

uOttawa 2024
SYMPOSIUM
JEAN-PAUL DIONNE

FACULTÉ D'ÉDUCATION
FACULTY OF EDUCATION

LES 7 ET 8 MARS 2024 | MARCH 7TH AND 8TH 2024

Présenté par le comité d'organisation de 2024
Brought to you by the 2024 Organizing Committee

THÈME:

**NAVIGUER À TRAVERS DES TRANSITIONS :
DÉVELOPPER NOS IDENTITÉS PROFESSIONNELLES**

THEME:

**NAVIGATING TRANSITIONS: DEVELOPING OUR
PROFESSIONAL IDENTITIES**

<https://www.sjpd-jpds.org/>



En sovenir 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 étudiant.e.s.

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

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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 manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj. Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànànig 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 à Ottawa, qu'ils soient de la région ou d'ailleurs au Canada. Nous reconnaissons les gardien.ne.s des savoirs traditionnels, jeunes et âgé.e.s. Nous honorons aussi leurs courageuses dirigeantes et 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 2024

Le comité organisateur est heureux de vous souhaiter la bienvenue au Symposium Jean-Paul Dionne (SJPD)!

Cette année, notre thème, « Naviguer à travers des transitions : Développer nos identités professionnelles, met l'accent sur les transitions que nous vivons tous. Que ce soit en développant de nouvelles identités professionnelles, en établissant des connexions académiques dans un monde post-COVID-19, en se familiarisant avec l'intelligence artificielle ou en apprenant de nouvelles méthodes de diffusion de l'information, nous nous adaptons tous à un monde qui change à un rythme de plus en plus vertigineux.

Comment pouvons-nous comprendre ces transitions? Que faisons-nous pour noter les changements qui nous affectent ? Quelles sont les implications de ces transitions pour l'étudiant diplômé, le candidat à l'enseignement, le stagiaire en conseil ou le professionnel de la santé ? Pouvons-nous trouver le temps de nous réunir et de parler des changements que nous vivons tous ? Quelles sont les possibilités de recherche sur le thème des transitions ?

Nous espérons sincèrement que ce symposium vous donnera l'occasion d'explorer le développement de votre identité professionnelle. Qu'avez-vous à dire, que voulez-vous apprendre, que pouvons-nous apprendre ensemble ?

Veillez vous familiariser avec le [code de conduite](#) relatif aux événements du SJPD.

Encore une fois, bienvenue!

Le Comité organisateur du Symposium Jean-Paul Dionne 2024

Joignez-vous à la conversation pendant le Symposium
[@SJPD_JPDS](#) [#SJPDJPDS2024](#)



Welcome to the 2024 Jean-Paul Dionne Symposium

The Organizing Committee is pleased to welcome you to the Jean-Paul Dionne Symposium!

This year, our theme, *Navigating Transitions: Developing our Professional Identities*, focuses our attention on the transitions we are all experiencing. Whether this means developing new professional identities, establishing academic connections in a post-COVID world, coming to grips with AI, or learning new ways to disseminate information, we are all adapting to a world changing at an increasingly dizzying pace.

How do we make sense of our transitions? What are we doing to note the changes that affect us? What are the implications of living through transitions on the graduate student, teacher candidate, counselling intern, or health professional? Can we find the time to come together and talk about the changes we are all experiencing? What are the opportunities for research focusing on transitions?

We sincerely hope that this Symposium will provide you with opportunities to explore your developing professional identity. What do you have to say, what do you want to learn, what can we learn together?

Please familiarize yourself with the [Code of Conduct](#) pertaining to JPDS events.

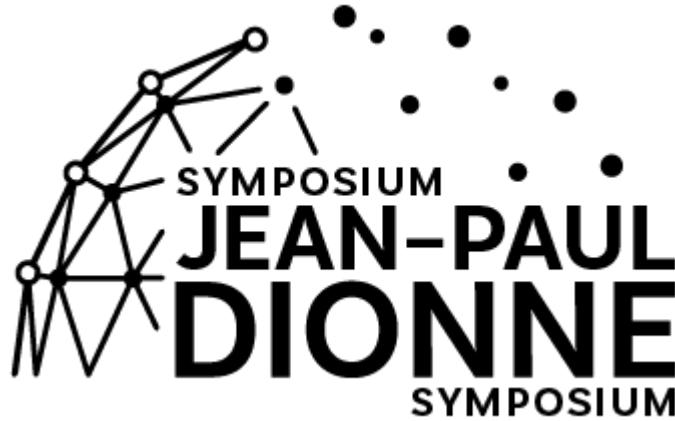
Again, welcome!

Jean-Paul Dionne Symposium 2024 Organizing Committee

Join the conversation during the Symposium
[@SJPD_JPDS](#) [#SJPDJPDS2023](#)



Comité organisateur | Organizing Committee



Symposium Jean-Paul Dionne 2024 Jean-Paul Dionne Symposium 2024

Co-président.es | Co-Leads

Tessa Natale
Paul McGuire

Membres de l'équipe | Team Members

Nabila El Bizri
Sarah McAllister

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 étudiant.e.s, 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 étudiant.e.s, Professeur Dionne a fondé le Symposium des étudiant.e.s aux cycles supérieurs dans le but de permettre à celles-ci/ceux-ci d'acquérir de l'expérience et de développer les compétences nécessaires pour réussir. Organisé par les étudiant.e.s diplômé.e.s de la Faculté d'éducation, cet événement reflète toujours ses préoccupations premières : « Écouter, questionner et supporter » et offre aux étudiant.e.s 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

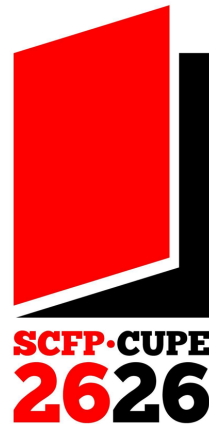
Nous tenons à souligner la généreuse contribution de nos partenaires et commanditaires qui ont rendu possible cet événement :

We would like to acknowledge the generosity of our partners and sponsors through which this event was made possible:



uOttawa

Faculté d'éducation
Faculty of Education



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:

Jess Whitley

L'équipe de marketing et communication de la Faculté d'éducation, notamment |
The Faculty of Education Marketing and Communications Team, notably:

Christine Cusack

Nora Ouchen

Nos bénévoles | Our volunteers:

Soutien technique | Technical support:

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.

Corps professoral | Professors:

John Ranellucci
Minahil Asim
Angus McMurtry
Douglas Fleming
Megan Cotnam-Kappel
Lerona Lewis
Marie-Hélène Brunet

Carolina Ruminot
Geneviève Gauthier
Meg Garrard
Chris Tippet
Meg Garrard
Rob Grant

Corps étudiant | Students:

Ifrah Akbar
Emily Dobrich
Jennifer Slagus
Heather Brittain
Awa Ndiaye
Frank Ventrella
Adam Kaszuba
Marie-Ève Chartrand
Ellie Braham
Kayla Michelle Paradiso
Julianne Gerbrandt
M. Trottin
Samantha Johnson
Budyanee De Zoysa Siriwardene
Bahareh Samsami
Babak Yazdani
Ijeoma Aboaja
Raquel S
Hossein Zamani
Karen D'souza
Urbain Todem
Adonaï Aly Isaac Julien
Emily Lindor

Bryana Hale
Derya Sahingil
Marthe Foka
Maxeau Jean Louis
Konul Rzayeva
Minal Arora
Ilyas Nassih
Samantha Mackie
Emma Urban
Kayode Orolade
Ellie Floyd
Agnès Synthia Menzame Ngoma
Masi Rahimpanah
Susan Mielke
Vicky Lalande
Navleen Kaur Brar
Emily Bailey
Muhammad Faisal
Holly Naraine

SJPD Horaire | JPDS Schedule

JEUDI / THURSDAY le 7 mars - VIRTUEL | March 7 2024 - VIRTUAL

Heure Time	Salle Zoom 1 Zoom Room 1	Salle Zoom 2 Zoom Room 2
13h00 - 13h15	Bienvenue ! Welcome!	
<u>13h15 - 14h15</u> <u>Séance Plénière/Keynote</u>	Séance plénière Keynote: Professeur André Samson Comment répondre aux exigences des études universitaires ?	
14h15 - 14h30	Pause santé Health Break	
<u>14h30 - 15h00</u> <u>Donnez moi cinq/Give me five</u>	<p>1. Tails to tell: Exploring urban cat owner perceptions of prophylactic educational experiences in primary veterinary settings Amy Dagenais</p> <p>2. Impact of zoo visits on the attitudes of students towards conservation Steffie Dmello</p> <p>3. Exploring the Benefits of Mindfulness Practices in the Classroom Sarah McHugh</p>	<p>1. La pédagogie multiculturaliste en nature: Une étude des pratiques pédagogiques inclusives en Ontario Marie-Ève Chartrand</p> <p>2. Modeling Remote Teaching in Nigerian Elementary Schools Ijeoma (Ije) Aboaja</p> <p>3. Perspectives of Internationally Educated EAP Instructors on their Inclusion in Ontario Colleges Masi Rahimpanah</p>
15h00 - 15h15	Pause santé Health Break	

<p style="text-align: center;"><u>15h15 - 16h30</u> <u>Présentations virtuel/</u> <u>Virtual Presentations</u></p>	<p>1. Uncovering the Factors Influencing Mental Health Service Implementation in Ontario's Public Schools Abigail Fisher</p> <p>2. Decolonizing the Classroom: On Becoming a Culturally Responsive Educator. Pavna Sodhi</p> <p>3. Un regard nouveau sur l'insertion professionnelle des nouveaux enseignants issus de l'immigration en francophonie minoritaire Ontarienne William Fils Tcheumtchoua Nzali</p>	<p>1. Disrupting Systemic Barriers: Anti-Racist Nursing Education Bahareh Samsami</p> <p>2. Perspectives and Experiences of Healthcare Professionals with Simulation-based Training Jessica MacLeod</p> <p>3. A Conversation About the Beauty in Failing: Facing Adversity in Graduate Studies Madelaine McCracken</p> <p>4. Investigating identity positioning of CLD students through dual language books Hossein Zamani, Anne-Marie Dionne</p>
<p style="text-align: center;">16h30 - 16h40</p>	<p style="text-align: center;">Pause santé Health Break</p>	
<p style="text-align: center;">16h40 - 17h30 <u>Panel et Mot de clôture de la journée</u> <u>Panel & Closing remarks of the day</u></p>	<p style="text-align: center;">Panels d'étudiantes et d'étudiants et Mot de clôture de la journée/ Student Panel & Closing remarks of the day</p> <p>Panélistes / Panelists: Ornella Ngaah, Adolf Diange Eboa, Meg Garrard, Vivien Slezak, Samantha Mackie</p> <p style="text-align: center;">Modératrice / Moderator: Sarah McAllister</p>	

SJPD Horaire | JPDS Schedule

VENDREDI le 8 mars - EN PERSON | FRIDAY March 8 2024 - IN PERSON

Heure Time	Room 1	Room 2	Room 3
	Centre de Ressources / Resource Centre (LMX203)		
8h00 - 8h45	Inscription et petit déjeuner léger Registration and light breakfast		
	LMX218	LMX251	LMX254
<u>8h45 - 9h45</u> <u>Présentations</u> <u>orales /</u> <u>Oral</u> <u>Presentations</u>	<p>1. Decolonizing the Curriculum in Elementary Education and Teacher Perspectives Anza Rizwan, Ellie Ashton, Tharany Luxmavasan</p> <p>2. Displacing Comfort, Placing Discomfort, and Settler Identities Nyein Mya</p> <p>3. There and back again: The challenges of beta-testing a seamless learning environment for adult ESL learners Shaily Gebethner</p>	<p>1. Rapport à l'oral des enseignants de français au primaire en contexte minoritaire ontarien Ornella Ngaah</p> <p>2. L'apport du mentorat facultaire au processus d'adaptation psychosociale aux études universitaires : une recherche qualitative conduite auprès d'étudiants et d'étudiantes inscrits à un programme de premier cycle offert par l'Université d'Ottawa. Étienne Sarazin-Frey-Pépin, André Samson</p> <p>3. L'adaptation à la transition aux études universitaires chez les étudiants internationaux Younes El hamdany</p>	<p>1. Graduate student food insecurity: An invisible obstacle to academic success in higher education Olfa Karoui</p> <p>2. A Scoping Review on Teachers' Use of DBDM in K-12 Schools: Examining the Landscape and Impact on Teacher's Behaviour and Student Outcome. Areej Tayem</p> <p>3. Systematic Review: Factors affecting admission and enrolment in post-secondary institutions in low and middle income countries Areej Tayem, Muhammad Faisal</p>
9h45 - 10h00	Pause santé Health Break		

	Centre de Ressources / Resource Centre (LMX203)		
<u>10h00 - 11h00</u> <u>Séance Plénière/</u> <u>Keynote</u>	Séance plénière Keynote: Dr. Rebecca Lloyd Re-search or Re-feel? An Invitation to Move & Be Moved in Academic Life		
	Centre de Ressources / Resource Centre (LMX203)		
<u>11h15 - 12h30</u> <u>Séance</u> <u>d'affiches et</u> <u>dîner /</u> <u>Poster Session</u> <u>& Lunch</u>	<ol style="list-style-type: none"> 1. Suye Qi 2. Steffie Dmello 3. Emilie Séguin-Jak 4. Chengshu Luo 5. S. Saini 6. Mina Ozturk 	<ol style="list-style-type: none"> 7. Mackenzie Mayled 8. Tuba Aktas 9. Marcus Garvey Parley 10. Pierre Ezer Pélissier 11. Roxane Lamothe 12. Joël Thibeault 	<ol style="list-style-type: none"> 13. Janelle Fournier 14. Francis Bangou 15. Megan Cotnam-Kappel 16. Amal Boultif 17. Claire Isabelle 18. Elie Ndala
	LMX240	LMX251	LMX254
<u>12h30 - 13h30</u> <u>Présentations</u> <u>orales /</u> <u>Oral</u> <u>Presentations</u>	<ol style="list-style-type: none"> 1. Le rôle de l'évaluation des apprentissages dans un contexte de gestion axée sur les résultats au Québec : enquête auprès d'enseignants d'histoire en quatrième secondaire Adlin Prémé 2. Analytiques de l'apprentissage (ou Learning Analytics) pour soutenir l'autorégulation : une transition à penser ensemble. Jean-Luc Ciocca 3. L'introduction des langues autochtones dans le système éducatif d'Afrique sub-saharienne: le cas du Sénégal, une alternative incertaine Boubacar Diallo 	<ol style="list-style-type: none"> 1. The role of Biodiversity Conservation understanding for Climate Crisis Mitigation in teacher education programs Júlia Chiti Pinheiro 2. Patients' voices on their healthcare providers' non-technical skills Taylor Léveillé 3. Retention of French Immersion students at the elementary and high school level in Ontario Karen Dsouza 	<ol style="list-style-type: none"> 1. Becoming Agents of Change: developing academic identities in an online environment in a post-pandemic world Vivien Slezak 2. Integrating Immersive Virtual Reality in Mathematics Pedagogy: A New Dimension in Pre-service Teachers' Professional Identity Development Babak Yazdani Fazlabadi 3. Therapist Experiences in Therapeutic Presence and Navigating Online Psychotherapy: A Research Synthesis Justin Mulder, Mackenzie Mayled, Nicola Gazzola

13h30 - 13h45	Pause santé Health Break		
	LMX240	LMX251	LMX254
<u>13h45 - 14h45</u> <u>Ateliers/</u> <u>Workshops</u>	Participant pools: A convenient and easy way to recruit participants for your research John Ranellucci, Jess Whitley, Samantha Mackie, Hossein Kalati	Lived experiences of doctoral students through an equity lens Jenny Stodola, Derya Sahingil	Introduction à l'éditeur CapCut : la vidéo et la mobilisation des connaissances en recherche Nisrine Abou Abdellah
14h45 - 15h00	Pause santé Health Break		
	LMX251	LMX254	
<u>15h00 - 16h00</u> <u>Ateliers/</u> <u>Workshops</u>	Former les enseignants au débat : une clé vers l'apprentissage de la pensée critique chez les élèves Vicky Lalande	Enhancing Pedagogy through Immersive Virtual Reality: A Transition into Futuristic Education Babak Yazdani Fazlabadi	
	LMX240		
<u>16h10 - 17h00</u> <u>Panel</u>	Panels d'étudiantes et d'étudiants et Mot de clôture de la journée/ Student Panel & Closing remarks of the day Panélistes / Panelists: Taylor Léveill�, Simranjeet Saini, Shaily Gebethner, Ornella Ngaah Mod�ratrice / Moderator: Sarah McAllister		

Séance plénière Professeur André Samson | Keynote Speaker Professor André Samson



Comment répondre aux exigences des études universitaires?

How to meet the Demands of University Studies?

7 Mars, 13 H 15, Zoom – Français / March 7, 1:15pm, Zoom - French

Les études universitaires constituent pour beaucoup d'étudiants et d'étudiantes une source de stress. Ce stress peut peser lourdement sur leur bien-être psychologique. Une question se pose : Comment s'adapter aux études universitaires et répondre aux exigences qui en découlent ? La recherche a identifié des stratégies d'adaptation qui ont le potentiel de non seulement promouvoir le bien-être psychologique, mais aussi favoriser le développement personnel et la résilience scolaire de la population étudiante. Cette présentation décrira ces stratégies d'adaptation et proposera des moyens concrets pour s'adapter de manière efficace aux exigences de la vie universitaire.

For many students, university studies are a source of stress, which can weigh heavily on their psychological well-being. This begs the question: How can we adapt to university studies and meet the demands that come with them? Research has identified coping strategies that have the potential to not only promote psychological well-being, but also foster the personal development and academic resilience of the student population. This presentation will describe these coping strategies and suggest concrete ways to adapt effectively to the demands of university life.

André Samson est professeur titulaire à la Faculté d'éducation de l'Université d'Ottawa qui centre ses activités de recherche sur les transitions de vie à l'adolescence et à l'âge adulte. Plus particulièrement, le professeur Samson étudie les processus d'adaptation psychosociale aux études postsecondaires. Ses recherches ont été subventionnées par le Ministère de l'éducation de l'Ontario, de nombreux conseils scolaires de l'Ontario et les Instituts de recherche en santé du Canada. Le professeur Samson est également membre de l'Ordre des conseillers et des conseillères d'orientation du Québec.

André Samson is a Full Professor in the Faculty of Education at the University of Ottawa who researches life transitions in adolescence and adulthood. More specifically, Professor Samson studies the psychosocial adaptation process to post-secondary education. His research has been funded by the Ontario Ministry of Education, numerous Ontario school boards and the Canadian Institutes of Health Research. Professor Samson is also a member of the Ordre des conseillers et des conseillères d'orientation du Québec.

Keynote - Dr. Rebecca Lloyd | Séance plénière - Professeure Rebecca Lloyd



Re-search or Re-feel?: An Invitation to Move & Be Moved in Academic Life

Re-rechercher ou re-sentir ? : Une invitation à bouger et se faire bouger dans la vie universitaire

March 8 @ 10:00 - In Person (LMX) - English / 8 Mars @ 10h00 - En person (Resource Centre) - Anglais

What moves you to study at the graduate level? And to what extent is this feeling part of your reading, writing, data gathering, and sense-making experience? Join professor Lloyd to learn how motion-sensing inquiry may serve to awaken your curiosity and inspire you to live your passions in academic life and beyond. Bring your questions, note pads and pens and get ready to move and be moved in invitational, connecting and thought-provoking ways.

Qu'est-ce qui vous pousse à étudier niveau d'études supérieures ? Et dans quelle mesure ce sentiment fait-il partie de votre expérience de lecture, d'écriture, de collecte de données et de création de sens ? Rejoignez la professeure Lloyd pour apprendre comment l'enquête axée sur le mouvement et le sens peut éveiller votre curiosité et vous inspirer à vivre vos passions dans la vie académique et au-delà. Apportez vos questions, vos blocs-notes et vos stylos et préparez-vous à bouger et à vous faire bouger de manière invitante et stimulante.

Rebecca J. Lloyd is a Full Professor and SSHRC-funded researcher in the Faculty of Education at the University of Ottawa who researches movement awareness in professional practices with a Function2Flow interdisciplinary motion-sensing consciousness. Her areas of expertise include phenomenological methodologies, active aging education, physical education, teacher education, partnered practices, pedagogy, and dance. Become a member of her Interdisciplinary Function2Flow Research Unit today! Visit <https://function2flow.ca> for research and resources on methodology, physical activity and active aging.

Rebecca J. Lloyd est une professeure titulaire et chercheuse financée par le CRSH à la Faculté d'éducation de l'Université d'Ottawa qui centre ses activités de recherche sur la conscience du mouvement dans les pratiques professionnelles à l'aide de *Function2Flow*, une conscience interdisciplinaire axée sur le mouvement et le sens. Ses domaines d'expertise comprennent les méthodologies phénoménologiques, l'éducation au vieillissement actif, l'éducation physique, la formation des enseignant(e)s, les pratiques en partenariat, la pédagogie et la danse. Devenez membre de son unité de recherche interdisciplinaire *Function2Flow* dès aujourd'hui ! Visitez <https://function2flow.ca> pour des recherches et des ressources sur la méthodologie, l'activité physique et le vieillissement actif.

Présentations orales par les étudiant.e.s diplômé.e.s - virtuel | Oral Presentations by Graduate Students - online (12-15 min)

15h15-16h30 - Présentations orales / Oral Presentations – Jeudi 7 Mars / Thursday March 7

Uncovering the Factors Influencing Mental Health Service Implementation in Ontario's Public Schools

Abigail Fisher

In Ontario, there are increasing calls from principals and students for more mental health supports in schools (People for Education, 2023). Professionals such as Mental Health Leaders and Implementation Coaches are working diligently to implement mental health services in schools. However, successful implementation relies on many factors. With a new Policy/Program Memorandum (PPM) mandating the implementation of school-based mental health services (SBMHS) across Ontario schools coming into effect in January 2024, it is more crucial now than ever to understand how different factors are affecting the implementation processes of SBMHS (Ministry of Education, 2023).

I plan to fill this knowledge gap by exploring the following questions:

1. How are school-based mental health services (SBMHS) being implemented in Ontario public schools?
2. What are the perceived barriers and facilitators to implementation from mental health leaders' and implementation coaches' perspectives?

Decolonizing the Classroom: On Becoming a Culturally Responsive Educator

Pavna Sodhi

The objectives of this presentation are:

- Demonstrate how educators can shift from being culturally competent to culturally responsive and trauma-informed.
- Augment educators' awareness regarding culturally responsive and trauma-informed teaching strategies.
- Introduce a decolonized framework effective in supporting educators to cultivate an inclusive and safe classroom space.
- Discuss future directions and offerings suitable in sustaining cultural responsiveness within a post-secondary environment.

Un regard nouveau sur l'insertion professionnelle des nouveaux enseignants issus de l'immigration en francophonie minoritaire Ontarienne

William Fils Tcheumtchoua Nzali

L'insertion professionnelle des nouveaux enseignants issus de l'immigration (IPNEII) en francophonie minoritaire Ontarienne (FMO) s'inscrit dans une dynamique d'accueil et d'exclusion déterminée par les identités linguistique, culturelle et raciale et des rapports de pouvoirs ainsi que transformation à sens unique (Madibbo 2021). L'IPNEII est un espace de négociation et de construction identitaires via les interactions entre les différents actants de la communauté éducative: nouveaux arrivants noirs, membres de la communauté d'accueil en majorité blanche, structures et institutions éducatives, programmes et politiques (Gravelle et Duchesne, 2018; Duchense 2020).

Dans un contexte de diversité, d'inclusion et d'équité, l'état des lieux de l'IPNEII présente plusieurs défis (Duchesne, 2018, 2017, 2010; Mulatris et Skogen, 2012). Il appelle une réanalyse de la manière dont l'IPNEII est appréhendée dans la recherche en francophonie minoritaire ontarienne : comment comprendre l'IPNEII de manière plus inclusive et équitable?

Notre communication propose une analyse critique de la recherche existante sur l'IPNEII à la lumière des théoriciens critiques de la race (Madibbo, 2021, Sall, 2020; Thésée, 2021; Thésée et Carr, 2016)

Disrupting Systemic Barriers: Anti-Racist Nursing Education

Bahareh Samsami

My research aims to delve into the nuanced and multifaceted aspects of the professional lives of BIPOC nurse academics in relation to their perceptions, challenges, successes, and survival strategies in relation to systemic barriers such as but not limited to racisms, sexism, and genderisms. My research project aims to investigate various aspects related to the experiences and challenges of BIPOC nurse academics within Canadian nursing education institutions. Furthermore, the study seeks to understand the institutional factors within Canadian nursing education institutions, including organizational structures, policies, and practices, which have contributed to the persistence of systemic barriers. Additionally, the study will be situated in an examination of past and current interventions aimed at addressing systemic barriers in nursing education, evaluating their impact on dismantling racism, sexism, and genderism while identifying factors that may have hindered their success, mental health and/or well-being. Research questions: 1) What are the lived experiences of BIPOC nurse academics working and teaching within nursing education in Canada? 2) What are the short-term and long-term systemic barriers that impact BIPOC nurse academics' mental health and well-being? 3) How can we co-create professional learning programming that will disrupt ongoing systemic barriers?

Perspectives and Experiences of Healthcare Professionals with Simulation-based Training

Jessica MacLeod

Simulation-based training (SBT) is the use of innovative technologies that enable learners to engage in immersive and realistic clinical scenarios that replicate the clinical practice environment. SBT can be an alternative means to practice clinical skills and competencies during times of isolation, such as the COVID-19 pandemic. Ongoing research is required to demonstrate the advantages of SBT as an effective teaching method to embrace its widespread adoption within both initial education and continuing medical education for healthcare professionals. Existing research has focused on the measurable outcomes and impact of SBT on health professionals' clinical skills and patient outcomes. This study aims to address gaps in the literature by adding knowledge about providers' personal experiences with SBT.

A Conversation About the Beauty in Failing: Facing Adversity in Graduate Studies

Madelaine McCracken

In this session, I feel guided to recount my experience of failing the Comprehensive Exam on my first attempt. I'd like to provide three key reminders that supported me to prepare for my second attempt, where I was successful, alongside what kept me focused and grounded during this process.

In graduate studies, we hear about accomplishments but the road to accomplishment, for me, has been rocky. Although it has been rocky, it has been full of constant support.

Failure offers us choices: 1) to not do anything about the failure... to take no action whatsoever and be negatively impacted by the result; or 2), to use it as an opportunity to grow and learn. I chose the second option, and I will be honest, the first option is a mindset that can be difficult to escape from; thus, it was a choice. I chose to grow and learn because I wanted to meet who I wanted to become as an academic and person beyond that experience. Failing was empowering and it provided me with this much-needed life lesson, a learning moment that was a gift I will honour for the rest of my life. Now as a SSHRC-funded scholar, I want to share my journey to date, and provide much needed insights to fellow graduate students to harness their "rocky points" in their journey, to use toward their success.

Investigating identity positioning of CLD students through dual language books

Hossein Zamani, Anne-Marie Dionne

In my presentation, I highlight the importance of including children's literature that resonate with them. To do so, I explain my reasoning for my choice of Bishop's (1990) metaphors of 'mirrors', 'windows', and 'sliding glass door', dual language books (Domke, 2019; Kenner et al., 2008), as well as Critical Multicultural Education (CME) framework (Banks & Banks, 2016).

The implications for graduate students and researchers would be understanding the importance of incorporating inclusive classroom materials by including books with 'mirrors' that reflect and celebrate CLD students' linguistic and cultural diversities and values. Including books with 'windows', to view the lives of others and relate to them in order to foster transformation in their perspectives, understanding, empathy towards others and to avoid stereotypes towards the minority groups (Bishop, 2012; Reese, 2018).

Donnez moi cinq Présentations – Virtuel | Give me five Presentations - Virtual

13h30-14h00

Donnez moi cinq /Give me five - Jeudi 7 Mars / Thursday March 7

Tails to tell: Exploring urban cat owner perceptions of prophylactic educational experiences in primary veterinary settings

Amy Dagenais

The factors underlying an effective client education interaction in primary veterinary clinics remain undescribed. To address this gap in knowledge, the lived experiences of key stakeholders--notably veterinarians as teachers and pet owners as learners--must be studied. In a pilot attempt to tap into this under-explored field, the following research question was posed: how do young adults living in Quebec urban landscapes perceive their educational experiences with primary care veterinarians for parasite prevention? By framing the scope of medical care (ie. routine parasitism prophylaxis) and location (ie. Quebec cities), the goal is to address a low-stress and well-defined veterinary encounter to ground the education-based inquiry.

Impact of zoo visits on the attitudes of students towards conservation

Steffie Dmello

The insufficient changes in societal behavior to adequately address the current global decline of biodiversity has prompted research into educational programs that can effectively raise awareness, foster understanding and inspire action towards conservation practices. In this context, zoos can function as conservation institutions that can help to promote pro-environmental behavior by facilitating young children's interactions with nonhuman animals (Collins et al., 2020; Collins & O'Riordan, 2022; Rato, 2020; Spooner et al., 2023).

The main research questions guiding our work are: What is the impact of educational programs conducted in the zoos on the attitudes, knowledge and behaviour of young students towards biodiversity and conservation? Are these impacts short term or long term? What are the key program characteristics that contributed to their effectiveness?

Education can be crucial in the process of reaching out to multiple demographics and shifting societal behaviour towards environmental concerns. Creating a successful educational program demands a thorough examination and analysis of past initiatives. However, there is a lack of literature outlining different educational programs employed in the zoos in the past and their impact on the attitudes, knowledge and behaviour of the students. Evaluating different educational programs used in zoos, in the existing body of literature is essential as it allows for an examination of the progress made until date and offers directions for future.

Exploring the Benefits of Mindfulness Practices in the Classroom

Sarah McHugh

This research aims to determine the benefits of implementing regular mindfulness practice within the classroom. It is important to find a way to reconnect students to the learning environment and help them cope with any internal or external challenges they may be facing. Mindfulness is described as a person's ability "to focus on the present moment with a non-judgmental and accepting attitude toward the experience they are currently living" (Cordeiro, et al., 2021). Mindfulness can be done in many different ways such as meditation, yoga, breath work, etc (Ager, et al., 2015).

For this research, we observed a grade 4/5 classroom for two consecutive months to see any changes in memory, focus, and self-regulation when incorporating one mindfulness session at the beginning of each day. There were 24 students aged 9-11 who were 50% female and 50% male. To determine the success we looked at a variety of factors. Focus was measured by how well they paid attention in class and how much work they produced, memory was measured by test scores and by random questioning during class, and self-regulation was measured by students' ability to manage themselves and their emotions.

La pédagogie multiculturaliste en nature: Une étude des pratiques pédagogiques inclusives en Ontario

Marie-Ève Chartrand

Au Canada, les programmes de maternelle et jardin en plein air sont souvent basés sur un modèle européen d'école de la forêt (Nxumalo, 2019). Cette tradition éducative aide à renforcer certains concepts injustes et inéquitables, tel celui de la colonisation (Mills, 2007), et est incompatible avec les principes philosophiques motivant l'éducation environnementale en général (Walsh, 2022). Il y a donc des questions quant à son adaptation à la réalité multiculturelle de plusieurs pays (y compris les pédagogies autochtones). Cette proposition s'efforce de combler les lacunes en recherche dans ce domaine pour mieux comprendre les facteurs qui contribuent à une approche pédagogique plus multiculturelle en éducation environnementale, surtout dans le contexte canadien. Questions de recherche: Comment est-ce que les enseignantes et enseignants des classes nature adaptent leurs pratiques pédagogiques au contexte multiculturel (et autochtone) du Canada? Quels sont les éléments favorables et les obstacles qui influencent ce processus?

Modeling Remote Teaching in Nigerian Elementary Schools
Ijeoma (Ije) Aboaja

Before the Covid-19 pandemic, Nigeria accounted for approximately 20% of the global out-of-school population despite having compulsory and free elementary education (The Global Partnership for Education, 2020). Their learning method, heavily based on a traditional face-to-face approach, deepened the digital divide gap during the Covid-19 pandemic, as schools faced challenges while changing to virtual classes (Adanikin et al., 2020; Owate & Akanwa, 2018). Some of these challenges were a lack of parental support (Eze et al., 2021), unstable cellular networks (Nashruddin et al., 2020), and lack of teachers' professional training and access to the needed infrastructure (Olaitan, 2020).

However, some nations successfully transitioned to remote learning, which raises an important question of "how" edtech tools can be effectively used in today's learning system (World Bank, 2021). Also, UNESCO (2021) encourages nations to pay more attention to formulating policies and strategies for effectively using technologies in schools to enhance students' creativity and communication and consequently close digital gaps.

Therefore, this study explored how nations successfully moved to remote learning in light of the recorded challenges in Nigeria. The research question that guided this study is: what promising strategies are in the existing research literature on remote teaching and learning? The aim is to understand what Nigerian schools could have done differently, as the findings hold promising potential for how Nigerian schools can improve virtual learning.

Perspectives of Internationally Educated EAP Instructors on their Inclusion in Ontario Colleges
Masi Rahimpanah

What are the perspectives of internationally educated EAP instructors on their inclusion within Ontario colleges, and how do their experiences relate to factors such as certification processes, support systems, and cultural integration?

A qualitative approach was chosen to delve into the nuanced experiences and perspectives of the participants. Semi-structured interviews were conducted with two female Iranian EAP instructors currently teaching in Ontario colleges. They were purposefully selected based on their alignment with the research question. Thematic analysis was employed to analyze the interview transcripts, identifying recurring themes and patterns across the data.

Panels d'étudiantes et d'étudiants | Student Speaker Panels

16h40-15h30 – Jeudi le 7 mars – Thursday, March 7 - Virtuel (Zoom)

Ce que j'aurais aimé savoir : conseils de doctorantes et de doctorants /

Things I Wish I Knew: Advice from PhD students

Panélistes / Panelists:

Ornella Ngaah
Adolf Diange Eboa
Meg Garrard
Vivien Slezak
Samantha Mackie

Modératrice / Moderator: Sarah McAllister

16h10-17h00 – Vendredi le 8 Mars – Friday, March 8 - LMX240

Programmes d'études supérieures de la faculté d'éducation : Qu'avons-nous en commun ? Qu'est-ce qui est unique ?

**Faculty of Education graduate programs: What do we have in common?
What is unique?**

Panélistes / Panelists:

Ornella Ngaah
Taylor Léveillé
Simranjeet Saini
Shaily Gebethner

Modératrice / Moderator: Sarah McAllister

Présentations orales par les étudiant.e.s diplômé.e.s - en personne | Oral Presentations by Graduate Students - in person (12-15 min)

8h45-9h45

Présentations/Presentations - Vendredi 8 mars / Friday March 8

Decolonizing the Curriculum in Elementary Education and Teacher Perspectives

Anza Rizwan, Ellie Ashton, Tharany Luxmavasan

In response to the imperative need for decolonizing the curriculum in elementary education, our research team embarked on a comprehensive study focusing on Ontario Certified Teachers (OCTs). The study aimed to explore the perceptions, challenges, and opportunities related to the implementation of a decolonized curriculum in elementary schools. Recognizing the importance of Navigating Transitions: Developing our Professional Identities, our research aligns with the evolving landscape of education, emphasizing the development of new professional identities amidst the crucial shift towards decolonization.

Our research aims to answer the following research questions:

How do elementary school teachers in Ontario define decolonizing the curriculum?

What are the attitudes and beliefs of elementary school teachers in Ontario regarding decolonizing the curriculum?

Displacing Comfort, Placing Discomfort, and Settler Identities

Nyein Mya

This presentation is an invitation to dwell within places of discomfort. Specifically, I invite us to dwell within the nexus of settler identity, formed amidst the complexities of belongingness, white supremacy, colonialism, and racism. Why is it uncomfortable for non-Indigenous people to be called settlers? Colonizers? Uninvited occupiers? And for racialized minorities in particular, how might we also learn to acknowledge that “whiteness does not live in white bodies only” (Patel & Nath, 2022, p. 153)? Furthermore, how might we reconsider how feelings of discomfort can be used pedagogically as teachable moments within classrooms and Canadian schooling (Morris, 2017)? The creation of “discomfort/disruption” is, for settler scholars such as Tupper (2011, 2012), a condition for unsettling Canadian identities and citizenship. Settler identities should be and are meant to unsettle (Mills, 2017; Snelgrove et al., 2014). I seek to demonstrate how exploring settler identities, and specifically, considerations of ‘settler of colour’ might entail for racialized and minoritized teachers in settler colonial schooling systems.

There and back again: The challenges of beta-testing a seamless learning environment for adult ESL learners

Shaily Gebethner

The Canadian Bureau of International Education reported 630,000 international students in Canadian higher education in 2021-2022, with 85% in Anglophone institutions. Existing English teaching materials often assume homogeneity, neglecting socio-cultural diversity. This proposal investigates implementing a seamless learning environment for adult ESL/EFL learners in Canada, aiming for a more inclusive experience.

Drawing on social constructivist frameworks, the research highlights socio-cultural elements in language learning, challenging Anglo-centric perspectives. Literature reveals current practices overlook learners' unique preferences, treating them as passive consumers. Neoliberal policies in ESL/EFL education commodify English as a skill, potentially limiting learners' autonomy.

This experiential narration study reflects on challenges in designing a Seamless Learning Environment (SLE) for adult ESL/EFL learners, using a qualitative approach based on technology-mediated distributed cognition. It focuses on beta-testing a social-collaborative language learning platform, conducting focus groups with asynchronous learners, and identifying effective learning design principles. Findings contribute to literature, shedding light on pedagogical possibilities and limitations for inclusive language education.

The research has implications for ESL/EFL educators, policymakers, and stakeholders in language education. By addressing current limitations and advocating for inclusivity, this research empowers adult ESL/EFL learners, facilitating effective societal participation, self-expression, and adaptability.

Rapport à l'oral des enseignants de français au primaire en contexte minoritaire ontarien

Ornella Ngaah

Dans la présente communication, nous voulons partager une analyse du rapport à l'oral des enseignants de français au primaire dans les écoles francophones en Ontario. En effet, malgré le large consensus au sujet de l'importance de l'oral et de son enseignement, en didactique des langues (Nonnon, 1994) et dans les programmes d'enseignement du français (Blain, et Lowe, 2009), il semblerait qu'enseigner l'oral et développer la compétence à l'oral, chez les élèves, représente encore un réel défi pour les enseignants de français (Dumais, Soucy, et Plessis-Bélair, 2017; Nolin, 2013).

L'apport du mentorat facultaire au processus d'adaptation psychosociale aux études universitaires : une recherche qualitative conduite auprès d'étudiants et d'étudiantes inscrits à un programme de premier cycle offert par l'Université d'Ottawa.

Étienne Sarazin-Frey-Pépin, André Samson

Selon l'état actuel des connaissances, les enjeux et défis auxquels font face les étudiants lors de leur transition à l'université sont de nature académique, sociale, psychologique et vocationnelle (Samson et al., 2023; Samson et al., 2021; Samson et Bastien, 2018). Dans ce contexte, le mentorat se présente comme une des solutions à ses défis et enjeux. Car, le mentorat est une forme d'aide qui peut favoriser le processus d'adaptation aux études universitaires chez les étudiants (Lane, 2020). Plus spécifiquement, le mentorat facultaire favorise la réussite scolaire des étudiants mentorés et leur intégration au sein de leur nouvel environnement social. Ce type d'intervention est aussi de nature à atténuer ou à limiter les effets négatifs du stress occasionnés par l'arrivée à l'université (Collins et al., 2014). Finalement, le mentorat aide les mentorés à rencontrer les exigences académiques de leur programme respectif (Lane, 2020; Hall, Serafin, Lundgren, 2020; Kuh, Cruce, Shoup, Kinzie, et Gonyea, 2008). En somme, les interventions d'un mentor ont le potentiel de favoriser la rétention et la résilience scolaires. Le but de notre projet de recherche sera d'étudier l'expérience du mentorat facultaire chez les étudiants inscrits dans un programme de premier cycle offert par l'université d'Ottawa. L'originalité de cette recherche réside, en premier lieu, dans le fait que le mentorat est situé au cœur d'un processus d'adaptation psychosociale. En second lieu, l'originalité de cette recherche réside aussi dans le fait que le mentorat facultaire est catégorisé comme une habileté d'adaptation. D'où notre question de recherche : Comment est-ce que le mentorat facultaire participe au processus d'adaptation psychosociale aux études universitaires chez les étudiants de première année inscrits à un programme de premier cycle offert par l'Université d'Ottawa.

L'adaptation à la transition aux études universitaires chez les étudiants internationaux

Younes El hamdany

La transition de l'école secondaire au milieu universitaire ou collégial est une période critique de développement psychosocial et académique. Les étudiants qui vivent cette transition font face à un processus d'adaptation psychosociale à des enjeux de nature académique, sociale, psychologique, et vocationnelle (Samson et al., 2023; Samson et al., 2021). Les études qui visent à explorer ce processus d'adaptation se concentrent plus sur l'expérience vécue par les étudiants locaux. Ainsi, peu d'études portent sur l'expérience de transition au milieu universitaire chez les étudiants internationaux, et le processus de leur adaptation à cette transition.

Après une présentation des résultats d'une recension des écrits sur la transition des étudiants de l'école secondaire au milieu universitaire, et une description de l'expérience des étudiants internationaux en particulier, nous présenterons le plan de notre recherche. En adoptant une méthodologie de recherche qualitative, nous visons à mener des entrevues semi-dirigées auprès de 12-15 étudiants inscrits en deuxième année dans un programme de premier cycle à l'université d'Ottawa. L'analyse des données suivra une méthode de théorisation ancrée modifiée (Alves et Gazzola, 2011; Thériault et Gazzola, 2010).

Graduate student food insecurity: An invisible obstacle to academic success in higher education
Olfa Karoui

Food security is a fundamental human right and essential to well-being (UN Centre for Human Rights, 1989). Yet, food insecurity within universities remains at an all-time high (El Zein et al., 2019). Despite such prevalences, “food insecurity [remains] faceless, has no standard image, and is often silent” (Henry, 2017, p.9) within academia. This invisibility normalizes food insecurity and transforms it into a right-of-passage in attending higher education (Crutchfield et al., 2020). This is problematic as food insecurity is tied to mental and physical health concerns (Martinez et al., 2019) which ultimately present an obstacle to food insecure students’ academic success (Allen & Alleman, 2019).

To this end, the study aims to investigate three questions:

- 1) What is the prevalence of graduate student food insecurity within uOttawa and how does it correlate to academic outcomes?
- 2) How has the food environments of graduate students in Ottawa been impacted by the pandemic?
- 3) How do food insecure graduate students perceive the intervention strategies used in higher education?

A Scoping Review on Teachers' Use of DBDM in K-12 Schools: Examining the Landscape and Impact on Teacher's Behaviour and Student Outcome.

Areej Tayem

Data-based decision making (DBDM) has become a popular approach in K-12 education, as schools are increasingly relying on data to guide instructional and organizational decisions (Cheng, 1999; Cheng & Curtis, 2004). The use of data in decision making has been promoted as a means of improving schools’ accountability (Maier, 2010) and student’s academic achievement in standardized tests (Hebbecker et al., 2022; Peters et al., 2021; Rodríguez-Martínez et al., 2023; van Geel et al., 2016). It also helped students accept some ownership of their learning goals (Curry et al., 2016) and enhanced their engagement in class (van der Scheer et al., 2016). However, despite the widespread use of this approach by school leaders and stakeholders on the school and district levels, there is limited understanding of how teachers use DBDM on the classroom level in K-12 schools and the impact of DBDM interventions on teachers’ behaviour and students’ outcome. This scoping review aims to provide a comprehensive overview of the existing literature on teachers’ use of DBDM and identify gaps in DBDM literature that need further investigation.

Research question:

1. What is the global landscape of teacher’s use of DBDM for instructional purposes?
2. To what extent do DBDM interventions impact teacher’s behaviour and student outcome?

Systematic Review: Factors affecting admission and enrolment in post-secondary institutions in low and middle income countries

Areej Tayem, Muhammad Faisal

The study aims to identify factors that affect enrolment and admission in higher education institutions in low and middle-income countries. The study is based on Perna's (2006) conceptual framework. This framework categorizes factors influencing admission and enrolment in higher education into four layers: 1- individual's habitus, 2- school and community context, 3- higher education context, and 4- broader social, economic, and policy context. Comprehensive search across five electronic databases (i.e., ERIC, Scopus, EconLit, PIAS, Web of Science) was conducted. Keywords and controlled vocabulary related to the research question were used. The study is still in process. However, the initial results indicate the opportunity to conduct a meta-analysis because of the large number of qualitative studies that present the effect size of interventions that aim to enhance admission and enrolment rates.

12h30-13h30

Présentations/Presentations - Vendredi le 8 mars / Friday March 8

Le rôle de l'évaluation des apprentissages dans un contexte de gestion axée sur les résultats au Québec : enquête auprès d'enseignants d'histoire en quatrième secondaire

Adlin Prémé

Comment les enseignants d'histoire du Québec et du Canada se représentent-ils le rôle des évaluations des apprentissages en 4e secondaire et comment décrivent-ils leurs propres rôles par rapport à ces évaluations ?

De façon spécifique :

- Quelles sont les représentations sociales des enseignants d'histoire en 4e secondaire par rapport à l'épreuve unique?
- Quels pourrait être les rôles des CP dans ce contexte de tension?

Pour répondre à nos questions de recherche et parvenir ainsi à nos objectifs, nous utilisons une méthodologie mixte (Creswell, 2015; Monney et al., 2018) : un questionnaire (Abric, 2003 et Vergès, 2001) a été administré en ligne, 42 enseignants d'histoire de 4e secondaire au Québec y répondent durant la période du 17 janvier au 6 juin 2022. Concomitamment, des entrevues semi-dirigées (Savoie Zajc et Karsenti, 2018) ont été réalisées avec 10 enseignants et 8 conseillers pédagogiques relativement au cours d'histoire de 4e secondaire dans l'intervalle du 12 avril au 6 juin 2022.

Analytiques de l'apprentissage (ou Learning Analytics) pour soutenir l'autorégulation : une transition à penser ensemble

Jean-Luc Ciocca

Dans un contexte de développement professionnel, des environnements numériques d'apprentissage (ENA) sont développés pour permettre un apprentissage personnalisé et adapté aux besoins de chacun (Siadaty et al., 2012), par exemple en fournissant des retours d'informations et des stratégies d'autorégulation (Wang, 2018; Zimmerman et al., 2017). Les ENA — de type D2L — sont souvent équipés d'une analytique de l'apprentissage (AA ou Learning Analytics) collectant des données (ou traces) issues d'interactions en situation d'apprentissage, et utilisant des algorithmes pour produire des retours d'expérience aux utilisateurs (Siemens, 2013; Wang, 2018). L'AA pourrait jouer un rôle important dans l'autorégulation (Heikkinen et al., 2023; Lodge et al., 2018; Winne, 2022) en mettant à disposition des apprenant.es des informations sur leur processus d'apprentissage (Freitas et al., 2019; Gasevic et al., 2019). L'AA pourrait-elle soutenir les apprenant.es dans leur processus d'autorégulation? Répondre à cette question exige une méthodologie qui permet de suivre l'activité et d'accéder aux processus d'interprétation des données collectées et rendues visibles par l'ENA.

L'introduction des langues autochtones dans le système éducatif d'Afrique sub-saharienne: le cas du Sénégal, une alternative incertaine

Boubacar Diallo

Cette étude vise à analyser en profondeur les différentes phases d'expérimentation de l'introduction des langues nationales dans le système éducatif du Sénégal de la période coloniale à nos jours. L'objectif est d'établir un état des lieux exhaustif en examinant les succès, les défis et les impacts de ces initiatives sur le système éducatif et les élèves. Les questions clés comprennent : Quelles ont été les stratégies et méthodologies adoptées dans chaque phase ? Quels enjeux et quelles répercussions ces phases ont-elles générés ? Quelles ont été les différentes phases d'expérimentation ? Comment ces initiatives ont-elles été reçues par la communauté éducative ?

La méthodologie implique une analyse détaillée des documents et rapports officiels relatifs aux différentes phases d'expérimentation linguistique au Sénégal. Cette présentation sera faite en se basant sur des revues littéraires, des rapports et articles qui ont été faits à travers des entretiens avec des acteurs clés, tels que des éducateurs, des décideurs politiques et des experts en linguistique. L'approche sera à la fois chronologique, pour suivre l'évolution des initiatives, et thématique, pour explorer les différents aspects.

The role of Biodiversity Conservation understanding for Climate Crisis Mitigation in teacher education programs

Júlia Chiti Pinheiro

The climate crisis, considered to be the most severe environmental crisis faced by postmodern societies (Sharma, 2012), demands actions at both governmental and individual levels (Ledley; Rooney-Varga; Neipold, 2017) and carries several aspects that make it a challenging topic to teach, such as many misconceptions, political bias, economic interests and the necessary domain of basic climate science (Monroe et al., 2019) to address the knowledge to understand this complex manufactured risk (Beck, 1989). In this context, biodiversity loss is one of the main challenges for humanity to overcome since the beginning of the 21st century (Groombndge; Jenkins, 2002; Miani, 2017), being responsible for climate dysregulation, genetic diversity loss, etc. Science education, plays a crucial role in shaping conscious citizens capable of addressing socioscientific challenges related to biodiversity conservation (Pedretti & Nazir, 2011) and in developing training programs that promote alignment with principles of social and environmental justice (Nascimento; Motokane, 2023), encouraging youth leadership, and implementing effective practical actions. This research focuses on gaps in the understanding of biodiversity conservation in science teacher education, essential to the fight against the climate crisis, in two different contexts: at the São Paulo State University, in Brazil, and at University of Ottawa, in Canada. Investigating how programs address these topics is crucial to overcoming gaps in the implementation of proposed changes in projects and guiding documents, such as university curricula, government investments and research proposals. The central research question developed is: how has science teacher training been structured to prepare future teachers to act urgently in biodiversity conservation, thereby contributing to addressing the climate crisis? To achieve this understanding I will examine the understanding and knowledge of teachers in training regarding biodiversity and its conservation.

Patients' voices on their healthcare providers' non-technical skills

Taylor Léveillé

Patient voices are beginning to emerge in qualitative research within the field of health professions education, which I believe is an extremely positive shift. As consumers in such an expansive market, patients should be given the opportunity to provide their feedback on the care they receive. Patient satisfaction regarding the non-technical skills of healthcare providers has yet to become a prominent source of discussion in the scientific literature. Non-technical skills, sometimes referred to as soft skills, include aspects of care provision surrounding emotional intelligence, communication, creativity, problem-solving, team building, and stress management (Lamri & Lubart, 2023). There are many studies on how these skills may be developed for use in the operating room or between colleagues, but not many have gathered patient perspectives to see how their experiences shape their views of healthcare or their likelihood of returning for care. Thus, I ask, what are patients' perspectives on their healthcare providers' non-technical skills?

Retention of French Immersion students at the elementary and high school level in Ontario

Karen D'souza

This study looks to examine what factors influence and inhibit students to pursue French Immersion at the elementary and high school level in Ontario. Firstly, I will begin by introducing the history of French as a Second Language in Ontario and the history and goals of French Immersion in Ontario. I will then explore the cumulative data currently present within the field by themes. The first theme will speak to various stakeholders which influence a student's decision to pursue French Immersion. These stakeholders include teachers, peers, and most importantly parental expectations. The second theme this paper will explore is the perception of self while exploring linguistic insecurity and identity. Lastly, I will explore how socio-economic factors inhibit or persuade students to continue their journey in French Immersion.

Therapist Experiences in Therapeutic Presence and Navigating Online Psychotherapy: A Research Synthesis

Justin Mulder, Mackenzie Mayled, Nicola Gazzola

In the modern digital era, psychotherapists are facing pressure to incorporate telepsychology services, including online videoconferencing psychotherapy, email, instant messaging, and smartphone interventions into their practices (Madigan et al., 2021). While these virtual services markedly improve accessibility for populations with physical constraints, psychotherapists attitudes towards transitioning into providing these services vary due to concerns surrounding therapeutic relationship interference, increased effort associated with technology, reduced access to non-verbal cues, and safety, liability, and legal issues (Connolly et al., 2020; Fisher et al., 2021).

Therapeutic presence is closely linked to the essential competency known as safe and effective use of self (SEUS), a requirement for therapists registered with the College of Registered Psychotherapists of Ontario (CRPO). SEUS is a cornerstone for competent psychotherapists and plays a crucial part in client welfare. Furthermore, the COVID-19 pandemic necessitated an abrupt transition to navigating therapeutic relationships in the realm of virtual psychotherapy (Madigan et al., 2021). Therefore, this presentation will introduce the concept of therapeutic presence, and then convey a synthesis of the research surrounding current views of telepsychology.

Ateliers | Workshops

13h45-14h45

Ateliers/Workshops - Vendredi 8 mars / Friday March 8

Participant pools: A convenient and easy way to recruit participants for your research

John Ranellucci, Jess Whitley, Samantha Mackie, Hossein Kalati

The overall goal of this workshop is to introduce students and faculty members in the Faculty of Education to student participant pools, with a focus on the Integrated System of Participation in Research (ISPR) Student Pool at the University of Ottawa. Participant pools are a convenient and effective way to conduct research with university students, are beneficial for researchers as well as participants, and are suitable for various research designs and methodological approaches. While the advantages for faculty members are evident, participant pools can also be beneficial for student-researchers (e.g., thesis students) and student-participants (e.g., interviewees). Student-researchers can use participant pools free of charge to quickly collect high-quality data for thesis or dissertation projects. Meanwhile, taking part in research as a participant provides authentic research-related experiences that complement in-class learning.

Specific session objectives:

1. Provide a broad overview of student participant pools.
2. Identify specific best practices and limitations of participant pools.
3. Provide a focused introduction to the ISPR student pool at uOttawa.
4. Gauge attendee interest in using the ISPR participant pool.

The workshop is broken up into four parts, including an overview, a demonstration, a think-pair-share activity, and a whole group discussion.

Lived experiences of doctoral students through an equity lens

Derya Sahingil & Jenny Stodola

For over a year, Derya Sahingil and Jenny Stodola, PhD candidates in the Faculty of Education at the University of Ottawa, have worked together to bring together 13 members of their peer cohort together in a collection of articles highlighting intimate reflections on the affordances and challenges lived during the first year of their PhD studies. To be published in an upcoming edition of the Faculty's "Education Review" under the apt theme of "Lived experiences of doctoral students through an equity lens", the hope is to shed light on the often under-reported and under-researched elements of the graduate student experience (Sverdlik et al., 2018; Woolston, 2017). This workshop will introduce participants to the themes explored within this project and create a space to further discuss lived experiences within the Faculty and current challenges with the goal to create a space where honest and generative discussions combined with concentrated brainstorming can bring forth potential solutions or ways forward to resolve these issues. An outcome of this highly interactive and collaborative workshop will be to generate a one-page report of discussions and/or solutions that will be forwarded to various Faculty and graduate student stakeholders for further consideration and as a springboard for further action.

Session objectives:

1. To introduce participants to the upcoming release of the student co-edited edition of the University of Ottawa Faculty of Education's Education Review (in press, anticipated release Winter 2024).
2. To engage graduate students on the current challenges faced in graduate studies in the Faculty of Education and provide a safe platform to share their lived experiences and facilitate the building of a stronger community of student-researcher-practioners.
3. Stemming from the workshop discussions, generate a one-page report of potential ways forward for circulation among Faculty and graduate student stakeholders.

Introduction à l'éditeur CapCut : la vidéo et la mobilisation des connaissances en recherche

Nisrine Abou Abdellah

Aujourd'hui, l'ère numérique offre à la communauté scientifique de nombreuses possibilités pour diffuser, traduire, populariser, et vulgariser les recherches produites de manière instantanée et accessible aux quatre coins du monde.

Alors que l'explication et la compréhension demeure l'un des enjeux principaux de la mobilisation des connaissances en recherche, la vidéo dispose en ce sens de plusieurs vertus : elle permet d'améliorer la visualisation ainsi que la mémorisation d'un phénomène (Karsenti et Collin, 2013), de contribuer de manière significative au processus d'apprentissage (Weeks et Horan, 2013), de constituer de bonnes méthodes de formation et outils de transfert de connaissance (David et Asamoah, 2011) et de compléter autant les formations traditionnelles que de les substituer (Cai et Abbott, 2013).

Ainsi, cette introduction à l'application CapCut vous permettra d'explorer les fonctionnalités principales pour faire vos premiers pas avec CapCut. Débutant ou amateur, cette séance s'adresse et s'adapte à tous les niveaux de difficulté.

Cette introduction à l'éditeur CapCut, dans le cadre de la création de vidéo pour la mobilisation des connaissances en recherche, se présentera en deux grandes parties.

Dans un premier temps, nous analyserons les défis et avantages de la vidéo dans la mobilisation des connaissances, en particulier pour la diffusion des résultats dans la recherche, à travers une courte analyse des récentes études à ce sujet.

Dans un second temps, nous explorerons ensemble l'éditeur CapCut et ses principales fonctionnalités utiles qui vous permettront d'en apprendre plus sur cet outil tout en le maîtrisant progressivement.

15h00-16h00

Ateliers/Workshops - Vendredi 8 mars / Friday March 8

Former les enseignants au débat : une clé vers l'apprentissage de la pensée critique chez les élèves

Vicky Lalande

Le thème de l'atelier portera sur le développement de la pensée critique par le débat en classe.

Objectifs

Dans sa thèse, la chercheuse entreprend une recherche collaborative avec les praticien.ne.s en enseignement. Le déroulement de l'activité aura ce même format afin de présenter cette méthode et atteindre les objectifs spécifiques de l'atelier :

- Comprendre ce qu'est la pensée critique et la développer
- Identifier les avantages du débat en classe et savoir l'intégrer
- Maîtriser les principaux aspects du débat
- Promouvoir l'autonomie intellectuelle et le respect dans la divergence d'opinions
- Créer une communauté d'apprentissage

La forme de l'atelier poussera les participant.e.s à dégager des éléments importants de chacun des objectifs de la session et les initiera en même temps à la composition d'arguments pour un débat.

La participation à cet atelier permettra aux participant.e.s de tester la recherche collaborative et de réfléchir sur le débat comme stratégie d'enseignement pour développer la pensée critique.

- Engagement pédagogique
 - Cet atelier favorisera l'implication et la réflexion des participant.e.s
- Collaboration interdisciplinaire
 - Le débat est un outil d'enseignement favorisant l'interdisciplinarité.
 - La diversité des formations, intérêts et recherches des participant.e.s pourra enrichir le contenu.
- Réflexion critique sur l'enseignement
 - Les participant.e.s devront user de pensée critique afin de répondre aux attentes de l'atelier.
 - Ils devront remettre en cause leurs idées et chercher à aller plus loin dans leurs réflexions en ayant un point de vue imposé et en devant développer leur pensée.

Enhancing Pedagogy through Immersive Virtual Reality: A Transition into Futuristic Education

Babak Yazdani Fazlabadi

The workshop will explore the integration of Immersive Virtual Reality (IVR) in mathematics pedagogy. It will delve into how IVR can facilitate the transition of pre-service teachers into innovative educational practices, aiding in the development of their professional identities.

Session Objectives:

1. To explore the potential of Immersive Virtual Reality (IVR) as a transformative tool in mathematics education.
2. To explore the impact of IVR on developing professional identities in a rapidly evolving educational landscape.
3. To discuss the challenges and benefits of integrating IVR into mathematics pedagogy.
4. To present pre-service teachers' perceptions and experiences with IVR in teaching mathematical concepts using technologies
5. To encourage the development of innovative teaching strategies using IVR.
6. To engage in hands-on experiences with VR tools using Meta Quest headset, such as Math Virtual Reality and Prisms, for practical understanding.

Value for Graduate Students/Researchers:

1. Exposure to cutting-edge educational technology and its application in mathematics teaching.
2. Insight into the integration of Virtual Reality and Immersive Virtual Reality in pedagogical practices, enhancing research and teaching methodologies.
3. Opportunities to discuss and collaborate on emerging research topics in the field of educational technology and mathematics education.
4. Development of a better understanding of the role of technology in shaping professional identities in the educational sector.
5. Understand the pedagogical implications of technology in mathematics education.
6. Network with peers and experts in the field of mathematics education and technology.

The workshop will be an interactive and informative session, enabling participants to grasp the significance of Immersive Virtual Reality in contemporary education, particularly in teaching complex mathematical concepts. It will offer valuable insights for graduate students, teacher candidates, and researchers focusing on the integration of technology in education.

Présentation d'affiches | Poster Session

11h15-12h30 Vendredi le 8 mars / Friday March 8 Centre de Ressources (LMX203) / Resource Centre (LMX203)	
1. Pierre Pélissier	Les Enjeux des Pratiques Éducatives Auprès D'élèves Nouveaux Arrivants Dans les Écoles de Langue Française de l'Ontario
2. Suye Qi	Higher Education xperiences of Chinese Students from Single-Parent Households: An Exploratory Study
3. Steffie Dmello	Eco-anxiety: A Critical Autoethnography of Intersectionality, Capital, And Feminist Perspectives in the Narratives of Women from the Global South
4. Emilie Séguin-Jak	Investigating Dyads in Nursing Education: A Mixed Methods Study
5. Chengshu Luo	A Case Study in Chinese Context: Could Role Model Influence Female Retention in Post-Secondary Chemistry Education?
6. S. Saini	Intersectional Student Success in Science Education: The Demographic Correlates Oof The Engagement, Motivation, and Performance of Undergraduate University Students In an Online Course Setting During The COVID-19 Pandemic
7. Mina Ozturk	Threading Through School Exclusion: Sense of Belonging and Acceptance of Children with Autism
8. Mackenzie Mayled	Barriers to Accessing Mental Health Services Among Counselling Psychology Graduate Students: A Research Synthesis
9. Tuba Aktas	School Adjustment of Immigrant Children in Canada
10. Marcus Garvey Parley	Are Menstrual Hygiene Interventions Effective in Lifting Barriers to Education for Adolescent Girls in Ghana: A Systematic Review.
11. Pierre Ezer Pélissier	Affiches créées dans le cadre du le 25e anniversaire de la pleine gestion des écoles de langue française/
12. Roxane Lamothe	
13. Joël Thibeault	

14. Janelle Fournier	Posters created as part of the 25th anniversary of full management of French language schools in Ontario
15. Francis Bangou	
16. Megan Cotnam-Kappel	
17. Amal Boultif	
18. Claire Isabelle	
19. Elie Ndala	