in the face of perceived failure could be an important part of training. The purpose of this study is to assess the feasibility of an online self-compassion training program for athletes and obtain preliminary data on the effects of the online intervention on anxiety, mindfulness, self-compassion, perceived athletic ability/performance, and objective athletic performance. Competitive athletes who participate in time-based sports are being recruited from sports teams and other competitive sport leagues, and randomly assigned to either a 1-month self-compassion training, or a wait-list control group. Preliminary results show that the program is of importance and interest to athletes, suggesting that athletes are open to developing kind and understanding attitudes towards themselves within the context of competitive sport. Feasibility data will be analyzed using descriptive statistics and mixed linear models will be used to evaluate intervention effects on continuous outcomes (i.e., levels of self-compassion, mindfulness, general anxiety, sport-related anxiety, perceived athletic ability, perceived athletic performance and actual athletic performance). With increased evidence supporting the potential benefits of self-compassion in sport, as well as links between mental health and optimal sport performance, sport psychologists and mental training consultants may find it appropriate to integrate self-compassion training into their work with athletes.

EQAO preparation: Documenting the lived experiences of Grade 9 Ontario students with tutoring

Alaa Azan

Tutoring centers have experienced exponential increases in enrollment in Canada, with Ontario witnessing a 60% increase from 1996 to 2000 alone (see Aurini & Davies, 2004). While Canadian research has documented trends in tutoring centers, the lived experiences of students in tutoring centers are notably absent from the literature to date, particularly in relation to preparation for Education Quality and Accountability Office (EQAO) standardized tests. In response, the proposed study will investigate the experiences of Grade 9 students as they prepare for an EQAO mathematics test in a tutoring center. The extent to which their preparation compares to what they experience in school will also be examined in response to claims that tutoring centers represent peripheral learning environments (Aurini & Davies, 2013). Specifically, the proposed study will respond to two questions: (1) What are the lived experiences of Grade 9 students taking EQAO-related math tutoring in Ottawa? (2) How do participants perceive the learning taking place in these different spaces?

The proposed study builds on my undergraduate thesis work by using interviews to research the lived experiences of young learners. A maximum of five Grade 9 students enrolled in math tutoring centers in Ottawa, will be recruited. Each student will participate in three 60-minute interviews throughout the academic year. Transcripts will be analyzed for emergent themes and will be guided by the concept of “transboundary learning” (Kim & Jung, 2019b). The proposed study will add a Canadian perspective to international empirical investigations of tutoring centers. The extent to which students view school and tutoring centers as “transboundary learning” spaces will also add to the emerging literature on this concept.

Literary Exploration using Narrative Inquiry

Ranjita Padalia* *online/pre-recorded presentation*

Invoking narrative inquiry as a framing methodology, this paper critically explores the epistemological and methodological challenges involved in understanding young people's readings of minoritized representations in texts. The first part of this paper will provide an overview of narrative inquiry. Additionally, it will conceptualize this methodology's epistemological stances and main features that could guide, support, or inhibit the research I would like to conduct in the future, which is interested in exploring curriculum and how it focuses on the politics of minority representation. Contextualization plays a vital role within narrative analysis (Clandinin, 2016), and for this reason I have chosen to ground this exploration in discussing the significance of personal histories and identities in creating knowledge from narratives, and explore the reflexive and autoethnographic shaping of the researcher when given the responsibility of investigating the gaps/silences between the novel and reader's understanding of literature within the context of Canadian education and Ontario curricula (see Seiki, 2014). Ultimately, the objective of this paper is to investigate the methodological values and challenges of using narrative inquiry to recognize and expose minoritized representations in texts, by way of assisting me in framing my research interests and to conceptualize my future research within the context of Ontario secondary school English curricula.

Visual-verb a relationship in teaching and testing vocabulary: A multimodal analysis of EFL/ESL websites for children

Golshan Mahjoub

Multimodal studies have attracted the attention of scholars in the field of social semiotics, and the developments in digital technologies have led to emergence of new contexts, means and trends in teaching, but examining multimodality in children English teaching websites has not been addressed adequately. For this purpose, I have analyzed the image-text relationship in vocabulary section of English teaching websites for children. I divided these websites into two categories, children-oriented and caregiver-oriented websites. Using Van Leeuwen (2008) and Barthes' (1977) models, I analyzed the data. The result revealed differences between the two groups of websites regarding their distinctive approaches in applying images for teaching vocabulary. So doing this study, I found that children-oriented websites provide children with a variety of activities for learning vocabulary, and do this with a great care, while retaining a harmonious style. On the other hand, caregiver-oriented websites supply raw materials which require a great responsibility on the part of the caregivers. Moreover the characteristics of each category of websites were described and their effect in learning and teaching techniques were taken into account. Due to the undeniable importance of multimodality and multiliteracies in educational contexts, learners, teachers and teacher educators are suggested to be trained on the subject.

Digital Literacies Teaching and Learning in Ontario Classrooms: Recommendations for an Expanded set of Evidence-based Expectations

Michelle Hagerman, Sima Neisary

In Ontario, teachers are encouraged to design lessons that integrate digital technologies to support disciplinary learning and literacies skills development (e.g., Ontario Ministry of Education, 2007; 2018). Curriculum documents, however, offer very little guidance for teachers to follow in terms of digital literacies instructional practices. Without recommendations grounded in classroom-based digital literacies research to inform their practice, Ontario teachers are left to piece together a set of learning activities themselves, but in the absence of broader frameworks or research to inform their design choices (McLean & Rowsell, 2020). At scale, this raises serious concerns about the digital literacies skills, mindsets, and dispositions that Ontario students practice during their K-12 schooling.

Although more research, situated in Ontario classrooms is needed to inform socially and culturally situated recommendations for practices that support digital literacies learning in rural, urban, suburban, Indigenous and Francophone linguistic-minority communities (e.g., Rowsell, Morell & Alvermann, 2017), the proposed paper presentation brings together analyses of two unique and important sets of data that, together, can be used to inform the development of a much-needed comprehensive approach to digital literacies instruction in Ontario schools.

In this paper, we present thematic analyses of survey responses from Ontario teachers (n = 20) who define digital literacies in their own words, and describe the digital literacies teaching practices they often use. We juxtapose these themes with findings from a systematic review of 26 classroom-based digital literacies research studies published between 2008-2018 in the International Literacy Association's premier journal for K-8 teachers globally, *The Reading Teacher*. This review of rigorous, classroom based digital literacies instructional research provides a fundamental baseline against which to judge the scope of practices reported by Ontario teachers. Presently a work in progress, preliminary results suggest that Ontario teachers' definitions of digital literacies are often technocentric and skills-focused, and that teachers could benefit from recommendations that privilege both creative and critical approaches to the production and analysis of diverse digital texts across content areas.

Teacher Digital Technology Integration Knowledge Development through Informal Online Learning

Angela Asir Daniel

Integrating digital technologies (DT) in teaching, especially in English for Academic Purposes, is vital to make language learning effective and to prepare students for the academic setting at the university level (Ramachandran, 2004). One of the factors that is identified to be pivotal in DT integration is teacher knowledge (Cutrim Schmid, 2017; O'Dowd, 2015). To develop teacher knowledge, formal education has been the dominant approach. However, literature shows that many language teachers learn and develop their DT integration knowledge through various informal learning activities (Robb, 2006). Yet, very few studies have provided insight into language teachers' DT knowledge development through informal learning. Besides, the relevance of informal learning in preparing language teachers to integrate DT effectively makes it essential to study how it contributes to teacher DT knowledge development. Therefore, my research aims to explore how language teachers' DT integration knowledge develops as teachers engage in informal online learning activities based on their immediate pedagogical needs.

Positioning teacher knowledge development within a complex systems perspective (Larsen-Freeman & Cameron, 2009), the study will explore the change teachers' DT integration knowledge undergoes while teachers participate in informal online learning activities over four months. To investigate change and to understand how teacher knowledge as a complex system learns and evolves, the study aims to a) identify patterns of interactions that emerge as variables interact; b) observe intra-individual variability pattern to explain DT knowledge development. The study will employ multiple case study approach and data will be collected using interviews, classroom observations, reflective journals and online activity screencast. To analyse and to visually present the interaction of variables, network analysis, as proposed by Pokorny et al. (2018), will be used. This network representation will not only present descriptive information about the patterns of interaction of the variables that contribute to teacher DT integration knowledge development but also provide a way to show the differences in the level of development within the individuals between repeated measurement. Thus, getting an understanding of how teachers DT knowledge develops as teachers engage in informal online learning will help formal education to harness the potential of online learning in teacher preparation.

Exploring the factors that influence the preferences for course formats among graduate students

Yu Tong, Obi Chinwe, Yu Zixuan, Guo Xinnuo

Online learning (also known as distant learning) has profoundly contributed to current teaching and learning with its benefits of time, place and cost. Conversely, a decreasing number of students taking face-to-face courses on campus can be seen in recent years. Apart from online learning, blended or hybrid learning is gradually becoming dominant in higher education. Three course formats (Face-to-Face, Hybrid and Online) are all offered to graduate students enrolled in the Faculty of Education at the University of Ottawa. Students whose backgrounds are diverse have different experiences with these three course formats and their preferences for course formats hinge on the varied features of the different approaches to deliver courses. Based on established research, pros and cons related to these three course formats were often discussed. However, few studies have examined the

preferences for course formats among graduate students in Education. Therefore, we will be presenting the factors that influence these different preferences based on our findings. We start by describing respondents' demographic information, including gender, age range and students' enrollment status. We then address the independent variables (commute time, being a caregiver, work status, access to a personal laptop, access to internet, skill level with technology and preferred ways of class engagement) explored. The results reveal that a significant higher number of faculty of education graduate students prefer the Face-to-Face course format compared with Hybrid and online course formats. This implies that Face-to-Face is the most preferred course format among graduate students in the faculty.

Challenges Facing the Opt-Out Movement in New York

Sarah McGinnis, Zhe Chen

The rise of high-stakes testing in New York has narrowed and simplified what is taught, while becoming central to the effort to privatize public schools. New York has been the exemplar for how to repel standardized testing and invasive data collection. The opt-out movement has been so successful that 20% of students statewide and 50% of students on Long Island refused to take tests. This paper is intended to examine why it is hard to maintain the high rate and what the challenges the opt-out movement have been and are still facing. By understanding the challenges faced internally and externally in the opt-out movement, we aim to investigate how they overcame them. We will be using post structuralism as the key theoretical framework as it works within the structures that are created by questioning what is assumed, hidden, ignored and oppressed. This approach will be helpful to question the "norms" around standardized testing, first to deconstruct the situation and then highlight what issues have perpetuated in education that are doing more damage than good. By examining the challenges the opt-out movement faces we are able to see the benefits and challenges of those engaging in grassroots movements to create educational change. There is no formula or "right" way to create change, however we believe that change is needed and this is one avenue to bring awareness to the harm high-stakes standardized testing is causing to the public school system. The research was conducted in NYS but can be applied worldwide to similar situations. To achieve our objectives, we used a case study analysis, which allows us to answer basic questions about the phenomenon of the growing opt-out movement in NYS. The challenges we find include: The lack of sufficient funding to sustain and grow the movement, the attacks on the opt-out movement by school administrators and policymakers, the media's misrepresentation of the goals of the movement, racial division and achievement gap in test scores, overcoming the political affiliation between parents and the difficulty of effectively changing the viewpoints of those in power. In spite of the challenges we describe, the parent-led Opt-Out movement in NYS has achieved significant successes, which includes that NYS has the highest opt-out rate in the country. All of these efforts are to continue the anti-high-stakes testing movement and move schools towards whole-child policies.

Survol d'une étude sur les pratiques pédagogiques et les représentations des enseignants du PANA liées à l'apprentissage des compétences sociolinguistiques.

Bianca Jeanveaux

Le Canada accueille un nombre important d'immigrants ce qui contribue de façon significative à sa mosaïque culturelle et linguistique très diversifiée. Les élèves nouveaux arrivants qui intègrent les écoles francophones ont différents besoins langagiers en français et doivent se familiariser avec un ensemble de standards socioculturels attendus par l'école (Fleuret, Bangou et Ibrahim, 2013). En

effet, un locuteur qui veut intégrer une communauté doit non seulement communiquer dans la langue, mais aussi appliquer les normes sociolinguistiques de celle-ci (Hymes, 1972). Certains programmes ont été mis en place en Ontario dans le but de favoriser l'intégration sociale et scolaire des nouveaux arrivants au sein des écoles francophones tels que le Programme d'appui aux nouveaux arrivants (PANA). L'un des objectifs de ce programme est de miser sur des pratiques qui encouragent l'acquisition des compétences nécessaires à l'intégration au programme ordinaire tels que les compétences sociolinguistiques.

Dans cette étude, nous nous intéressons aux pratiques pédagogiques des enseignants du PANA (ministère de l'Éducation de l'Ontario, 2010) liées au développement des compétences sociolinguistiques ainsi qu'aux représentations qui ont un rôle important à jouer dans l'adaptation et le choix de ces pratiques. Bien qu'il existe des études qui traitent de l'influence des pratiques enseignantes sur le développement des compétences sociolinguistiques des immigrants (Cayouette, 2011; Proulx, 2017; Carrier-Giasson, 2017), nous n'avons pas trouvé d'études au sein d'écoles francophones qui traitent des pratiques et des représentations dans un contexte où la langue enseignée est minoritaire. Dans cette présentation, nous explorerons brièvement la problématique pour ensuite présenter le cadre conceptuel et la méthodologie de cette étude. Nous aborderons les concepts de compétences sociolinguistiques, de pratiques pédagogiques et de représentations langagières. Nous parlerons également de la méthodologie qui consiste en une étude de cas multiple mixte.

Rapprochement école, famille et communauté par l'entremise d'un programme de littérature de jeunesse

Marie-Pier Bastien* *Cette session est préenregistrée*

Dans cette communication, nous présenterons les premières conclusions de notre projet doctoral dont l'objectif était de mettre à l'essai un programme de littérature de jeunesse (LDJ) parents-école-communauté visant la socialisation à l'écrit par la reconnaissance de la langue d'origine (L1), chez des élèves hispanophones scolarisés en Outaouais. La finalité étant de mesurer ses effets sur les connaissances en lecture des élèves et de créer un rapprochement entre les milieux de l'enfant.

En sachant que dans les dernières années, plusieurs hispanophones se sont installés au Québec, qu'il semble y avoir des écarts au niveau de leur apprentissage de la langue (McAndrew, 2009) et que les programmes de lecture existants visent surtout la langue de l'école comme seule légitimée (Kanouté et Charrette, 2018), nous avons souhaité mettre à l'essai un programme de LDJ qui prend appui sur le bagage culturel et linguistique de l'enfant. La pertinence de notre projet repose sur l'importance de mieux arrimer l'habitus de l'élève (Bourdieu, 1982), notamment son répertoire langagier en L1 (Le Ferrec, 2012), mais aussi, le milieu familial trop souvent délaissé. En effet, bien qu'un certain nombre de programme en lecture visant un rapprochement école-famille existe, la majorité vise la langue de l'école comme seule légitimée (Kanouté et Charrette, 2008). De plus, sachant, l'importance des allers-retours cognitifs entre la L1 et la L2 (Hornberger, 2003; Cummins, 1979) et la place de l'oral dans les pratiques discursives du groupe (Bastien et Fleuret, 2017), il nous semblait important d'envisager une structure didactique répondant plus adéquatement aux hispanophones. Ainsi, pour faire davantage écho aux normes socio-culturelles attendues à l'école et pour amorcer la socialisation à l'écrit, nous avons eu recours à la LDJ et avons souhaité considérer la famille, la communauté et l'école.

Nous avons donc mis à l'essai un programme de LDJ auprès de 40 élèves hispanophones de 1^e année en Outaouais (20 élèves : groupe contrôle et 20 élèves : groupe expérimental), qui compte 8 livres bilingues (français/espagnol) et dont la lecture s'est fait à la maison (parent), à l'école (enseignant) et dans la communauté.

Les données recueillies montrent, entre autres, que le programme a créé des liens entre la famille et l'école, favoriser la motivation des élèves et facilité le développement de connaissances langagières en L1 et en L2.

1998 – 2018: Two Decades of Queer Language Education Research

Camille Blanchard-Séguin, Jared Boland

Though queer research in education predates the 1990s, Nelson (2007) and Paiz (2017) claim that a focus on queerness in language education did not enter the field's consciousness until about 1998, an advent that Paiz describes as a "watershed moment" (2017, p. 348). Prior to this, the language classroom was uncritically assumed to be a "monosexual" (Nelson, 2006; Ó'Móchain, 2006) space; that is, that all students were presumed to be straight or that gender and sexuality were not assumed—or expected—to be important identifying factors in the language classroom. As Hicks (2018) writes on the impact of not being expected: "the experience—the violence—of not being expected [...] is traumatic... and it stays" (p. 18, italics in original).

Very few scoping studies have ever been undertaken to consider the body of research that exists at the intersection of queer identities (2SLGBTQ+) and language education. In fact, only one such study has been published to date (see Nelson, 2007), and the author noted that the field remained too new at the time—now more than a decade ago—to perform a substantive analysis. In our scoping study, we developed a triangular model of queer studies, language education, and French education, which we used as a foundation for searching databases like ERIC and Google Scholar for studies to include in our own. Through the use of thematic analysis, we identified a number of salient concepts, including schools as sites of violence, specific language use, and teachers. We also identified a number of suspiciously absent lenses of analysis, including intersecting questions of race, social class, Indigeneity, ability, and sexual, gender, and language minorities.

In this presentation, we will discuss the model we developed for this scoping study and our findings in greater detail. We will also briefly discuss how the scoping study is taken up in our individual and interconnected research work.

Revisiting the native speaker issue: Representations of 'native speakers' on an ELT website in a China's context

Lanqing Qin

The native speaker issue has been a great concern in the field of English language teaching (ELT) (Holliday, 2014). As Davies (2003) suggests, the term 'native speaker' has an even longer genealogy and embodies great controversy. Its legitimacy is questioned by varied scholars (Braine, 2013; Jenkins, 2006) and its predominantly perceived meaning is outdated against the global cultural flow (Pennycook, 2017). Regardless, the term 'native speaker' has been naturalized and persisted in the language use in ELT (Medgyes, 2014) and have contributed to discriminatory practices (Kubota & Lin, 2009; Rivers, 2016). It is therefore essential to understand how this term has been created, reproduced and naturalized.

In this study, I apply critical discourse analysis (CDA) as both theoretical framework and methodology. "CDA is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context" (van Dijk, 2015, p. 466). Taking the British Council in China website as a

site of analysis, I revisit the native speaker issue by asking: from a representational point of view, who is a native speaker?; how are they represented?; in this process and as a result, who is excluded or included?

The findings suggest that even when you are proven to be grammatically incorrect, if you are mostly male, White and assumed to be of British origin (through your accent), then you are a native speaker. While the fact that it is a British Council website can allegedly explain the predominance of British accent, my focus was on the tools and rhetorical strategies through which this category is represented and legitimized. Using critical discourse analysis, I show that these representational tools 'create' (Hall, 2013) a racialized White and mostly male category that speaks with authority from an authorized space (Bourdieu, 1991). Typically, this study showcases how the discourse around 'native speaker' comes through in China, a context that is thus far underresearched.

Patriotism in citizenship education curriculum: A comparison between China and Quebec **Xingtian Cao**

The love of a nation is usually considered as a delicate topic in educational practice. Being a “patriot” nowadays conveys a negative connotation under the global political climate. Many educators believe that educators should aim to remain neutral when it comes to sensitive topics (Hand, 2008; McDonough, 2003; Yuen & Leung, 2010). Consequently, the place of “patriotism” in citizenship education remain problematic. This presentation examines the space of patriotism in citizenship education with a comparison between the citizenship education curriculum in China and Quebec. Using a qualitative coding method, this presentation will compare content in the two citizenship education programs. Further to the comparison, a philosophical inquiry will be employed to analyze the similarities and contrasts in the two programs. The theoretical framework of this presentation is based on Will Kymlicka’s work on Canadian Multiculturalism (Kymlicka, 1995), and Ian MacMullen’s classification of ‘Patriotic love’ and ‘civic identification’ (MacMullen, 2013). Additionally, this presentation also borrows scholarly works from educators in China and Quebec to further examine both programs.

This presentation aims to examine the place of patriotism in citizenship education. In doing so, audiences will have a better understanding about citizenship curriculum setting in China and Quebec. As patriotism has been heavily covered in the Chinese program, this presentation also aims to provide readers with some first-hand information about education in China. This presentation believes patriotic education in China is over-addressed. A more democratically oriented form of patriotic education – or an education that sought to foster a sense of ‘civic identification’ along the lines of Quebec’s program – would contribute to radically different conceptions of patriotism.

The Value of Music in Second Language Education. The what, why and how of incorporating song, rhyme and rhythm in early childhood teaching praxes **Fiona Scerri Diacono**

This position paper examines my personal philosophy, connections and experiences of incorporating song, rhyme and rhythm to assist L2 education in early years. (Early years are typically defined from age 0-5, however in some countries Grade 1 (up to age 7) is considered early years). In addition, with references to literature, it delves into the cultural context of music, the history of music in education, and various methodologies (the WHAT). It also discusses the research findings of studies that emphasize the benefits of music pedagogy, as well as affirms the importance of music in L2 teaching

and learning (the WHY), namely (i) Music is enjoyable, (ii) Link between Music and higher achievement, and (iii) Increase in self-esteem - a scenario I have termed 'the win-win-win-cycle'. This section also discusses a case study that demonstrates the win-win-win cycle in action. This is followed by practical suggestions and a discussion on the postmodern aspects of trends and practices as related to the use of song, rhyme and rhythm in L2 early childhood education (the HOW). In conclusion it is my hope that the reader views the "WHAT", the "WHY", and the "HOW" as a mirrored win-win-win argument, and is convinced of the benefits of adopting a culture of integrating music into L2 teaching praxes.

Who am I? A literature review of community band membership and identity

Megan Lummiss

As more adults enter the retirement phase of life and have more time for recreational activities, the population adults who are members of community band ensembles is growing (Hallam & Creech, 2016; Hays & Minichiello, 2005; Hebert, 2009). While often perceived as leisure, research demonstrates that involvement in musical ensembles provides an environment for individuals to grow personally, musically, and socially, which has positive outcomes for overall well-being for aging adults (Cavitt, 2005; Coffin, 2005; Coffman & Adamek, 2001; Dabback, 2008; Taylor et al., 2011). Research also shows that identity is influenced by new experiences and how it changes as adults age (Deaux & Burke, 2010; Hogg, 2006; Mclean, & Pasupathi, 2012). Through the context of weekly rehearsals providing constant opportunities for new experiences, community band ensembles can offer a new identity for adults as they enter different stages of life (Creech et al., 2014; Dabback, 2008; Hargreaves, MacDonald, & Miell, 2005; Hogg, 2006). To further understand the outcomes of community band participation, a systematic literature review was conducted to answer the question: how do participation-related outcomes of community band participation contribute to identity formation? Using Google Scholar, empirical articles published between 2000 to 2019 were included in the literature review, particularly those focused on the social, emotional, physical, and cognitive aspects of community band membership and how those outcomes relate to identity formation. The proposed presentation will summarize the findings from the literature review, highlighting how identity formation is influenced by the social, emotional, physical, and cognitive aspects of community band membership. The presentation will also connect these findings to adult learning and music education.

Consent as a Continuum in the Inter-Active for Life Project

Janna Jobel

Teaching consent is usually limited to sex education and seen as a binary construct (deFur, 2016). Even teaching students how to touch and be touched in physical activity in a school context is controversial (Andersson et al., 2018). However, Physical Activity (PA) has been shown to increase students' cognitive, emotional, social, and physical functioning capacities (Easterlin et al., 2019; Ley et al., 2018). As a result, learning how to navigate personal boundaries and engage students in a safe and welcoming manner in PA is essential (Kolbe, 2019). This presentation will share secondary use of data, analyzed to explore how giving and receiving permission to be touched (i.e., consent) in PA is experienced across a continuum. Rebecca Lloyd (2016) and Stephen Smith developed the SSHRC-funded Inter-Active for Life (IA4L) Project to help students immerse themselves in PA while engaging with peers to better student health and learning outcomes. Lloyd and Smith conducted a series of interviews with leading sports instructors in order to better understand how they inspire participants to engage with one another through movement. An analysis of this data shows that

consenting to be touched and the level of engagement with a partner is not a binary construct, but rather occurs across a continuum. Using the concept of consent as a continuum could better inform PA instruction, which has the potential to improve health and academic outcomes.

Beyond balancing: A motion-sensing phenomenology of interactive flow in acroyoga.

Marianne Massat

The goal of this presentation is to present a motion-sensing phenomenological approach (Lloyd & Smith, 2015) for researching the feelings, forms and functions of interactive flow in acroyoga. Interactive flow is the experience of being and feeling fully alive, present and absorbed in the here and now, and being bodily engaged and attuned to others. As for acroyoga, it is a relational yoga practice that involves acrobatic balances performed most often with a singular partner.

As I joined my first acroyoga class, I thought that with nine years of yoga practice, I would be able to transition to acroyoga with ease since it requires similar postures. However, I quickly came to realize that it wouldn't be as easy as I expected. In my regular yoga practice, I move into and out of postures with strength and a deep sense of connection to my body, which leads me to experience a state of flow. Nevertheless, I can't seem to have a similar experience and sensation when I practice acroyoga. Yet, I'm surrounded by acro-yogis that manifest such a sense of fluid connection and peacefulness. This curiosity and longing to experience interactive flow led me to wonder, "What are the manners in which interactive flow manifests in acroyoga?"

Conceptually framed by the Function2Flow model (Lloyd, 2014, 2016) and its constitutive dimensions of movement function, form, feeling, and flow, this research consists of gathering living experiences of interactive flow through: a) closely observing live and recorded acroyoga practices, b) phenomenologically interviewing five experts of continuing education in acroyoga, including the founders, Eugene Poku & Jessica Goldberg, and c) engaging in a motion-sensing phenomenological acroyoga practice. My goal is to present the preliminary findings of my motion-sensing phenomenological analysis, which reveals the relational functions, forms, and feelings of an interactive flow experience in acroyoga.

Les meilleures pratiques d'enseignement durant les stages cliniques en sciences infirmières : points de vue des professeures cliniques, des préceptrices et des stagiaires

Gabrielle Charron, Liliane Dionne

Les meilleures pratiques sont celles fondées sur des données probantes ayant pour but d'améliorer les façons de faire dans un certain domaine (Mackey et Bassendowski, 2016). La formation clinique en sciences infirmières n'y échappe pas et vise l'éducation de l'infirmière dans l'environnement clinique pour qu'elle maîtrise ces bonnes pratiques (Association des infirmières et des infirmiers de l'Ontario, 2016). Des recherches indiquent qu'en l'absence des meilleures pratiques d'enseignement, les formatrices en stage clinique utiliseraient parfois des jugements ou des stratégies non testées, entraînant une inconsistance dans la formation offerte (MacIntyre, Murray, Teel et Karshmer, 2009). De plus, selon LeGrande (2016), le manque de préparation et le manque de consistance dans les pratiques d'enseignement des professeures et des préceptrices nuiraient aux meilleures pratiques en stages cliniques. La question générale qui guide l'étude est : quelles sont les meilleures pratiques d'enseignement durant les stages cliniques en sciences infirmières ? L'étude qualitative est basée sur une collecte de données par entrevue avec 3 catégories de participants (n=8) : les professeures cliniques, les préceptrices et les stagiaires. Les données sont analysées thématiquement. Les résultats

préliminaires indiquent que 4 axes sont identifiés comme faisant partie des meilleures pratiques en stage clinique : apprendre les techniques de soins infirmiers; fournir des occasions de réfléchir et de partager les expériences de stage; développer une relation de confiance entre stagiaires et formatrices; et fournir des expériences interprofessionnelles. Les résultats serviront à identifier des pistes de changements pour guider la révision des programmes de baccalauréat afin d'assurer une meilleure formation clinique en soins infirmiers. Dans le cadre de cette présentation, nous allons présenter la problématique, le cadre conceptuel et les résultats préliminaires de notre recherche.

« Reflexive photography » : une technique innovante au service de l'entretien de recherche avec une population vulnérable

Virginie Abat-Roy

Les recherches ayant des sujets humains sont notables dans le domaine de l'éducation. De plus en plus de méthodes sont employées et de nouvelles approches permettent de réduire les barrières entre le chercheur et les participants. Dans un contexte où une population est vulnérable et marginalisée, comment faire pour favoriser les réponses authentiques aux entretiens de recherche ?

Cette communication présente la technique de « reflexive photography », permettant de capturer l'interaction de l'individu avec son environnement (Harrington et Schibik, 2003). Elle favorise la compréhension du monde de l'autre à l'aide de la prise de photographies par les élèves menant à des entretiens semi-dirigés. Tout d'abord, un survol du contexte de ma recherche doctorale et un portrait de la population vulnérable seront présentés. Ensuite, la démarche méthodologique sera décrite. Cette approche novatrice permet de redonner du pouvoir aux participants, car ils ont rarement l'occasion de s'exprimer sur leurs expériences vécues (Arleo et Delalande, 2010).

Program Evaluation in Informal Settings: Reviewing the Literature on Museum Program Evaluation

Natalie M. Sadowski

Educational programs are becoming increasingly common in museums. Program evaluation is a valuable tool to ensure the effectiveness of these programs. However, no two museums are identical. Variability among these institutions may pose problems to the evaluation of their programs. Differences in funding, stakeholders, environment, and programs may mean that evaluation approaches and methods will vary greatly. Existing research can help evaluators conduct successful evaluations in museums despite these differences. In this presentation, I will review peer-reviewed articles to introduce conference attendees to the field of museum program evaluation. Difficulties faced in museum program evaluation and potential solutions will be presented. Using examples from literature, I will comment on themes such as collaboration in evaluation and report recommendations from researchers and evaluators. While this presentation focuses on museum program evaluation, many of the issues presented, including unclear definitions of research versus evaluation, may be applicable to program evaluation in general. Implications for the future of museum program evaluation will also be addressed.

Empathy In Leadership

Nidhal Qwai

Empathy can play an important role in effective leadership. Leadership is defined as the process of taking care of people in one's charge to achieve goals, while a leader is someone who takes care of others (Sinek, 2014). Empathy refers to a person's ability to understand and share the feelings, thoughts, and behaviours of other people (Wang, Davidson, Yakushko, Savoy, Tan, & Bleier, 2003). Empathy is an essential part of raising responsible citizens (Ekman, 2003), having respectful interactions, and being kind to others (Kehret, 2001, p. 44). In practice, there is a lack of empathy use in educational settings (e.g., Darder, 2015). Based on this, we argue that empathy should be a core element of effective leadership and be increasingly applied in educational settings. There is a wide body of literature on the concepts of empathy or leadership, but research on empathy in the context of leadership in education is a topic that is understudied. Moreover, a major challenge in the literature is that researchers have not adopted a unified definition of 'leadership'. As for empathy, Powell & Roberts (2017) describe three forms of empathy: 1) Cognitive, 2) Affective, and 3) Compassionate. The compassionate form is more likely to be the most beneficial to people (Ekman, 2003). Therefore, it is the form that should be strived for in leadership, and in Transactional Leadership (TAL) and Transformational Leadership (TFL) theories specifically. Both TAL and TFL are employed by educational leaders to motivate staff to meet expectations and achieve goals (Bogler, 2001). This presentation will highlight four empirical studies that have used survey and interview methods to examine empathy in these leadership theories. Results show either a misuse or a lack of empathy in both TAL and TFL theories. Also, the findings point to major benefits of using empathy in educational settings (e.g., Decety, 2012; Weissbourd, Jones, Anderson, Kahn, & Russell, 2014).

La mise en oeuvre de la différenciation pédagogique au préscolaire dans les écoles de langue française de l'Ontario

Pierre Pélissier

Au Canada, la différenciation pédagogique favorise l'inclusion et la réussite scolaire de tous les élèves. Bien que ses effets positifs soient reconnus par les décideurs et les chercheurs, les enseignant(e)s en font un usage minimal et ne semblent pas la mettre en œuvre de manière explicite et systématique (Prud'homme, Dolbec et Guay, 2011). L'ambiguïté du concept, la formation insuffisante des enseignant(e)s et le manque de ressources matérielles font partie des difficultés liées à la mise en œuvre de la différenciation pédagogique (Dee, 2011; Villeneuve-Lapointe, Beaulieu et Vincent, 2018). Puisque dès le préscolaire, les écoles de langue française de l'Ontario accueillent une diversité d'élèves et que peu d'études sur les pratiques de différenciation y ont été menées, nous nous sommes intéressé à comprendre comment les enseignant(e)s de maternelle et de jardin mettent en œuvre la différenciation pédagogique en milieu minoritaire franco-ontarien. Ainsi, nous utiliserons le modèle de classe différenciée de Tomlinson (2004) selon lequel les enseignant(e)s peuvent faire de la différenciation pédagogique en modifiant les contenus, les processus et les productions.

Notre question de recherche générale est formulée comme suit : Comment la différenciation pédagogique est-elle mise en œuvre au préscolaire dans les écoles de langue française de l'Ontario? Nos questions spécifiques de recherche sont les suivantes : 1) Quelles sont les stratégies d'enseignement et d'organisation en lien avec le modèle de Tomlinson qui sont conçues ou élaborées dans ce contexte? 2) Quelles sont les dimensions qui favorisent ou qui limitent les pratiques de différenciation?

Pour mieux comprendre le phénomène en cours, nous privilégions une approche qualitative/interprétative et nous recourrons à l'étude de cas multiples (Roy, 2016). Nous recruterons 8 à 10 participant(e)s selon un échantillonnage non probabiliste à participation volontaire. L'entrevue semi-dirigée et le matériel écrit seront utilisés comme modes de collecte de données (Savoie-Zajc, 2011).

Exploring dietitians' perceptions on teaching leadership skills: Result of a pilot study

Billie Jane Hermosura, Desha Miciak

Introduction: New competency or domain areas create opportunities to explore how current curricula may meet these requirements and identify learning gaps that must be addressed through curricular redesign or development. It is anticipated that there will be new performance indicators related to leadership for dietitians in Canada, however few studies have specifically explored experiences of dietitians in leadership.

Objective: To determine what experiences, both positive and negative, did dietitians experience early in their careers that require 'leadership skills' using Critical Incident Technique.

Methods: The participants (n=17) were recruited through purposive sampling. The selection criteria included dietitians who demonstrated leadership or worked in a leadership capacity, and were affiliated with a university nutrition program. Semi-structured interviews conducted by the researcher, each <30 minutes, were based on an interview guide. The researcher transcribed the interviews verbatim and thematic analysis was used by two researchers to inductively elucidate code and generate themes.

Results: Themes were compared to the LEADS Leadership Framework. Situations where dietitians found themselves needing to use leadership skills early in their careers were in a managerial capacity or as part of an interprofessional team. Positive experiences were related to advocating for oneself or others, or exceeding one's own expectation. Negative experiences were related to communication challenges among team members, or gender dynamics. All participants thought leadership skills can be taught in undergraduate curriculum, in particular foundational knowledge.

Conclusion: Developing leadership skills essential for entry-level dietitians requires an introduction to key concepts through academic and practical internship experience. To improve our understanding of how health providers, such as dietitians, function as part of a health system, it becomes essential to understand their experiences in the workforce.

Electronic consultation systems promote learning across the primary-specialty care interface

Rachel Grant, Justin Sewell, C. Liddy, E. Keely, Delphine Tuot, Doug Archibald

In many healthcare systems in Canada, the United States and Europe, electronic consultation (eConsult) services are being used to improve access to, and efficiency of, specialty care. eConsults allow primary care providers (PCPs) to request patient-specific advice from specialists, sometimes eliminating the need for an in-person specialist appointment. Because eConsult systems facilitate and enhance iterative communication between primary and speciality care (Sewell et al., 2014), there is strong potential for interdisciplinary learning. However, whether and how such learning occurs is unclear. We designed, developed, and piloted a pair of Reflective Learning Tools (RLTs) to assess and document learning between PCPs and specialists using eConsult systems.

We performed a four-phase mixed methods study recruiting PCPs and specialists from Ottawa, Ontario and San Francisco, California: 1) subject matter experts developed preliminary RLTs for PCPs and specialists; 2) a three-phase Delphi survey led to consensus on items for each RLT; 3) cognitive interviews as participants used the RLTs; 4) pilot and semi-structured interviews. Here we report results of phase 4, focusing on whether and how participants perceived the RLTs to promote learning.

Pilot participants completed 180 RLTs (60 by PCPs, 120 by specialists). PCPs perceived they learned from 51.7% of the RLTs, most often clinical information communicated directly within the specialist's response. PCPs reported feeling motivated to pursue additional learning beyond the eConsult exchange in 23.3% of RLTs. Specialists perceived learning from 26.1% of RLTs, particularly when they reviewed the literature in order to answer a PCP's question. Thematic analysis revealed five themes (in capitalized font) related to teaching and learning in eConsult systems. Specialists were described as KNOWLEDGE TRANSLATORS who over time could SCAFFOLD PCP MANAGEMENT of disease, promoting greater PCP ownership of complex disease. eConsult systems promoted COMMUNITIES OF PRACTICE wherein PCPs and specialists developed virtual relationships that led to mutual trust. PCPs and specialists alike perceived that eConsult systems provided opportunities for SELF-DIRECTED LEARNING wherein they were motivated to investigate topics further through the course of eConsult exchanges. Finally, the RLT itself was perceived to promote CRITICAL REFLECTION among both PCPs and specialists regarding their knowledge and practice habits.

Le français inclusif et la communauté franco-ontarienne : une analyse discursive des attitudes linguistiques

Camille Blanchard-Séguin

La communauté franco-ontarienne est-elle prête à adopter le français inclusif, une variation linguistique inclusive de la communauté queer et trans, et plus particulièrement des personnes non binaires par rapport au genre? Ce travail propose un survol des attitudes linguistiques présentes dans les discours de la communauté franco-ontarienne au sujet du français inclusif, une variation diaéthique du français normatif qui survient au 21^e siècle afin d'offrir une alternative aux formes hégémoniques du cadre grammatical à deux genres de la langue française normative (Alpheratz, 2018). Cette variation peut inclure divers types de pratiques, telle l'utilisation de néo-pronoms de genre neutre, ou de graphies tronquées, ou encore de termes épïcènes (Ashley, 2019, Bolter, 2019). Cette analyse est faite à partir des représentations de la variation du français inclusif dans trois types de documents, soit, des documents institutionnels, médiatiques et numériques, provenant de différents types d'acteur-ice-s locaux-les de la communauté linguistique franco-ontarienne, tels que les gouvernements, les associations, les médias et les organismes jeunesse. En se basant sur la définition des représentations linguistiques de Boissonneault (2018), ce projet observe les discours émis par des groupes à différents niveaux sociaux, en passant de la base populaire (« grassroots ») aux décideur-se-s politiques. Tous ces groupes peuvent avoir un impact sur l'aménagement linguistique franco-ontarien, et l'analyse des discours trouvés dans les documents révèle certaines attitudes présentées par la communauté franco-ontarienne à l'égard de la variation inclusive de la langue française. Trois remarques ressortent de cette analyse ; d'abord, les documents évalués ne présentent pas d'opinions qui s'opposent manifestement aux pratiques du français inclusif. Ensuite, les documents contiennent un double discours au sujet de l'adoption de cette variation, oscillant dans les nuances entre l'imposition et la proposition. Enfin, un message commun aux discours tenus dans ces documents est que l'adoption du français inclusif peut sembler difficile, mais qu'elle est faisable. Cette discussion s'aligne thématiquement avec celle de Jared Boland.

On Not Knowing: Reflections on Positionality

Jared Boland

Je suis un chercheur qui s'intéresse aux salles de classe francophones et comment les discours queer y accèdent. Je parle français comme langue seconde; donc, une difficulté aggravante c'est que même

si je peux trouver une traduction pour un terme que je connais bien en anglais, je ne possède pas ni la facilité ni l'instinct avec la langue pour savoir si la traduction est offensive ou si cette traduction est courante en communauté. Donc je fais face à la question de droit de partager: est-ce que j'ai le droit de faire du travail qui se concentre d'une communauté à laquelle je n'appartiens pas—c'est-à-dire, la communauté francophone queer—? En outre, même en anglais, est-ce que j'ai le droit de faire du travail qui implique les communautés trans ou bi-spirituelle?

This reflexive paper considers three experiences I have had—one in preparing a workshop on queer and trans identities, one during a conversation with a mentor, and one in a previous professional role—that have shaped my academic work and my relationship to it. I share these three experiences, problematize reflexive identity statements drawing largely on Pillow (2003)—including my own—, and conclude in connecting how my failures in each of the three interactions discussed have inspired further and more committed action.

Should university curriculum align with labour market requirements? A survey of senior university leadership perspectives

Michael O'Neill

Should the university curriculum be influenced and shaped by national economic needs and requirements of the labour market? This is the question that is being probed in a study that reviews the public pronouncements of leadership in Canada's university sector. Though this issue is on the periphery of discussions about university curriculum, it is nonetheless important given the changing nature of the labour market, changing expectations of public authorities who fund a significant portion of university budgets, and private and public bodies who regularly pass judgements on the skills and competencies of university students and graduates through their recruitment decisions.

Though this is undeniably an issue of importance and currency in the education policy community given the number of reports and commentary issued in the recent past, this issue has garnered far less attention within the scholarly community. The literature, such as it exists, has tended to focus on the economic dimension of higher education and its dividend in terms of income and employment prospects.

Our study proposes to review the public statements of the leadership of Canada's leading universities, which for practical reasons, will be defined as university members of the U15 group of Canada's research universities. This review will consist principally of a content analysis of these pronouncements as gleaned from materials collected from the U15 website and websites of the member universities. As a prospective study, this review will consider only statements made in the last five years.

We anticipate that the results will enable us to situate whether there is divergence or convergence among the leadership in Canada's university sector on an issue that is of import to the development of higher education policy in the future, the mission of the university as perceived by its leadership, and the development of higher education pedagogy. Our findings will, therefore, be of interest to a broad segment of scholars and lay public interested in the issue of higher education policy.

Discourses about the displaced: A critical discourse analysis of Australian and Canadian educational policies and resources for students of refugee backgrounds

Valerie Schutte

The UNHCR is urging the UN Security Council to respond to the unprecedented stigmatization of refugees in discourses globally as forced displacement reaches record levels (UNHCR, 2019a). Given that discourses mediate social actions via social institutions and that it is in social institutions that hegemonic struggle takes place (Fairclough, 2010), discourses about refugees must be critically analyzed in social institutions.

As more than half of the world's 25.4 million refugees are under the age of 18 (UNHCR, 2019b), the school is one of the main social institutions with which refugees should be interacting. Only 63%, 24%, and 3% of refugee children have access to primary, secondary, and tertiary education (UNHCR, 2019c). Resettled refugees are the most likely to access education (UNHCR, 2019c).

Nearly 45% of the refugees resettled in 2018 were sent to Canada and Australia (UNHCR, 2019b). Most references in Canadian refugee education policy resources come from Australia educational policy documents (Ratkovi? et al., 2017). However, the two countries have adopted different models of education for newly arrived refugees: A segregated model in Australia and an inclusion model in Canada. Their opposing policies drawing on the same references calls into question whether their educational approaches are research-informed and suggests that resettled refugees may be subject to hegemonic relations of power in schools.

This presentation critically analyzes discourses about refugees in Australian and Canadian educational policies using Fairclough's (2010) methodology so as to denaturalize discourses about refugees. It shows how social institutions determine discourses on refugees and how these discourses shape refugee-background students' education. Analyses at levels of the society, the social institution, and social actions (Fairclough, 2010) situate educational policy within broader social contexts. Each level of analysis identifies 1) social wrongs; 2) obstacles to addressing the social wrongs; 3) whether the social order 'requires' the social wrongs; and 4) possible ways past the obstacle through policy (Fairclough, 2010). The objective of the presentation is to make recommendations for improving Australian and Canadian refugee education policies so that, when implemented, schools can become more inclusive to and supportive of refugee-background students.

Comprendre le sens que des jeunes présentant des difficultés d'apprentissage accordent à l'expérience des interactions vécue dans leur environnement scolaire

Charlyne Lavoie

L'objectif de cette étude est de comprendre le sens que de jeunes francophones présentant des difficultés d'apprentissage donnent à leur expérience en salle de classe. Ces jeunes sont issus d'une région faible économiquement, en contexte minoritaire francophone dans le cadre de l'inclusion scolaire au Nouveau-Brunswick. En général, les élèves de la région étudiée, Kent Nord, obtiennent les résultats scolaires les plus faibles de la province, ce qui permet de constater que de très nombreux jeunes n'atteignent pas les objectifs attendus, se retrouvant notamment en difficulté d'apprentissage. Dans le but de comprendre leur expérience, il apparaît important d'examiner plus spécifiquement de quelles manières les différentes interactions influencent l'élève de la région étudiée, selon sa perspective, dans le contexte de sa salle de classe. Dans le cadre du symposium, je présente la problématique de mon étude. À ce titre, nous retrouvons un court aperçu de la région étudiée, les nombreux concepts définissant les difficultés d'apprentissage dans la littérature ainsi que la définition retenue dans le cadre de cette étude. Nous présentons également ce que les écrits scientifiques récents révèlent par rapport à qui sont ces élèves qui se retrouvent en difficulté d'apprentissage. De même, nous relevons comment ils sont considérés et préparés au Canada, aux

États-Unis et dans plusieurs pays d'Europe, pendant leur parcours scolaire. Nous exposons pendant cette communication notre approche anthropologique de l'éducation suggérée par Charlot : humanisation, socialisation et subjectivation.

L'approche Reggio Emilia dans le nouveau programme d'éducation à la petite enfance de l'Ontario

Johanne Barrette

Le programme-cadre révisé d'éducation à la petite enfance (ÉPE) en Ontario (MEO, 2016) promeut l'apprentissage par le jeu dans une culture d'enquête. Les avantages d'une telle approche pour le développement de l'enfant font consensus auprès des chercheurs internationaux: stimulation de la créativité, de la résolution de problèmes, du raisonnement, de la cognition, des habiletés sociales, du langage, des habiletés narratives, de l'autorégulation et de la motivation intrinsèque (Hirsh-Pasek et al., 2009).

Un programme d'ÉPE de qualité serait garant ultérieurement d'un meilleur cheminement scolaire et d'une bonne santé physique, morale, sociale et économique. On dénombre également moins de décrochage, de criminalité, de problèmes psychologiques et même d'obésité (Biroli et al., 2018). Heckman, Bruner, Hawkins et Gardner sont au nombre des chercheurs qui comptent l'approche italienne Reggio Emilia (ARE) parmi les meilleurs programmes en ÉPE (Heckman, 2007; Edwards, Gandini et Forman, 2012).

Ayant identifié certains concepts-clés de l'ARE dans le programme révisé d'ÉPE de l'Ontario, notre objectif de recherche était d'en analyser la présence, leur ordre d'importance et leur interprétation au moyen d'une analyse de contenu selon un modèle mixte (L'Écuyer, 1987). Ce modèle utilise des catégories préexistantes doublées de catégories à induire et procède de la logique inductive délibératoire, qui consiste à utiliser le cadre théorique comme un outil éclairant le processus de l'analyse. Ainsi, la grille d'analyse initiale s'enrichit de dimensions ressortant des données. Notre analyse a révélé que les concepts-clés de l'ARE forment la base philosophique du programme (Barrette, 2019).

L'ARE repose sur un paradigme où l'enseignant n'agit plus comme dispensateur de savoirs, mais comme coapprenant, facilitateur et chercheur sur l'apprentissage des enfants. Endossant ce paradigme, le MEO demande à l'enseignant d'adopter une pédagogie de l'écoute et de l'observation pour créer une documentation pédagogique constituée de notes écrites, photographies et vidéos du travail des enfants. Analysée, cette documentation sert à orienter le travail selon une démarche de curriculum émergent. Partagée en présents, elle rend les apprentissages visibles.

L'ARE jouit d'une bonne diffusion dans les milieux anglophones, mais demeure peu connue des milieux de recherche et de pratique francophones.

Nous proposons d'examiner cette rencontre entre deux cultures éducationnelles.

Affiches par les étudiants diplômés | Posters by Graduate Students

Definitions and measures of resilience among secondary school students: A scoping review

Evelyn Desforges

Public systems of schooling, such as the Ottawa-Carleton District School Board, list resilience among the explicitly stated exit outcomes driving their programming for all secondary school students (OCDSB, 2018). However, the ways in which they define resilience - for example as a process (Liedenberg, Ungar & LeBlanc, 2013) or as a collection of qualities (Connor & Davidson, 2003) - are not necessarily clear and have potential implications for how to measure it among their students. In the proposed poster presentation, I present an in-progress scoping review that brings together current definitions and methods of measuring resilience reported in empirical research involving secondary school students conducted in the past decade. I espouse a Positive Youth Development approach to resilience, which offers a view of resilience with a lower threshold for trauma (Masten, 2014), in order to cast a broader net for inclusion in the review.

Following Arksey and O'Malley's (2003) methodological framework for scoping reviews, the poster will outline my methods of data collection and analysis. For example, studies included in this scoping review were identified through the reading of abstracts, then full texts, of database search results, as well as the reference lists of these results to ensure sufficient coverage of the research problem. As an analytical tool, I used a form to extract data from the included studies, then analysed the data in Google Sheets by means of metasummary. Following this approach, I consolidated the data into abstracted findings by looking for similarities. These abstracted findings were grouped into more general themes, and frequency effect sizes (Sandelowski, 2003) were calculated for each abstracted finding to demonstrate the most commonly held characteristics of resilience in the definitions and measures in the data set.

Although this research is a work in progress, I will share preliminary, emergent findings at the time of the poster presentation.

Creating eConsult Reflective Learning Tools. Créer des outils d'apprentissage réflexif sur les consultations électroniques.

Rachel Grant, Sheena Guglani, Craig Campbell, Roland Grad, Erin Keely, Clare Liddy, David Price, Justin Sewell, Scott Shipman, Jeffrey Sisler, Timothy Wood, Delphine Tout, Doug Archibald

In many healthcare systems in Canada, the United States and Europe, electronic consultation (eConsult) services are being used to improve access to, and the efficiency of, specialty care. eConsults allow primary care providers (PCPs) to request patient-specific advice from specialists, sometimes eliminating the need for an in-person specialist appointment. Because eConsult systems facilitate and enhance iterative communication between primary and speciality care (Sewell et al., 2014), there is strong potential for interdisciplinary learning. However, whether and how such learning occurs is unclear. We designed, developed, and piloted a pair of eConsult Reflective Learning Tools (RLTs) to assess and document interdisciplinary learning between PCPs and specialists using eConsult systems. The purpose of this poster presentation is to provide an overview of the methodology.

We performed a four-phase mixed methods study recruiting PCPs and specialists from Ottawa, Ontario and San Francisco, California. In phase one, subject matter experts developed preliminary RLTs for PCPs and specialists. In phase two, a three-phase Delphi survey among 20 PCPs and 16 specialists led to consensus on items for each RLT. In phase three, we performed cognitive interviews with three PCPs and five specialists as they used the RLTs and then made further modifications. In phase four, 10 PCPs and 14 specialists piloted the RLTs; three PCPs and nine specialists then participated in semi-structured interviews. We performed an inductive thematic analysis of the transcripts.

The RLTs we developed were considered by participants to promote critical reflection and learning, and could be used for quality improvement and continuing professional development among healthcare providers. Additionally, they could be further studied as tools to teach eConsult practices to both graduate and undergraduate medical education learners.

Food Insecurity and Academic Performance in Ontario

Olfa Karoui

Food insecurity (FI) is defined as the consumption of low quantity or quality food, worrying about food supply or acquiring food in socially unacceptable ways (Alaimo, et al., 2001). As of 2012, 15% of Ontarian children are living with FI (Tarasuk, et al., 2016). This is concerning as school aged children's development is sensitive to nutritional stress and experiencing childhood FI is associated with adverse physical, mental, and learning outcomes (Howard, 2011; Alaimo, et al., 2001). In fact, childhood FI is associated with an increase in aggression, anxiety, lower attentiveness and task persistence resulting in disruptive classroom behaviours, hindering classroom-based learning (Howard, 2011; Fletcher et al., 2017). FI children are also more likely to experience depressive disorders, suicidal ideation and fatigue (Alaimo, et al., 2002). The development of such conditions is correlated with lower scores on standardized exams (Lalongo, et al., 2001). The primary role of principals is to ensure that students are actively engaged in their learning process (Chitpin, 2016). However, given the increase of absenteeism and low well-being in FI children, implementation of these strategies may be difficult. Subsidized school food supplementation programs are commonly used by school leaders to alleviate the effects of FI. However, there is mixed evidence on their impact on the diet quality of FI children. In Canada, each province is responsible for the development of programs to manage school foods. In Ontario, multiple ministries are responsible for school food programs (Ontario Ministry of Education, 2010). However, participation in such programs and accordance with nutritional recommendations for free food is not mandatory. The change in provincial government has also resulted in reduced public funding to schools and health organizations resulting in cutbacks to these programs (Kopun, 2019). Thus, the recent political climate in combination with Ontario's reliance on EQAO outcomes to determine accountability may be unsuited to schools with high proportions of FI students. The study will explore the relationship between FI and EQAO scores within Ottawa and will seek to understand how school leaders address FI. To do so, a mixed-methods approach will be used. First the correlation between neighborhood nutritional environment and EQAO scores will be determined. Then, a survey will be distributed to school leaders to understanding how FI impacts their students.

English Teachers' perspectives regarding the lexical approach and the literacy approach in elementary EFL education in China: Where is the difference?

Chuan Liu, Youjia Zhao

This study investigates teachers' interpretations and perspectives on the lexical approach and the literacy approach in English as a Foreign Language (EFL) education. The lexical approach has been prevailing in China for decades, while the literacy approach is newly introduced. The lexical approach in foreign language education concentrates on learners' vocabulary and grammar development. The literacy approach is a dynamic and evolving approach with the ever-changing concept of literacy. The focus of the article is regarding the semi-structured and informal online interviews of three experienced English teachers in China who have practiced both approaches. Thematic analysis was implemented to code the data of the prime themes. Through the qualitative approach, the paper investigates that the interviewed teachers (1) could not articulate the definition of both approaches; (2) prefer the literacy approach and form an understanding of the approaches mainly via teaching practice and observation in learning outcomes; and (3) expressed their concerns about the complexity of the literacy approach in the context of China. The result shows that the understanding of the approach is based on the teachers' practice. Furthermore, the practitioners interviewed in the research are not certain of the rigorous definition of each approach. The more detailed results will be shared in the symposium.

Plus de filles en STIM, quelles pratiques pédagogiques privilégier en mathématiques ?

Monesson Baurice Zaha

Malgré qu'elles soient plus nombreuses que les hommes à décrocher un diplôme universitaire au Canada, les femmes restent encore sous-représentées dans les filières sciences, technologie, ingénierie et mathématiques (STIM) (Deschênes, 2002 ; Hango, 2013). En plus des causes liées aux stéréotypes du genre (Lafontaine et Monseur, 2009), le rendement des filles au niveau secondaire en mathématiques est souvent montré du doigt. En effet, Hango (2013) soutient que les filles sont plus motivées à s'orienter en STIM lorsqu'elles ont de très bons résultats en mathématiques. Or, le rendement en mathématiques des garçons de 15 ans reste meilleur à celui des filles du même âge (Organisation de coopération et de développement économique (OCDE), 2018). De plus, les filles seraient moins motivées dans leurs apprentissages des mathématiques par rapport aux garçons (Genoud, Kappeler et Guillod, 2015).

Quelles stratégies utilisent les enseignantes et enseignants de mathématiques pour motiver les filles dans leurs apprentissages des mathématiques? comment ces stratégies sont-elles perçues par les filles? Quelles pratiques pédagogiques pourraient intéresser les filles mathématiques?

Pour répondre à ces questions, nous nous inscrivons dans le concept de motivation. Qu'est-ce que la motivation? Quel rapport entre la motivation et l'apprentissage en général et celui des mathématiques en particulier?

L'étude de nature qualitative de type exploratoire (Van Der Maren, 1996) sera conduite auprès d'enseignantes et d'enseignants et des filles de 7e et 8e année des écoles de langue française en Ontario. Des entrevues semi-structurées seront suivies d'observations en salles de classes pour mesurer l'écart entre ce qui a été dit et ce qui est fait.

Les résultats de cette étude pourront servir de ressources pédagogiques pour les enseignantes et enseignants de mathématiques, dans la conception de manuels scolaires de mathématiques et de guide pour les ministères de l'Éducation afin de promouvoir l'enseignement des mathématiques auprès des filles.

When Learners Read in Two Languages: Understanding Chinese-English Bilingual Readers Through Miscue Analysis

Heather Blair, Jacqueline Filipek, Hongliang Fu, Jing Jin, Miao Sun

The number of Chinese-speaking students in Canadian schools is dramatically increasing. We believe learning more about how children read in Mandarin will help teachers to understand the reading processes of their Chinese students when they read English. This study explored reading practices in Chinese and English through examining children's reading in both languages. Based in a socio-psycholinguistic framework (K. Goodman, Wang, Iventosch, & Y. Goodman, 2012; Kabuto, 2017) and through miscue analysis, we examined how children apply their knowledge of language to Mandarin and English reading. This qualitative research beginning in 2015 has undergone three stages. The first stage involved a pilot study of one child, the second stage added three children (between grades three and five), then, in 2019, the third stage involved re-interviewing two participants now in grades seven and eight. Data collection at all stages included interviews and analyses of their reading performance in both languages. The four Chinese-English bilingual participants lived in an English dominant Canadian city. From a comparative perspective, we discuss some of the similarities and differences between Chinese and English by offering syntactic comparisons of the two languages through psycholinguistic language cueing systems. Findings of the early stages of the study highlight strengths and areas of growth for students who speak and use both languages. Recent findings highlight the sociocultural influence on the children's biliteracy practices and discusses how they perceive reading in their teenage years. This study reveals the impacts of social support for language use and the influence that had on the children's perceptions of bilingual reading and the reading activities in which they engaged. We believe knowing about how Chinese and English readers construct meaning in both languages will help English as an Additional Language (EAL) teachers, in fact all classroom teachers, to teach reading to bilingual and biliterate children. This presentation will highlight an overview of the study but will focus on recent findings and their implications for classroom education.

Intégration et Inclusion : entre dissonance et réalité scolaire

Laurence Kangne

Du fait de la mondialisation, les sociétés industrialisées connaissent presque toutes de grandes vagues migratoires et l'école est sans équivoque l'un des principaux lieux où se manifestent les pratiques plus mobiles des familles (Farmer, 2016). Afin de contrôler les flux d'immigrants, d'assurer leur accueil et leur intégration sur son territoire, le Canada s'est doté de règles et de procédures dont la loi sur le multiculturalisme. Au Québec, on fait plutôt référence à l'interculturalisme et la connaissance de la langue française est un préalable d'adhésion à la société d'accueil. Alors que la province a recensé en 2016 un peu plus de huit millions d'habitants, dont 14,4 % (950 000 d'habitants) qui sont des locuteurs d'autres langues que les langues officielles, (Statistique Canada, 2017), notre étude s'intéresse à comprendre comment s'opérationnalise la prise en compte de cette diversité au travers de pratiques pédagogiques inclusives, car, il y a un véritable potentiel associé à une reconnaissance de la diversité à l'école qu'approuvent même les réformes québécoises. De plus, la diversité est une clé pour favoriser la réussite scolaire (Prud'homme, Vienneau, Ramel et Rousseau, 2011).

Pour le moment, nous ne présenterons que notre Introduction, problématique et contexte.

NGO- School Partnerships & Global Education

Sophia Mirzayee

Historically, there has been an absence of global education in Canadian schools and no systematic effort to introduce it as part of the core curriculum (Mundy & Manion, 2008). However, global

education has recently become more prominent within educational policies, mandates and formal curricula in Canada (Mundy & Manion, 2008). Despite this rhetorical shift, it has yet to translate into sustained practice, and implementation remains ad-hoc due to a lack of curricular support, resources and capacity development (Ast & Bickmore, 2014; Hughes et al., 2010; Mundy & Manion, 2008; Manion & Weber, 2018).

Despite the structural and curricular challenges that contribute to weak implementation of global education in Canadian schools, pursuing partnerships with civil society organizations represents a valuable opportunity for school-based capacity-building. Particularly significant are partnerships with NGOs (Buchanan et al., 2018; Bourn, 2015). In view of the implementation challenges that schools and educators face, it seems logical for schools to seek ongoing partnerships with NGOs that can serve as practical partners to effectively enhance global education in classrooms.

As this is an area that has yet to be researched in detail, my aim is to examine the extent to which NGO mandates align with Ontario Grade 10 school curricula. The Grade 10 curriculum is of particular interest as many NGOs use it as a main entry point for their educative work. In so doing, I hope to identify strategies that may help overcome potential gaps between the aims of NGO education and established classroom teaching and learning routines.

I will use qualitative research methods to conduct this study. More specifically, the project will follow a two-part research design. Part I will consist of document analysis. I will analyze the Ontario Grade 10 Curriculum and educational resources produced by participating NGOs. Part II will consist of individual semi-structured interviews with NGO personnel and Teacher Education Professors at the University of Ottawa.

The intention of this proposed poster presentation is to 1) give a platform to a topic area in Canadian education in which little research has been done, 2) solicit feedback from Symposium participants and Faculty members, 3) Encourage participants to consider the benefits of an innovative approach to education that involves partnering with external organizations such as NGOs.

