

March 15 & 16 mars 2013

Meeting in the Middle

Rencontres au milieu

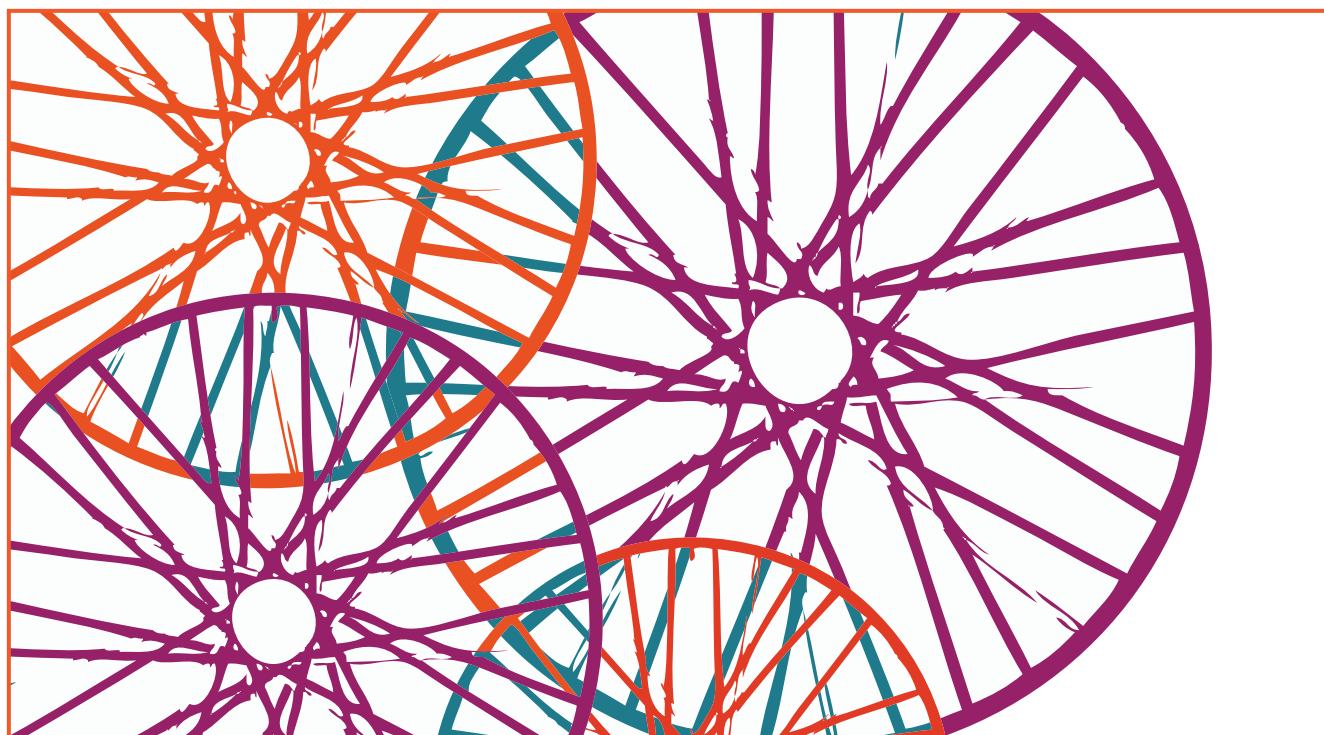
# EGSS 12th ANNUAL CONFERENCE

“Meeting in the Middle: (de)Constructing Knowledge”  
“Rencontres au milieu: constructions et  
déconstructions du savoir”

Education Graduate Students’ Society (EGSS)  
Association étudiante des cycles  
supérieurs en éducation (AECSE)  
McGill University  
Université McGill

[egss.mcgill.ca/](http://egss.mcgill.ca/)

conference program / programme de la conférence



# WELCOME

to the EGSS 12th Annual Conference  
March 15th & 16th, 2013  
Education Graduate Students' Society  
Faculty of Education  
McGill University

# BIENVENUE

à la 12e conférence annuelle de l'AECSE  
Le 15 et 16 mars, 2013  
Association étudiante des cycles supérieur en éducation  
Faculté de l'éducation  
Université McGill



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## **Welcome Message by Conference Organizers**

Dear Colleagues,

We are pleased to welcome you to this year’s EGSS conference Meeting in the Middle: (de)Constructing Knowledge. It is our hope that during this 12<sup>th</sup> annual conference we will engage in meaningful dialogue around innovative research and perspectives in education.

This year’s conference program includes a keynote presentation by Dr. Yvette Taylor from London South Bank University. This year’s conference will also feature a panel composed of the Deans of Education from University of McGill, Université de Laval, and Université de Montréal. The Deans of Education will discuss important topics including funding, inclusive education, as well as research directions in the domain of education.

Additionally, we are delighted to include paper, poster, and Pecha Kucha presentations, symposiums, and workshops from all areas of education including cultural studies, curriculum and literacy, critical pedagogy, early childhood education, educational and counseling psychology, library and information studies, kinesiology, and second language education.

We appreciate the support of the Office of the Dean of Education, the Department of Integrated Studies in Education (DISE), Department of Educational and Counseling Psychology (ECP), Department of Kinesiology and Physical Education (KPE), and School of Information Studies (SIS) and our sponsors for their generous support of the conference.

We would also like to thank the volunteers and conference committee members for all their creativity and hard work. It was been a tremendous pleasure for our committee to plan this interdisciplinary education conference. We sincerely hope that you will be inspired as you make connections with students, faculty, and colleagues during this event.

Sincerely,

The EGSS Conference Coordinators

Moon Jeong Kim, Master’s Student, Department of Integrated Studies in Education

Charlotte Sachs, Master’s Student, Department of Integrated Studies in Education

Melissa Stern, M. A., Doctoral Student, Department of Educational and Counseling Psychology

Daniel Vallée, Master’s Student, Department of Educational and Counseling Psychology

### EGSS Conference Committee Members

**Moon Jeong Kim**

M.A. Student  
Department of Integrated Studies in Education

**Daniel Vallée**

M.Ed. Student  
Department of Educational and Counseling  
Psychology

**Rachel Legaspi**

MLIS Student  
School of Information Studies

**Rachel Zellars**

Ph.D. Student  
Department of Integrated Studies in Education

**Samira Mounme**

M.A. Student  
Department of Educational and Counseling  
Psychology

**Joy Morgan**

MA Student  
Department of Integrated Studies in Education

**Eric Poitras**

Ph.D. Student  
Department of Educational and Counseling  
Psychology

**Jason Lister**

MA Student  
Department of Integrated Studies in Education

**Charlotte Sachs**

M.A. Student  
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**Marina Dupasquier**

PhD Student  
Department of Educational and Counseling  
Psychology

**Moksha Serrano**

M.A. Student  
Department of Integrated Studies in Education

**Cora-Lee Conway**

PhD Student  
Department of Integrated Studies in Education

**Shalaka Shah**

M.A. Student  
Department of Educational and Counseling  
Psychology

**Natalia Miranda-Calderón**

MA Student  
Department of Integrated Studies in Education

**Melissa Stern**

Ph.D. Student  
Department of Educational and Counseling  
Psychology

**Fernanda Soler Urzúa**

PhD Student  
Department of Integrated Studies in Education

## **Welcome Message by the Dean’s Office of the Faculty of Education**

Dear Colleagues and Friends,

Welcome to the Faculty of Education at McGill University! I want to extend a warm welcome on behalf of the Dean, Associate Deans, and Faculty.

This year’s Education Graduate Students’ Society Annual Conference promises to be engaging and inspiring conference for faculty, graduate students, researchers, practitioners, and members of the community that are engaged in the field of Education.

The theme *Meeting in the Middle: (de)Constructing Knowledge* reflects the importance of transdisciplinarity in that as we ‘meet in the middle’ we do so with a diverse group of students, faculty, practitioners, and community members and engage in dialogues that transcend disciplinary boundaries thereby providing new and exciting possibilities for research, theory, and practice.

This conference has many offerings to enhance your knowledge and skills. The panel composed of the Deans of Education from McGill University, University of Laval, and the University of Montreal epitomizes this year’s theme and will facilitate a dialogue between students, faculty, researchers, practitioners, and community members from various disciplines. In addition, the keynote presentation by Dr. Yvette Taylor, Professor in Social and Policy Studies at London South Bank University, further exemplifies this year’s conference theme by bridging discourses of sociology, sexuality, and education.

EGSS organizers are using multiple formats (e.g., poster, paper, and Pecha Kucha presentations, panel discussions, and workshops) which allow for an exchange of breadth of information that will span cutting edge research to transdisciplinary discussions and presentation of professional skills that can be utilized immediately.

Finally, this conference takes up the challenge of new times for education research and community engagement to think ‘outside the box’ in terms of dissemination of knowledge, enhancing research capacity, and innovation and education enterprise. Having seen a number of graduate students present their work in previous years, I am convinced that this will be a most productive two days. I congratulate the EGSS for their immense efforts and look forward to inspiring, intellectually challenging, and highly enjoyable time!

With warmest regards,

Ingrid E. Sladeczek, PhD

Deputy Associate Dean, Graduate Studies, Faculty of Education

## Plenary Speakers/Sessions plénières

### **Keynote presentation: *Academic at last? Knowing, occupying, speaking 'academia'***

#### **Dr. Yvette Taylor**

London South Bank University

Yvette Taylor is Professor in Social and Policy Studies and Head of the Weeks Centre for Social and Policy Research, London South Bank University. She has held a Fulbright Scholarship at Rutgers University (2010-11) and as visiting fellowship at the Australian National University (sponsored by the Freilich Foundation). Books include *Fitting Into Place? Class and Gender Geographies and Temporalities* (Ashgate, 2012); *Lesbian and Gay Parenting: Securing Social and Educational Capitals* (Palgrave, 2009) and *Working-Class Lesbian Life: Classed Outsiders* (Palgrave, 2007). Edited collections include *Educational Diversity* (Palgrave, 2012); *Sexualities: Reflections and Futures* (2012); *Theorizing Intersectionality and Sexuality* (Palgrave, 2010) and *Classed Intersections: Spaces, Selves, Knowledges* (Ashgate, 2010). She has articles in a range of journals including *British Journal of the Sociology of Education*, *European Societies*, *Sociological Research Online*, *Sexualities*, *Feminist Theory*. Yvette is currently working on an ESRC standard grant 'Making space for queer identifying religious youth' (2011-2013). She regularly blogs on the British Sociological Association's (BSA) *Sociology and the Cuts* and the Gender and Education Association (GEA) websites and is Director of the MA Gender and Sexuality at the Weeks Centre.

### **Dean Keynote Panel: *"Educational research in 21st century Quebec: Challenges and conversations"***

with Dr. Monette (Université de Laval); Dr. Pérrault (McGill University); Dr. Poirier (Université de Montréal).

#### **Professeur Marcel Monette**

Doyen, Faculté des Sciences de l'éducation

Université Laval

Marcel Monette, docteur en psychologie de l'Université de Montréal, est professeur titulaire de la Faculté des sciences de l'éducation de l'Université Laval. Cofondateur du Centre de recherche interuniversitaire sur l'éducation et la vie au travail, il a mené des recherches sur les transitions professionnelles en s'attardant particulièrement au passage des études au marché du travail. Il a publié six volumes et plusieurs articles dans des revues scientifiques. Il a aussi donné plus d'une soixantaine de communications tant au niveau national qu'à l'international. Il a participé à des enseignements aux universités suivantes : University of British Columbia en Colombie-Britannique, l'Université nationale du Vietnam à Hanoi, l'Université de Canterbury en Nouvelle-Zélande et l'Université Pierre Mendès France à Grenoble. Il a aussi formé plusieurs conseillers en formation continue de Strasbourg et à l'Université de Haute Alsace, au SERFA de Mulhouse.

Le professeur Monette a reçu de l'Association canadienne de counseling, le prix Robert Langlois pour le bilinguisme, un certificat de mérite de la Fondation canadienne d'orientation et de consultation, pour sa contribution au développement de carrière au Canada, un certificat de mérite « for Leadership in International Collaboration » de l'American Association



for Counselor Educator and Supervision et il a été nommé membre honoraire de l'Association canadienne de counseling pour sa remarquable contribution au domaine du counseling.

**Dr. Hélène Perrault**

Dean of the Faculty of Education

McGill University

Dr. Perrault holds a Ph.D. in Exercise Physiology from the Université de Montréal, and is a Professor in the Department of Kinesiology and Physical Education and an Associate Member of the Department of Medicine Division of Respiratory Medicine of the MUHC. Until her appointment as the Dean of Education, she was the Associate Provost (Planning and Budgets) from 2006 and before that was Chairperson of the Department of Kinesiology and Physical Education for six years. She has been instrumental in the implementation of major undergraduate and graduate academic program revisions, academic renewal as well as fostering cross-disciplinary interactions across several University faculties. She also served as McGill senator between 2001 and 2005.

She has pursued a research career in Clinical Exercise Physiology, first as a research associate in the Department of Cardiology and Respiratory Medicine of Ste-Justine Pediatric Hospital and as a Medical Scientist in the Respiratory Epidemiology and Clinical Research Unit at the Montreal Chest Institute. A past-president of the Canadian Society for Exercise Physiology Dr. Perrault has, and continues to foster academic and research collaborations between exercise sciences and medicine for health promotion, advancement of knowledge, and the development of therapeutic modalities and applications.

Through funding as principal or co-investigator from several national and provincial granting agencies she has contributed to a large number of scientific publications and has supervised the work of numerous graduate students, which focused primarily on the physiology and/or the functional repercussions of chronic heart or lung disorders.

**Professeure Louise Poirier**

Doyenne, faculté des sciences de l'éducation

Université de Montréal

Professeure titulaire au département de didactique et depuis 2010, doyenne de la faculté des sciences de l'éducation de l'Université de Montréal.

Spécialiste de l'enseignement des mathématiques au préscolaire et au primaire, elle a mené plusieurs recherches collaboratives avec les milieux scolaires notamment avec la commission scolaire Kativik et la communauté inuit ainsi qu'avec le Programme Soutien à l'École Montréalaise.

Elle est aussi vice-présidente de la Commission Internationale d'Étude pour l'Amélioration de l'Enseignement des Mathématiques ( CIEAEM) depuis 2007.

### **McGill Journal of Education Conference Award**

The MJE, in partnership with EGSS, is offering to work with authors for possible publication in the MJE. All eligible presenters are invited to submit their paper for consideration. We will undertake a blind review of all submissions. The three best will be selected on the basis of the criteria outlined below. The purpose of this award is to bring the three papers to a publishable standard.

#### **ELEGIBILITY:**

Only completed papers that have already been accepted to the EGSS conference are eligible for this award. Abstracts or extended abstracts will not be considered. Submitted papers must meet the MJE guidelines and more information can be found on this address <http://bit.ly/YdXrrw>

#### **EVALUATION:**

Articles will be assessed by a joint EGSS-MJE Committee according to:

- Clearly established theoretical and/or conceptual orientation
- Research design and methodology (if applicable)
- Implications of the findings or conclusions
- Originality of ideas
- Organization and clarity

#### **SUBMISSION REQUIREMENTS**

Please, submit your article in .doc or .docx format in an email attachment to [2013.egssconference@gmail.com](mailto:2013.egssconference@gmail.com) that includes:

- A title page with your name, affiliation and contact information (phone, email)
- the complete article

Please, indicate in your email that you are applying for this award.

#### **IMPORTANT:**

Please do not include any personal information in your article for the blind review process.

#### **DEADLINE:**

April 30, 2013 (before midnight)

## **Prix de conférence de la revue des sciences de l'éducation de McGill**

En collaboration avec la revue des sciences de l'éducation de McGill (MJE), le comité organisateur du congrès de l'AECSE est fier de pouvoir offrir une chance pour les étudiants des cycles supérieurs de démarrer le processus de publication pour la MJE en travaillant de près avec eux. Nous entreprendrons une révision à l'aveugle de toutes les soumissions. Les trois meilleurs essais seront sélectionnés en fonction des critères ci-dessous. Le but de ce prix est d'ammener trois essais à un standard acceptable pour la publication dans une revue académique.

### **ELIGIBILITÉ**

Seuls les essais complets qui ont déjà été acceptés à la conférence de l'AECSE sont éligibles pour ce prix. Des résumés ou des résumés étendus ne seront pas considérés. Les essais soumis doivent suivre les directives de la MJE ici : <http://bit.ly/YdXrrw>

### **ÉVALUATION**

Les essais seront évalués par un comité compris des membres de l'AECSE et de la MJE basé sur les critères suivants:

- Une conception ou une orientation théorique clairement établie
- Méthodologie et design de recherche (si applicable)
- Implication des résultats et conclusions
- Originalité des idées
- Organization et clarté

### **FORMAT DE SOUMISSION**

S'il vous plaît soumettre votre essai en format .doc ou .docx attaché à un courriel adressé à [2013.egssconference@gmail.com](mailto:2013.egssconference@gmail.com) qui comprend aussi:

- Une page-titre avec votre nom, votre affiliation, et votre information personnelle (courriel, téléphone)
- L'essai complet

SVP indiquer dans le courriel que vous postulez pour ce prix.

### **IMPORTANT**

SVP ne pas inclure d'informations personnelles dans votre article pour les révisions à l'aveugle.

### **ÉCHÉANCE**

Le 30 avril 2013, avant minuit.

## **Conference Schedule / Programme de la conférence**

**Day 1 (Friday, March 15<sup>th</sup>, 2013)**

8:30-9:00	<b>Registration</b> (light refreshments to be served) Location: Entrance/Foyer		
9:00-10:30	<b>Ed Camp</b> Location: Entrance/Foyer		
10:30-10:45	<b>Coffee Break</b> Location: Entrance/Foyer		
Room	Coach House 200	EDUC 433	EDUC 216
Session Chair	Jason Lister	Natalia Miranda-Calderón	Lerona Lewis
10:45-12:15	<b>Lemieux, A.</b> <i>Experiencing</i> incendies: Sparking senior high school students' interest in literature?	<b>Sabr, R. M.</b> An analysis of masculine discourse and academic achievement: A focus on boys' literacy underachievement.	<b>hampton, r., &amp; Dejourdy, R.</b> Visible on our own terms: Photographic self-study as feminist method.
	<b>Serrano, M.</b> Parallel motion: An exploration of the relationship between the arts and society in terms of values.	<b>Yoder, A.</b> He is not an Gregor Samsa: A teacher's story.	<b>Terleski, C.</b> Exploring food literacies through photograph(s).
	<b>Mostafa-Kamel, S.</b> R(e)volution of our Yoga spaces.	<b>Crump, A., &amp; Phipps, H.</b> Researching <i>with</i> children: A focus on methodologies.	<b>Burkholder, C.</b> Using Photo-Voice to read ethnic minority students' understanding of the term "non-Chinese speaking" in Hong Kong.
12:30-14:00	<b>EGSS General Assembly</b> (lunch to be served) Location: Jack Cram Auditorium (EDUC 129)		
Room	Coach House 200	EDUC 233	EDUC 216
Session Chair		Marina Dupasquier	Shalaka Shah
14:00-15:30	<b>Skillsets</b> Networking at conferences workshop Facilitated by students Saba Din & Sophia Kapchinsky	<b>Trevors, G.</b> Students regulate their learning as a function of epistemic beliefs.	<b>De Souza, A. &amp; Guénette, D.</b> <i>A sábia sabiá sabia</i> : sur l'enseignement de l'accentuation orale du portugais auprès des apprenants francophones adultes.
		<b>Goldberg, D.</b> Exploring the academic emotions in inner city youth.	<b>Uribe, C.</b> L'enseignement explicite des enchaînements en tant que ressource pour l'amélioration de la production orale des étudiants de l'espagnol langue tierce au Québec.
		<b>Vallée, D., &amp; Ruglis, J.</b> Creative co-stories of school dis/engagement.	<b>Lee, H.</b> Acoustic study on occurrence of word-medial /t/-flapping of ESL learners: Evidence from Korean speakers of English.
15:30-15:45	<b>Coffee Break</b> Location: Entrance/Foyer		
15:45-17:15	<b>Keynote presentation: Academic at last? Knowing, occupying, speaking 'Academia'</b> <b>Dr. Yvette Taylor</b> Jack Cram Auditorium (EDUC 129)		

**Day 2 (Saturday, March 16<sup>th</sup>, 2013)**

8:30-9:00	<b>Registration</b> (light refreshments to be served) Location: Entrance/Foyer			
9:00-10:30	<b>Dean Keynote Panel: "Educational research in 21st century Quebec: Challenges and conversations"</b> Dr. Monette (Université de Laval); Dr. Pérrault (McGill University); Dr. Poirier (Université de Montréal) Jack Cram Auditorium (EDUC 129)			
10:30-10:45	<b>Coffee Break</b> Location: Entrance/Foyer			
Room	Coach House 200	EDUC 129	EDUC 233	EDUC 216
Session Chair	Fernanda Soler Urzúa	Moksha Serrano	Charlotte Sachs	Thomas Fullerton
10:45-12:15	<b>C-UniT</b> Panel: "Steady paces towards Black-inclusive spaces"	<b>Hunting, B.</b> Gender awareness through intersectionality in girlhood studies.	<b>Zapata, M. E.</b> Le jumelage linguistique et interculturel: Une expérience enrichissante.	<b>Baurhoo, N.</b> The 'third' teacher: Exploring the potential of three preschools' physical environment for inclusion through the lens of space and objects.
		<b>Rajotte, T.</b> Les difficultés d'apprentissage en mathématiques au primaire, quelle perspective d'interprétation privilégier ?.	<b>Seo, H. Y.</b> Revisiting multicultural education in South Korea: Assimilation versus acculturation.	<b>Filion, M.</b> Disability and education in the Québec educational context.
		<b>Minor, P.</b> Mindfulness in higher education: Deepening the traditional goals of the academy	<b>Salamanca, M.</b> - Liquid modernity: A sterile concept for struggling against globalization.	<b>Martin, R.</b> Gentle birth, gentle culture: Ideas on incorporating a healthier perception of birth into a high school sexual education program.
12:30-13:30	<b>Poster Presentations &amp; Lunch</b> Location: Entrance/Foyer			
Room	EDUC 129	EDUC 233	EDUC 216	
Session Chair	Melissa Stern	Zahra Jalili	Shalaka Shah	
13:30-15:00	<b>Poitras, E., Lajoie, S., Naismith, L., Summerside, C., Kazemi, M., Tressel, T., Lee, L., Bassiri, M., Farmanara, N., Alvo, S., Escalona, S. R., Wu, C. H., Virone, A., Wiseman, J., Harley, J. M., Bouchet, F., Azevedo, R., &amp; Derian-Toth, M.</b> Panel: "Learning Environments Across Disciplines (LEADS) research partnership McGill graduate student"	<b>Zellars, R.</b> Towards a critical race analysis of the Canadian public schooling system.	<b>Elliott, K.</b> The implementation of applied science and technology –findings from an ethnographic field study.	
		<b>Pichette, A.</b> Representations of Muslim women in the Quebec news print media: A critical textual analysis.	<b>Kim, E. A.</b> The gap between praxis and theory: The current state of Indigenous science(s) in mainstream science education.	
		<b>Lahn, J.</b> Problematizing the labels of victim & survivor: "The language of rape matters".	<b>Savard, A., &amp; Manuel, D.</b> A collaborative research in mathematics education.	
15:00-15:15	<b>Coffee Break</b> Location: Entrance/Foyer			

*Continues on the next page*

**Day 2 (Saturday, March 16<sup>th</sup>, 2013)**

Room	EDUC 129	EDUC 233	EDUC 216
Session Chair	rosalind hampton	Rachel Legaspi	Neerusha Baurhoo
15:15-17:15	<p align="center"><b>Houshman, S., Spanierman, L., Yee Clare, E., Na, S., Poolokasingham, G., Kleiman, S., Clark, A., Najih, M., &amp; McHugh, S.</b></p> <p align="center">Panel: "Students' voices: experiences with racial microaggressions on campus"</p>	<b>Tessier, D.</b> Best practices of e-learning.	<b>Miranda-Calderón, N.</b> EFL learner and teacher perspectives on corrective feedback and their effect on L2 motivation.
		<b>Siefring, J.</b> Technologies of distraction and of the self	<b>Orjuela-Laverde, M., &amp; Breuleux, A.</b> Understanding Colombian teachers' use of ICT as instructional tools from a social cognitive perspective.
		<b>Corona, S., &amp; Hannum, C.</b> Project capabilities: Developing self-advocacy videos with mobile technologies.	<b>Lin, T. W. J.</b> Examining the role of facilitators in supporting teacher participation in an embedded professional development opportunity.
		<b>Smith, C. F.</b> Knowledge for the masses: Information literacy in the public library.	<b>Romero, G.</b> From native speaker to English teacher: Social knowledge construction and experiencing.
17:30-18:30	<p><b>Post-Conference Reception</b> Location: Coach House 200</p>		

**Poster Presentations/ présentations d'affiches**

<b>Cataldo, D., Poitras, E., &amp; Lojoie, S.</b>	Advancing domain-specific models of self-regulated learning through text mining methodologies: The use of substantive concepts with the MetaHistoReasoning tool
<b>D'Intino, J.</b>	Barriers to academic success for students with learning disabilities
<b>Kurguzova, X., &amp; Van der Linden, K.</b>	Advanced studies in partnerships: Building bridges between MLIS students and the community
<b>Lavoie, J., &amp; Ruglis, J.</b>	Increasing activity levels of children and adolescents with ADHD
<b>Maymon, R., Sverdlik, A., &amp; Hall, N. C.</b>	Academic computing and college students: Gendered effects of attributions and emotions
<b>Mayrand, J.</b>	Constructing within barriers: Proposed research on the everyday life information behaviour of young adults suffering from mental distress
<b>Morgan, T., Ayvazian, C., Piekarski, S., Chalupa, A. A., &amp; Shaw, S. R.</b>	The development of self-efficacy and academic motivation when students choose their learning activities
<b>Saxe, A.</b>	Supportive employment interventions for adults with autism spectrum disorders: a literature review
<b>Sverdlik, A., &amp; Hall, N. C.</b>	"Be realistic": Iatrogenic effects of downgrading expectations on high-achieving students' performance

*End of schedule*

## **Special Workshops/Ateliers Spéciaux**

### **Ed-Camp**

As a kick-off to the 2013 conference, we will be having an edcamp-style exchange of ideas. What is edcamp? Edcamp is free, democratic, participant-driven professional development.

In keeping with the theme for this year Meeting in the Middle: (de)Constructing Knowledge, we invite participants to come with topics of interest which we will post for a vote by participants on the morning of the first day. Those sessions of wider interest to the attendees will be assigned a room number and participants will be invited to select one of the sessions to attend.

There is no presentation. These gatherings are intended to provide a forum for the free exchange of ideas of relevance to the conference attendees. So bring your topics, questions, resources to share!

Our hope is that this will also provide attendees with a chance to meet other educational researchers who share interests and that they will then continue their conversations during the conference (and beyond!).

*Friday, March 15<sup>th</sup>, 2013.*

*Entrance/Foyer*

*9:00-10:30*

### **Skillsets – “Networking at conferences”**

Networking at conferences is fun and a great way to meet new people. Come to this 90-minute interactive workshop to learn and practice networking techniques!

The workshop will provide you with:

1. Networking tips to help you open doors and build connections,
2. A short overview of communities of practice and academic cultures,
3. Strategies to refine your networking skills, and
4. An opportunity to practice networking etiquette.

If you experience shyness or anxiety when you meet new people, this workshop offers strategies to help you overcome these feelings. This interactive session will engage participants in "hands on" practice. You are encouraged to come with an open mind.

*Friday, March 15<sup>th</sup>, 2013.*

*Coach House 200*

*14:00-15:30*



## Panels/Discussions de comité

### **C-UniT. 'Steady paces towards Black-inclusive spaces'**

Members of the Community-University Talks (C-UniT) collective will discuss their respective and diverse efforts in creating spaces within academia that respond to and meet their needs as Black students. Through performance and presentations, panelists will explore the challenges and successes they have faced, and share best practices and lessons learned.

*Saturday, March 16<sup>th</sup>, 2013.*

*Coach House 200*

*10:45-12:15*

### **Houshman, S., Spanierman, L., Yee Clare, E., Na, S., Poolokasingham, G., Kleiman, S., Clark, A., Najih, M., & McHugh, S. 'Students' voices: experiences with racial microaggressions on campus'**

Visible minority students in Canada report experiences of discrimination or "unfair treatment (Statistics Canada, 2011, p. 37). On Canadian campuses, experiences of racial discrimination often are subtle (Henry & Tator, 2009). Thus, racial microaggressions theory is well-suited for empirical examination of Aboriginal and visible minorities' experiences on campus. Racial microaggressions comprise verbal and nonverbal racial indignities with detrimental cumulative effects on targets (Sue et al, 2007). While microaggressions research has exploded in the U.S., only one study to our knowledge has examined microaggressions in Canada (Houshmand, Spanierman, & Tafarodi, 2011). Research among Black (Constantine, 2007), Asian (Lin, 2010), and Native Americans (Clark et al., 2011) demonstrated that microaggressions vary across groups. Because microaggressions have detrimental effects (e.g., higher stress; Nadal et al., 2012), it is critical to examine whether they manifest similarly in Canada. Thus, in the proposed symposium, presenters will discuss empirical findings from qualitative investigations among Aboriginal, East Asian, South Asian, Arab, and Black Canadian undergraduates. It is hoped that this symposium will serve to initiate dialogue amongst students regarding the racial climate on campus. Recommendations for targeting racial microaggressions on campus will be offered.

*Saturday, March 16<sup>th</sup>, 2013.*

*EDUC 129*

*15:15-17:15*

### **Poitras, E., Lajoie, S., Naismith, L., Summerside, C., Kazemi, M., Tressel, T., Lee, L., Bassiri, M., Farmanara, N., Alvo, S., Escalona, S. R., Wu, C. H., Virone, A., Wiseman, J., Harley, J. M., Bouchet, F., Azevedo, R., & Derian-Toth, M. 'Learning environments across disciplines (LEADS) research partnership McGill graduate student'**

The LEADS Research Group consists of an interdisciplinary group of researchers who address learning and engagement using technology-rich learning environments. This graduate student panel addresses several issues and challenges in the theoretical, methodological, and analytical underpinnings of research in BioWorld, MetaTutor, and Blogs. Theoretically, we provide an overview of the learning theories that guide the design of these learning environments. Methodologically, we appraise recent advances in data collection procedures to capture learning processes and outcomes. Analytically, we discuss the use of analytical techniques for the purposes of improving instructional practices. We discuss the implications of these fundamental aspects and draw recommendations for future research.

*Saturday, March 16<sup>th</sup>, 2013.*

*EDUC 129*

*13:30-15:00*

## Paper Abstracts/ Résumés d'exposés

### **Baurhoo, N. The 'third' teacher: Exploring the potential of three preschools' physical environment for inclusion through the lens of space and objects.**

In Quebec, inclusion of students with special needs in mainstream classrooms is a recent phenomenon. From research-based practices, modifying the classrooms' physical environment might be vital in creating a successful learning space for all children. To-date, studies aimed at studying the physical environment of preschools' classrooms in favouring inclusion are sparse. To analyze the potential of the physical environment, this study adopted a visual methodology where learning artefacts and space arrangement of three Quebec preschools' classrooms were photographed. The photographs were analyzed using the four-staged basic model of analysis (Collier & Collier, 1986). Three conceptual frameworks namely the five dimensions of the physical environment framework, the Reggio Emilia principle and Gardner's theory of multiple intelligences were adopted in this study. The three preschools' classrooms differed in terms of space arrangement and the quality of learning artefacts. The results also indicated that the preschools classrooms have several dimensions which need to be considered in creating a learning space for all children. The learning artefacts in the three classrooms have the potential in supporting eight types of multiple intelligences with more emphasis placed on logical-mathematical and linguistic intelligences respectively. The presentation concludes with the implication of findings for future research and practitioners.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 216, 10:45-12:15*

### **Burkholder, C. Using Photo-Voice to read ethnic minority students' understanding of the term "non-Chinese speaking" in Hong Kong.**

In an examination of the term, "Non-Chinese Speaking" student-participants have depicted images of multiliteracy practices, ethnic diversity, and otherness. Student-participants' responses and photos suggest that the term "Non-Chinese Speaking" refers to much more than just not speaking Chinese. From Hong Kong, I asked a number of former-students to take photographs with cell phones and digital cameras to represent how "Non-Chinese Speaking" was defined within the context of their schools. Through photo-voice, I aim to unpack the literacy practices and ideas about what "Non-Chinese Speaking" means to NCS students in their school lives (Mitchell, Stuart, Moletsane & Nkwanyana, 2006). Ultimately, I would like to "read" how they view their categorization as NCS and compare their photos with their spoken responses. This study aims incorporate two theoretical frameworks, (a) post structuralism and (b) New Literacy Studies. The approach will employ ethnographic methodologies and look to photo-voice to enhance the inquiry (Wang & Burris, 1997).

*Friday, March 15<sup>th</sup>, 2013. EDUC 216, 10:45-12:15*

### **Corona, S., & Hannum, C. Project capabilities: Developing self-advocacy videos with mobile technologies.**

People with intellectual disabilities continue to face challenges to fully achieve community integration (Davidson, 2009). The purpose of this study is to explore the benefits and challenges that emerge when people with intellectual disabilities engage in the process of creating self-advocacy videos using mobile technologies with a team of researchers. This participatory action research study will use an iterative methodology consisting of an analysis phase, an act phase, and a reflection phase (Lavoie, Marquis, & Laurin, 2003). This study looks at the issue of community integration through a capabilities lens and builds on the approach advocated by Amartya Sen (1992) and Martha Nussbaum (2000). With this capabilities lens, the dialogue shifts from one of deficiency and dependency to one of empowering people with intellectual disabilities to make their own life choices and helps them to access the tools they need to reach their goals. This study will help people with intellectual disabilities become self-advocates, take control of the messages they want to share with the community at large and learn through the process of creating videos using mobile technologies.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 129, 13:30-15:00*

**Crump, A., & Phipps, H. Researching with children: A focus on methodologies**

Montreal is the city in North America with the highest rate of multilingualism and children are increasingly growing up with more than one language. How are young children learning to navigate and position themselves within their various social environments, vis-à-vis their multilingualism and oftentimes, multiethnicity? We begin by acknowledging the central role that stories play in early childhood. It is through stories that children make sense of the world and relate to those around them. We see the stories children tell as “identity accounts” (Maguire & Curdt-Christiansen, 2007). In this Pecha Kucha presentation we will look at methodological and epistemological issues related to researching with young children. We will be drawing on preliminary data from one qualitative inquiry that explores how young multilingual children voice their understandings of what allows or constricts their language practices in different sites. We will focus on the complexities of engaging in understanding children’s world and what stories they tell about themselves. These understandings reveal children’s developing ideas, positionings, values, beliefs, and alignments, what Bakhtin (1981) calls ideological becoming. At the heart of this presentation is a concern with how to elicit, listen to and respect young children’s voices.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 129, 10:45-12:15*

**De Souza, A., & Guénette, D. A sábia sabiá sabia : sur l’enseignement de l’accentuation orale du portugais auprès des apprenants francophones adultes**

La perception et la production de l’accent « libre » représentent un défi pour les apprenants francophones du portugais. Plusieurs études démontrent que les francophones ont de difficulté à percevoir et à produire l’accent dont la position varie dans les mots. Ces difficultés proviendraient du fait que l’accent en français a une position fixe. Cela affecterait la perception et la production accentuelles des francophones dans une langue à accent « libre », comme le portugais. Nonobstant ces difficultés des apprenants non-natifs, très peu de matériel didactique du portugais langue étrangère explique l’accentuation et propose des activités dirigées vers la perception et la production. Ainsi, le but de cette recherche quasi-expérimentale est de vérifier si un enseignement portant sur l’accentuation du portugais peut mener à une amélioration de la performance des apprenants francophones en perception et en production. Nous avons élaboré une série didactique sur l’accentuation du portugais et nous l’avons administrée auprès de 15 apprenants francophones. Les résultats obtenus démontrent que l’enseignement a des effets positifs sur la production mais aucun impact sur la perception, ce qui suggère que l’influence phonologique du français est plus active dans la perception que dans la production de l’accent « libre ».

*Friday, March 15<sup>th</sup>, 2013. EDUC 216, 14 :00-15 :30*

**Elliott, K. The implementation of applied science and technology –findings from an ethnographic field study**

Ken has just completed his dissertation on the implementation of Applied Science and Technology (AST), a program for Secondary 3 and 4 students in Quebec. This study examines the extent to which teachers follow the AST curriculum and use a constructivist/inquiry-based pedagogy. It also described the students’ engagement with the program and their motivation and interest in learning science. Quantitative data were collected from online surveys of AST teachers and students as well as school board enrolment figures. Qualitative data came from extensive visits to AST classrooms in action and interviews with teachers, principals and science consultants. The data were triangulated to arrive at a comprehensive description of the implementation of AST. In this paper he will present his findings from the field study of classroom visits and interviews in 4 different high schools in the English public school system. He will describe the classroom activities and how they are being received by the students in terms of their motivation to learn science. Ken will describe the methodology used in his observations and interviews and present some photos and videos of students at work.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 129, 13:30-15:00*

### **Filion, M. Disability and education in the Quebec educational context**

Medical studies have historically dominated formal research on disability. In contrast, the evolving field of disability studies gives voice to the struggles encountered by people living with disabilities, while bringing to light the ways in which human beings conceive of and construct difference. The educational needs and rights of individuals with disabilities are increasingly the subject of discussion and debate in both citizenship and educational theory (Ben-Porath; 2012; Burt, 2007; Terzi, 2005). Unfortunately, students with disabilities continue to see their educational needs unmet. This presentation explores broad social conceptions of disability by outlining and critiquing two major models: the social and the medical. It then moves to a discussion of disability studies, which highlights the potential implications this field holds for formal education systems. I outline and critically assess the ways in which disability is understood in Québec's formal educational system, evaluating both the limits and the potential of the functional conception of disability articulated through MELS documents. I argue that the definition of disability in Québec education is indicative of both a limited and limiting conception of disability that, despite Québec's purported commitment to education for all, constricts the potential for equal partnerships between different educational stakeholders.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 129, 10:45-12:15*

### **Goldberg, D. Exploring the academic emotions in inner city youth**

This presentation will describe the results of a research study that investigated the relationships between academic self-concept, value, and emotions in high school students who were at risk for academic failure. Using The Control-Value Theory of Academic Emotions as a theoretical foundation, the relationships between self-concept, task value, and four academic emotions (enjoyment, boredom, anxiety, and anger) were analyzed. It was expected that self-concept and value would predict academic emotions in this population; enjoyment would be predicted by high self-concept and high value, anxiety and anger by low self-concept and high value, and boredom by low value. These hypotheses were analyzed using multiple regression analyses, with emotions as the dependent variables, age, gender, achievement, and maternal education as the covariates, and academic self-concept and task value, as well as a multiplicative interaction effect, as the independent variables. Results indicated that extrinsic value positively predicted enjoyment and anxiety, and self-concept was a negative predictor of anxiety and a positive predictor of boredom. Outcomes of the current research not only inform theory, but also aid in the development of theory-driven interventions.

*Friday, March 15<sup>th</sup>, 2013. EDUC 233, 14:00-15:30*

### **hampton, r. & Desjourdy, R. Visible on our own terms: Photographic self-study as feminist method**

Photographic self-study can promote personal and professional growth, helping us to think about how our experiences as learners and teachers are affected by our (multiple, shifting) identities such as those related to ability, class, gender and race. This presentation explores our individual experiences of photographic self-study as a malleable, feminist approach to critical reflexive practice. Using a photographic series titled Road to Salvation by Kanisha Prima Donna that inspired both of us as our starting point, we will present selections from each of our projects: rosalind's Family Album (2011) and Rachel's And She Was Not Ashamed (2012). Our presentation calls attention to how sharing experiences of self-study across differences can facilitate critical multicultural learning. Sharing and collaboratively writing about our individual studies has expanded their meaning and photographic self-study has thus emerged as a way of better knowing not only our selves, but also others. We have come to further understand this practice as a pedagogical tool that challenges hegemonic knowledge and normative assumptions, and problematizes simplistic notions of identity and self-esteem.

*Friday, March 15<sup>th</sup>, 2013. EDUC 216, 10:45-12:15*

### **Hunting, B. Gender awareness through Intersectionality in Girlhood studies**

Scholars are revisiting The Millennium development goals in an effort to improve the lives of women and girls in developing countries. After ten years of work using the tools of visual and other arts-based forms of inquiry, such as photovoice (see C. Mitchell, 2011), scholars are examining their use of visual representations for creating awareness about HIV/AIDS. See the themed issue of ERSC Educational Research for Social Change, an online journal in South Africa [<http://ersc.nmmu.ac.za>]. Many scholars of the visual arts-based approach have chosen to join the tangible actions of the UN International discussion on gendered issues of violence. An intersectional perspective can bring together many 'troubling' issues that young woman and girls are living in developing countries such as Malawi, Africa and South Africa. Girlhood studies have become a part of the feminist studies landscape in the last 25 years; thus girls in the context of HIV/AIDS and their everyday challenges to attend school will be examined in this paper. These issues include, lack of access to education, and battling the social norm of not gaining access to an elementary education. Do visual arts-based inquiries make a difference in a population that has low rates of literacy due to issues connected to poverty and the politics of everyday living with HIV and AIDS.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 129, 10:45-12:15*

### **Kim, E. A. The gap between praxis and theory: The current state of Indigenous science(s) in mainstream science education**

Questions and debates about integrating Traditional Ecological Knowledge (TEK) in the science curriculum have been arising since the 1980s. Why should we incorporate TEK into Canadian science education? If TEK is necessary, how is it being treated in our science education curricula currently? Despite the debates on the surface, TEK has been recognized as an important teaching source in science education (Kimmerer, 2002). Recognizing the validity of TEK, this study explores the prevalence and representation of TEK in official science curriculum documents for grades seven and eight in Canada. To illustrate the current state of the integration of TEK in provincial and territorial official curriculum documents, a content analysis was conducted. In general, results were highly varied in reference to the prevalence, representation and conception of TEK across the Canadian science curriculum. A detailed discussion on each provincial and territorial ministry's perception of TEK and the implications of teaching TEK are also presented in this work.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 216, 13:30-15:00*

### **Lahn, J. Problematizing the labels of victim & survivor: "the language of rape matters"**

Contesting the dichotomy of victim/survivor labels imposed upon women in the context of sexual violence, I engage with contemporary literature and personal narrative to problematize this binary. I approach the binary of victim/survivor as a female academic who has experienced sexual violence; I interweave my personal thoughts, questions and vulnerabilities throughout the discussion, as they are central to the inquiry. Parallel to my own experience, I draw from research studies and personal narratives to examine how other women who have experienced sexual violence negotiate, critique, problematize and reject victim/survivor narratives. I contend that "the language of rape matters" (Axtell, 2011), and the language and labels used in the context of sexual violence greatly influence a woman's ability to negotiate and deconstruct her experiences and identity(ies). Influenced by feminist theory and Horsman's (2005) advocacy for pedagogies that incorporate discourse on violence and trauma, I argue that stories discussing personal trauma have a place in education settings, since there is much to be gained from rethinking identity binaries within the context of sexual violence.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 233, 13:30-15:00*

**Lee, H. Acoustic study on occurrence of word-medial /t/-flapping of esl learners: Evidence from Korean speakers of English**

Korean intervocalic flaps are derived from underlying liquids, not from underlying stops (Kenstonwicz, 2005; Steriade, 2001) while English intervocalic flaps are known to result from underlying stops, not from liquids (Kreidler, 2003; Prator & Robinette, 1985). Given the difference between the flapping rules in Korean and English, this study investigated occurrences of flaps from Korean speakers of English and compared them with those of flaps from native speakers of English. The result of this acoustic experiment showed that Korean speakers of English were less likely to produce stop /t/s as flaps in the word-medial position (post-stress V/t/v and unstressed v/t/v), compared to native speakers of English. This result implied that the L1 phonological system affects L2 speech production. Specifically, within the framework of Optimality Theory (Prince & Smolensky, 1993), this paper shed light on L1 interference; that is, because an intervocalic flap occurs aiming at an underlying liquid, not at an underlying stop in Korean, Korean speakers of English less produce American English flaps, which are aimed at underlying stops.

*Friday, March 15<sup>th</sup>, 2013. EDUC 216, 14:00-15:30*

**Lemieux, A. Experiencing incendies: Sparking senior high school students' interest in literature?**

The province of Quebec has more people with low literacy than the national Canadian average, which results in a weak foundation for future learning, including formal learning at the post-secondary level. Research points to students' loss of interest in French classes as a common cause for this alarming phenomenon. In addition to this issue, only approximately half the Quebec student population over 16 years of age (52%) have a literacy level at or above the estimated level for living efficiently (O'Sullivan et al., 2009). This is a serious educational and social challenge that needs to be addressed. In an effort to reduce the weak literacy rate of students, I suggest an alternative teaching of Wajdi Mouawad's Quebec play Incendies in three different secondary 5 classes. I charted patterns of meaning-making responses that provide an understanding of directions a teacher might take to increase interest in reading, specifically within the francophone community. The patterns of responses are meant to help educators by providing them with student responses and other responses where it seems advisable. Another objective of this study is to adopt appropriate methods to reinforce an interest in Francophone Quebec literature and develop a further interest in reading.

*Friday, March 15<sup>th</sup>, 2013. EDUC 433, 10:45-12:15*

**Lin, T. W. J. Examining the role of facilitators in supporting teacher participation in an embedded professional development opportunity**

Recent educational reforms in North America require mathematics teachers to develop new forms of instructional practice. The National Council of Teachers of Mathematics' (NCTM, 2002) in the United-States and the Québec Education Program (Québec, 2004) provided a vision of mathematics education that depicts inquiry-centered classrooms in which all students are actively engaged, resourceful problem solvers and effective communicators about mathematics. This "change" that is required of in-service teachers is ambitious and will necessitate professional development opportunities that with support the deconstruction and construction of new knowledge. There is a common agreement in the literature that effective and high-quality professional development is: content focused, coherent with the reform philosophy, sustained over a longer period of time, and engaging participants collectively and actively (Darling-Hammond et. al, 2009; Desimone, 2009). Here, I will present a research project studying an embedded form of professional development for secondary mathematics teachers that takes into account these characteristics as identified in the literature. Using evidence from the preliminary results, I argue for a closer look at the role of the professional development facilitators as they seem to be key actors in engaging teachers in conversation and in developing a sense of collectiveness in the teacher groups.

*Saturday, March 6<sup>th</sup>, 2013. EDUC 216, 15:15-17:15*

**Martin, R. Gentle birth, gentle culture: Ideas on incorporating a healthier perception of birth into a high school sexual education program**

Birth is a significant part of sexuality and reproductive health that is no longer a part of everyday discourses, which is affecting the health and well-being outcomes in the Western world. There is new research suggesting that the birthing process is integral to the establishment of a child's capacity to love. It is now time to be considering what basic concepts of maternal health and birth empowerment could be included into a new sexual education curriculum. The purpose of this participatory study is to better understand how public education can contribute to a healthier birth culture and potentially, society. Young women from Montreal participated in a focus group that included memory work and group discussion. Memory work was used to explore the construction of birth culture in Québec, and its potential role in the creation of societal trends. 'Birth culture' refers to the medical and ritual practices routinely exercised in birth, as well as the attitudes women express towards birth both preceding and following their birth experience. The remainder of the focus group was aimed at exploring ways in which young women are interested in learning about birth. Relevant feminist literature is used to connect theories of bodies with the research results.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 216, 10:45-12:15*

**Minor, P. Mindfulness in higher education: Deepening the traditional goals of the academy**

As academic interest in mindfulness practices continues to grow alongside popular interest, the potential applications seem limitless. Although the benefits of mindfulness meditation are well-documented, the integration of mindfulness within higher education is relatively new, and the specific benefits for students and professors are less examined. Mindfulness holds immense potential as a skill which can empower students to dwell in the richness of their own lives, moment to moment. Mindfulness practice is first and foremost experiential, a type of mental training which can enhance students' focus, attention, and mental clarity, all explicit advantages in the academy. Engaging with the self as the object of study also complements the traditional analytical training students receive which is largely outwardly focused and highly critical. Used in higher education, mindfulness can be used to move the student from the theoretical to the experiential and back again, and to guide students to build their own connections between their personal perceptions and habits, and broader cultural practices. This paper outlines the emerging applications of mindfulness within higher education through examination of select case studies, and explores the specific ways mindfulness can benefit students in ways which both support, and transcend, the traditional goals of the academy.

*Friday, March 15<sup>th</sup>, 2013. Coach House 200, 10:45-12:15*

**Miranda-Calderón, N. EFL learner and teacher perspectives on corrective feedback and their effect on L2 motivation**

Second Language Acquisition (SLA) is still considered a young domain of applied linguistics which since the 1960s has contributed to understanding the process of acquiring a second language (L2) under naturalistic or instructional circumstances. In this field, one of the most widely researched individual factors affecting L2 learning is second language learning motivation, which, simultaneously, is constantly affected by other individual and environmental factors. One of these factors is corrective feedback, which has also been extensively explored by SLA researchers in the last two decades. Nonetheless, so far there are not many studies carried out with the purpose of examining the link between corrective feedback and motivation or how teacher and learner perceptions of error correction might affect students' willingness to continue learning. Therefore, this mixed methods research study involving English as a foreign language (EFL) high school students and their EFL teachers in Santiago, Chile, examines teacher and learner perspectives about corrective feedback in terms of its types, frequency, and to what extent teacher choices regarding corrective feedback affect students' motivation, contributing to the understanding of the complexity of the interrelationship between these two vital factors in second language learning.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 216, 15:15-17:15*

### **Mostafa-Kamel, S. R(e)volution of our yoga spaces**

Yoga encourages us to persevere through discomfort, to create space for all of our experiences, to build resilience and relaxation. It also provides tools that can be used to bring about truth, healing, social justice and love. This path encourages us to respect and embrace our diversity. However, like any community, the yoga world is not absolved from systems of oppression. As such, how do we as yoga practitioners - teachers and students - maintain or challenge a culture of institutionalized oppression? How can we fully embrace the yogic concept of «ahimsa» which teaches us to sustain a thorough respect for every living being? This paper will explore questions and problematics related to teaching practices in yoga spaces in Montreal with the aim to envision how, as yoga educators, we can become agents of social change. How can we bring our practice off the mat and into our daily lives? How can we use this practice as a form of personal healing, community organizing, and as a basis for political dialogue around systemic injustices? The personal fulfillment and nourishment gained from yoga becomes even richer as we learn to also extend these benefits to our local and global communities.

*Friday, March 15<sup>th</sup>, 2013. Coach House 200, 10:45-12:15*

### **Orjuela-Laverde, M., & Breuleux, A. Understanding Colombian teachers' use of ICT as instructional tools from a social cognitive perspective**

For the past years Colombian schools have been provided with computers and Internet connection in order to incorporate its educational system into the digital age. Even though Colombian teachers frequently participate in professional development programs to learn technical and pedagogical features when using ICTs they are still hesitant in the use of these tools in their day-to-day practice. In order to understand the lack or little use of ICTs within teachers' practice this quasi-experimental study explores personal and environmental factors that may hinder or support the adoption of such resources. These factors are: (a). Teachers' self-efficacy beliefs regarding technology use; (b). Beliefs about the perceived value of computers for instructional purposes; and, (c). Collaborative practices. Literature in the field of changing teachers' practice and teachers' use of ICT have found that internal (personal) and external (environmental) factors affect teachers' decision to adopt or reject the use of ICTs within their classrooms. Results of this study indicate the importance of collaborative practices among teachers as a factor that allows implementation of ICTs as teaching and learning tools. Results also suggest the role of age and years of experience as an important factor when planning and grading with the use of ICT.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 216, 15:15-17:15*

### **Pichette, A. R. Representations of Muslim women in the Quebec news print media: A critical textual analysis**

Integrating minorities and immigrants into contemporary Quebec society has caused many to express anxiety over the accommodation and rights of newcomers to Quebec. Some conceive that Muslim beliefs and practices threaten a modern Quebec identity based on fundamental values such as gender equality, secularism and tolerance. My conceptual framework engages in a discourse analytic approach based on the work of van Dijk (1987; 1991) to examine the syntactic structure of news media texts. Critical textual analysis teases out the qualitative meaning contained in the news articles. A comparative analysis is taken up here by grounding the issues in specific theories that explain the social, historical, cultural and cognitive dimensions of the discourse. This research explores and anchors the implied meanings of Muslim women and its attendant imagery in the particular experience of the Québécois francophone majority group. The Québécois embody a distinct language, culture and historical experience within Canada. Against this backdrop, Muslim women are marginalized and discriminated against on the basis of their race, gender and cultural identity within the news print media. During the reasonable accommodation debates in Quebec, La Presse and the Gazette created damaging portrayals of Muslim women in an effort to stir hysteria and reinforce an insulated and protectionist collective identity in Quebec.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 233, 13:30-15:00*



### **Rajotte, T. Les difficultés d'apprentissage en mathématiques au primaire, quelle perspective d'interprétation privilégier?**

Cette recherche vise un approfondissement des connaissances concernant les difficultés d'apprentissage en mathématiques. Les recherches abordant les difficultés d'apprentissage en mathématiques se positionnent au sein de deux perspectives. Selon la première perspective, les difficultés d'apprentissage sont attribuées aux caractéristiques intrinsèques de l'élève. Dans la seconde perspective, ces difficultés sont interprétées à partir de l'interaction entre l'élève et le système scolaire. Notre étude vise à éprouver la portée de ces deux perspectives quant à l'interprétation des difficultés en mathématiques. Pour ce faire, nous avons collaboré avec des élèves à risque et des élèves tout-venant. Les participants devaient résoudre des problèmes sur la proportionnalité. Les résultats démontrent que la seconde perspective interprétative est plus appropriée pour interpréter les difficultés d'apprentissage. En effet, dans la majorité des problèmes, les élèves à risque et les élèves tout-venant adoptent des procédures impliquant un niveau d'efficacité homogène. Cela qui diminue la pertinence d'intervenir en fonction des caractéristiques de l'élève. De plus, la structure des problèmes mathématiques et l'appartenance à un milieu scolaire influencent le rendement de l'élève. Ce constat permet d'affirmer que les difficultés d'apprentissage doivent être interprétées à partir de l'interaction de l'élève dans le système scolaire, ainsi qu'en fonction de la spécificité du savoir.

*Saturday, March 16th, 2013. EDUC 129, 10:45-12:15*

### **Romero, G. From native speaker to English teacher: Social knowledge construction and experiencing**

With the increased interest in English language learning around the world (Crystal, 2005), volunteer English teaching has become a global trend (Kenning, 2009; Zhan & Shang, 2011). Most native English speakers who embark on this type of work do not have any teaching background or experience. This study explores how a group of native speakers through social interaction and experience with students and teachers in public schools in a foreign country are able to construct knowledge on English language teaching (Block, 2003; Brown, 2000; Littlewood, 2006), language activities and materials that enhance language learning, and are able to make teaching suggestions to future novice teachers. Framed by Vygotsky's socio-constructivist lens and Dewey's principles of experience, this qualitative study explores the teaching experiences of a group of volunteer teachers from the USA, Canada, and Australia in Chilean public schools and how these experiences frame their understanding of English language teaching. Data was collected through open-ended questionnaires before teaching in schools during an orientation week organised by the Chilean Ministry of Education and through face to face interviews eight months later after the teaching experience. Data was analysed with Nvivo 10 software. This study allows us to understand the experiences and challenges of teaching on a volunteer basis immersed in a foreign culture, the transition between being a native speaker and an educator, and it provides insights to organizations dedicated to enroll native speakers as teachers of English.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 216, 15:15-17:15*

### **Sabr, R. M. An analysis of masculine discourse and academic achievement: A focus on boys' literacy underachievement**

Boys' literacy underachievement is a current discourse that presents boys as having troubles in literacy learning. This discourse is affected by the masculinity discourse, which assumes, for example, that boys should perform well in all subject domains. This discourse associated with males has been normalized in our minds and we rarely question it. Many of us unconsciously consider this to be a truth about masculinity. Thus, we tend to adapt our lives and our actions according to this discourse, and in this context, we also adjust our classroom practices and educational policies to follow the masculinity discourse. Analyzing the discourse about boys' literacy underachievement and the changes in the educational policies and teaching practices to treat this underachievement, many issues appeared to play an important role in forming these changes, such as femininity and feminism, and in reinforcing this discourse about boys' literacy underachievement. In this paper, I discussed the masculinity discourse and analyzed the discourse related to boys' literacy underachievement in relation to masculinity discourse. Then I analyzed the proposed changes in the educational policies and classroom practices for teaching and assessing literacy. This paper gives an overview of how specific discourse can direct peoples' actions and way of thinking. *Friday, March 15<sup>th</sup>, 2013. EDUC 433, 10:45-12:15*

### **Salamanca, M. Liquid modernity: A sterile concept for struggling against globalization**

In this paper I aim to put forth a critical analysis of the high level of abstraction of Bauman's concept of "liquid modernity" (Bauman, 2000) and its usefulness for theorizing the micro-politics that take place in the social movements' knowledge production and learning. I argue that Bauman's concept attempts to be critical of capitalism and globalization and it is useful for a general understanding of the cultural and existential conditions of humans in the era of globalization and new capitalism. However, I also argue that this concept, with its high level of abstraction, does not allow for more analysis concerning education, resistance and its possibilities for change and social justice. From a new conceptualization of education and theoretical approaches provided by Foley, Novelli and other authors, in this paper I put some examples of how strategic learning transformed into collective action can lead to get successful experiences for struggling against globalization.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 233, 10:45-12:15*

### **Savard, A., & Manuel, D. The effects of the research contract in a collaborative research setting in mathematics education**

In this communication, we present a professional development proposed through a collaborative research project on teaching and learning probability in elementary school. More specifically, we focused on the teacher's learning intentions while participating in this project. According to Desgagné (2007), a collaborative research is a process where the teacher and researchers work hand in hand in creating new ideas and knowledge based upon each member's specific goals through three phases: the co-situation phase (planning of the activities), the cooperation phase (implementing the activities) and co-construction phase (analysing the data). We seek to answer the presence of discrepancies between what was planned in the co-situation and cooperation phases in this collaborative research project. An interpretative model was used to identify the teacher's instructional goals when she taught the lessons prepared collaboratively as part of this research project. The collaborative team planned two learning situations called Inugait and Sauniit that focussed on Savard (2008, 2010) ethnomathematics framework. Results show that the teacher's instructional goals depends on her representation of the mathematics present in the learning situation, the research contract between her and the researcher, her perception of the student's attitude and behaviour, and a new contract: the citizen contract.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 216, 13:30-15:00*

### **Seo, H. J. Revisiting multicultural education in South Korea: Assimilation versus acculturation**

This presentation aims to illuminate the origin, history, and current status of multiculturalism and multicultural education in South Korean society. The notion of 'multiculturalism' in Korea has challenged a long-entrenched ethno-centric ideology of Korea over the last two decades. This exclusive view has impeded the Korean society from being a truly multicultural society in spite of a gradual increase in various ethnic groups. By the same token, multicultural education in Korea needs to be revisited to investigate whether its purpose and implementation are coherent and relevant to the real needs of the multicultural communities in Korea. Currently, most multicultural education programs seem to be limited to Korean language and culture classes as after-school programs facilitate social integration of students. This paper will interrogate the paradoxical approach to multicultural education in Korea. Specifically, it will provide a glimpse of the hidden pitfalls involved in the multicultural education programs that are led by the central government: Specifically, it will focus on two central questions: (1) To what extent is the multicultural education initiative committed to improving Korean appreciation of cultural diversity? (2) Does multicultural education actually emphasize lines of demarcation ("otherness") or foster interaction between various cultures.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 233, 10:45-12:15*

### **Serrano, M. Parallel motion: An exploration of the relationship between the arts and society in terms of values**

As a performing artist, I have brought stories to life through the characters I have portrayed and the pieces that I have played. As an educator in the public school system, and then as a graduate student, I have questioned how the performing arts are situated in society and, more broadly, the role that the arts play in influencing audiences and ultimately the tastes and values of society. Of equal importance, I am interested in discovering the ways in which the past is incorporated into our artistic work. This paper will discuss the journey that I have made over the course of my Masters degree, from the standpoint of both artist and educator. Using autoethnography, social theory, and excerpts from the arts and historical contexts as tools, I am interested in exploring these relationships. Who influences whom? What are the processes? Is there a separation between the arts and society and what are the implications of this for education?

*Friday, March 15<sup>th</sup>, 2013. Coach House 200, 10:45-12:15*

### **Siefring, J. Technologies of distraction and of the self**

A common critique of the Internet holds that its frequent use presents a threat to one's powers of concentration and reflection. In this paper presentation, I'll begin by discussing Nicholas Carr's and Jodi Dean's critiques of networked interaction. Critics like Carr and Dean who believe that memory, learning, and behavior are all negatively affected by patterns of human-computer interaction have been articulate about the limitations of computers, but they have not been explicit about remedies for the underlying situation. My presentation will identify some related practices that can be enlisted to counter the deleterious effects of digital networks on human attention. Principally, I turn to Michel Foucault's notion of technologies of the self and argue that these can be one corrective to this problem. Technologies of the self are reflective practices or techniques that enable the self to become visible to and knowledgeable about itself. They permit self-disclosure and promote self-examination and a remembering of the main laws of behavior. I will argue that these are the most coherent and effective response to the challenge of ubiquitous digital interaction. Self-reflective practice, in other words, is an appropriate response to the effects of immersion in digital networks.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 233, 15:15-17:15*

### **Smith, C. F. Knowledge for the masses: Information literacy in the public library**

Information literacy – defined by the American Library Association as the competence to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" – is vital to all individuals in our current information-heavy world. While information literacy has long been an important topic in school and academic libraries, public libraries are just starting to suggest best practices for information literacy instruction. This delay from public libraries can be derived from the fact that information needs of public library customers lack the uniformity that can be found from those in educational institutions; while one public library customer may use the library for education, another may use it for work, and another for pleasure. This paper will present current and suggest future practices for information literacy instruction in public libraries. Furthermore, the paper will propose a comprehensive information literacy framework aimed at encompassing key information literacy needs in a public library setting.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 233, 15:15-17:15*

### **Terleski, C. Exploring food literacies through photograph(s)**

Food occupies our collective and individual spaces on a daily basis. Accordingly, what we choose to eat and the ways in which we consume food are often closely intertwined with our identities. If food and food practices are considered as literacies – ways of knowing, understanding, practicing and critiquing – in Exploring Food Literacies Through Photograph(s), I question how participant-contributors perform constructed identities as they represent these literacies in photographs, captions and conversations. Additionally, I consider what possibilities exist for acknowledging how food literacies reveal intersectional economic, cultural, gendered and racialized identities. Informed by the participatory visual method, Photovoice (Wang & Burris, 1997), this project uses photographs as an entry point to explore how food literacies can be honoured as knowledges and nested within dominant narratives surrounding food. Participants responded to the prompt, “Find or take a photo of a food or food practice and tell the story behind the photograph.” Their responses provide the data for exploration. Voices of participants are introduced through vignettes and positioned within a greater narrative to connect and weave the stories within a personal exploration of food literacies.

*Friday, March 15<sup>th</sup>, 2013. EDUC 216, 10:45-12:15*

### **Tessier, D. Best practices of e-learning**

E-learning and knowledge management have a very important intersection that has high relevance to the theme of “meeting in the middle.” E-learning can be used as a very valuable tool to disseminate knowledge within all types of organizations or communities and knowledge management can be seen as the process of organizing and capturing an organization’s knowledge. By having a more effective transfer of knowledge, communities and organizations can better utilize their knowledge management strategies, or communication strategies, and this can lead to better engagement from the participants. Research on e-learning, knowledge management, change management and knowledge transfer will be presented as well as preliminary findings from an original analysis on using the e-learning tool “Moodle” to disseminate information throughout a corporation to support its change management initiatives.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 233, 15:15-17:15*

### **Trevors, G. Students regulate their learning as a function of epistemic beliefs**

The aim of the current study was to extend research on the effects of epistemic beliefs (i.e., beliefs about knowledge and knowing) by investigating students’ judgements about their own cognition and real-time self-regulated learning while students studied science multimedia. Within a repeated-measures design, forty-two university participants responded to a paper-and-pencil semantic differential to assess their epistemic beliefs in science and proceeded to study twelve unique pages of science multimedia on a computer. For each page, data on four categories of dependent variables were collected: metacognitive judgements, time studying pages, eye-gaze patterns, and learning achievement. On particularly difficult content, results showed that a belief in subjective and unsorted science knowledge related to lower judgements of learning. A belief in dynamic and uncompleted science knowledge related to lower times spent studying science multimedia. These findings further substantiate a link between epistemic beliefs and significant educational variables. Methodologically, results from this study have implications for the use and convergence of trace data to examine epistemic beliefs. Educationally, the current findings have potential to extend our understanding of the relationship between individual differences and self-regulated learning, which in turn holds implications for instructional design.

*Friday, March 15<sup>th</sup>, 2013. EDUC 233, 14:00-15:30*

**Uribe, C. L'enseignement explicite des enchaînements en tant que ressource pour améliorer la production orale des étudiants de l'espagnol langue tierce au Québec.**

Cette communication vise à présenter notre recherche réalisée dans le contexte de l'enseignement de l'espagnol langue tierce au Québec. Notre but fut de vérifier si l'enseignement explicite des enchaînements contribue à l'amélioration de la production orale des élèves; ainsi que de vérifier si les élèves qui réalisent davantage les enchaînements sont perçus comme ayant plus d'aisance que ceux qui ne les réalisent pas. La « sinalefa » et l'« encadenamiento » sont deux types d'enchaînements caractéristiques de la langue espagnole parlée dont le fonctionnement peut s'expliquer à partir de la phonosyntaxe. Plusieurs auteurs ont manifesté l'importance d'enseigner ces phénomènes dès les premiers niveaux pour améliorer l'aisance de la production orale de l'étudiant. (Chela-Florez, 2006; Santamaría-Busto, 2007b). Nous avons développé une intervention pédagogique pour enseigner le fonctionnement desdits phénomènes pendant le cours d'espagnol et à en mesurer l'impact. Les résultats obtenus dans cette étude montrent que l'intervention pédagogique a eu un effet bénéfique sur l'intégration de ces phénomènes dans la production orale des participantes. Nous aimerions présenter les grandes lignes du cadre théorique de notre étude, l'état de la question, la méthodologie de l'expérience et les résultats obtenus.

*Friday, March 15th, 2013. EDUC 216, 14:00-15:30*

**Vallée, D., & Ruglis, J. Creative co-stories of school dis/engagement**

School dropout or early school leaving is a critical issue in the fields of psychology, education, and public health in North America. Research confirms that school dropout is the ultimate outcome of a cumulative and dynamic process of dis/engagement from school (Rumberger, 2004; Archambault, Janosz, Fallu, & Pagani et al., 2009) School engagement is a meta-construct in the dropout literature that has been shown to be both predictive and highly diverse in trajectory, entailing individual aspects of cognition, behavior, and affect in both academic and social spheres; furthermore, from a human developmental perspective, engagement with schooling is also affected by the multiple, nested levels of youths' ecology (Lerner, Lewin-Bizan, & Alberts-Warren, 2011). Using personal narratives constructed in semi-structured interviews as well as through creative research methodologies such as photography (Rose, 2011), photo-elicitation (Harper, 2002), and maps (Haney, Russell, & Bebell, 2004), this study takes a narrative inquiry approach to generate a grounded theory of school dis/engagement. Each of the four youth participants recruited for this study self-identified as being dis/engaged from their schooling. Their narratives provide rich data as to which conditions and events youth claim create their dis/engagement, as well as those things which may generate engagement.

*Friday, March 15<sup>th</sup>, 2013. EDUC 233, 14:00-15:30*

**Yoder, A. He is not an Gregor Samsa: A teacher's story**

As part of an extended narrative that includes several characters and episodes, this teacher story explores the troubled and troubling story of Charles, a language arts student, and his teacher. Embedded within a larger narrative that plumbs both past and present, the story of Charles serves as pendant for the conventional narrative of Jacob, a more traditional representative of student-types. In so doing, this narrative seeks to challenge the genres of romance and tragedy that so often dominate teacher narratives, and speak some small truth about uncertainty in teaching and learning, and the storying of both.

*Friday, March 15<sup>th</sup>, 2013. EDUC 433, 10:15-12:15*

### **Zapata, M. E. Le jumelage linguistique et interculturel : Une expérience enrichissante**

Depuis 2008, nous organisons des jumelages linguistiques et interculturels pour favoriser des rapports ethniques harmonieux dans les classes de langues entre étudiants hispanophones nouveaux arrivants qui font la francisation à travers le programme UQAM-MICC (Ministère d'immigration et des communautés culturelles) et des francophones qui apprennent l'espagnol à l'École de langues de l'Université du Québec à Montréal. Cette intervention pédagogique vise trois objectifs principaux : (1) développer la compétence orale de la langue (FLÉ et ELE) à travers différents sujets, (2) promouvoir la reconnaissance mutuelle, et (3) motiver les étudiants à communiquer leur culture. Le cadre de référence de notre intervention permet l'arrimage des concepts suivants : la culture et l'interculturalité, la motivation tant extrinsèque qu'intrinsèque ainsi que le rôle joué par la communication interculturelle et linguistique. Notre plan d'intervention donne des résultats très satisfaisants parce qu'à travers l'activité les virelangues : un jeu de mots, les jumelés s'investissent pleinement dans le perfectionnement de la langue française ou espagnole. Une activité comme telle permet aux participants de s'exprimer, de lire et d'écrire dans la langue à l'étude (respectivement le français et l'espagnol), de partager les dimensions culturelles, de s'apprécier mutuellement, de se valoriser réciproquement et de se projeter dans la société moderne, ouverte et mondialisée.

*Saturday, March 16th, 2013. EDUC 233, 10 :45-12 :15*

### **Zellars, R. Towards a critical race analysis of the Canadian public schooling system**

The public schooling system throughout North America has historically failed to meet the educational and sociocultural needs of children from racialized groups. In Montreal, Black students average a school drop-out rate above 38 per cent and are routinely tracked into special education classes at higher rates than white students. Part of this problem arises from the popular national sentiment that Canada lacks a history of institutionalized racial discrimination. Critical race theory (CRT) recognizes that racism is interwoven into the fabric of all North American institutions and legal systems. In the United States, CRT has been employed extensively to help illuminate and resolve racial discrimination and disparities within public schooling systems by creating pedagogy and curricula that address the needs of Black children. While the research of critical race theorists in Canada has documented the similarities in structural racism between the U.S. and Canadian justice systems, a critical race analysis has not been used to specifically address institutional racism within the Canadian public schooling system. This paper aims to show how CRT may be used as a theoretical framework that is relevant and useful for critiquing inequities within the institution of schooling in Canada and understanding the experiences of its Black students.

*Saturday, March 16<sup>th</sup>, 2013. EDUC 233.*

## Poster Abstracts/Résumés de présentations d'affiches

All poster sessions will take place on Saturday, March 16<sup>th</sup>, 2013 from 12:30 to 13:00 in the Education Building entrance.

### **Cataldo, D., Poitras, E., & Lojoie, S. Advancing domain-specific models of self-regulated learning through text mining methodologies: The use of substantive concepts with the MetaHistoReasoning tool**

The MetaHistoReasoning tool is a computer-based learning environment that is designed to enhance learning in the domain of history. The design of the learning environment is guided by the three-phase model of cognitive and metacognitive activities in historical inquiry. One of the most important limitations of this domain-specific account of self-regulated learning is the lack of specifications regarding the use of substantive concepts to organize information about the past. This single-case study (N = 1) aims to demonstrate how text mining techniques can extract meaning from unstructured text-based data for the purposes of addressing these important theoretical considerations. We discuss the implications of our findings in terms of the creation of a digital library and search engine embedded within the next-generation MetaHistoReasoning tool.

### **D'Intino, J. Barriers to academic success for students with learning disabilities**

Many studies have explored the effectiveness of interventions directed towards helping high school students with learning disabilities to achieve academic success. These studies often overlook the perspectives of the students, or the common deficits among students with different learning disability diagnoses, when developing or implementing the interventions. This study looks to develop a grounded theory regarding the perspectives of these students regarding their perceived barriers to academic success in addition to their perspectives regarding their resources for coping. The theory is grounded upon qualitative data that was collected from participants in an academic support program for students with learning disabilities. A convenience sample was taken from this program, which is based upon the cognitive apprenticeship model that pairs students with tutor mentors who help them to succeed academically. Data collection included audio-recorded interviews, student reflection sheets, tutor journals, and video-recorded sessions. The data was triangulated and analyzed to develop a theory designed to inform practice for schools and support programs that offer resources for students with learning disabilities. The development of a theory based on the perspectives of the students can provide the inspiration for the future development of potentially effective intervention programs.

### **Kurguzova, X., & Van der Linden, K. Advanced studies in partnerships: Building bridges between MLIS students and the community**

Founded by a group of socially-minded librarians and sustained by students, Librarians Without Borders is a unique organization that strives to improve access to information resources regardless of language, geography, or religion. The organization's members establish partnerships which benefit communities in Canada and internationally while simultaneously providing future librarians with the opportunity to develop their professional skills and to engage with different cultures. The organization's main goal is to overcome the vast information resource inequity which exists in the world. Our members believe that libraries have a fundamental role as defenders of intellectual freedom and promoters of equitable access to information, both of which are vital to learning and literacy, citizen empowerment, poverty reduction, and community development. We have recently established a new partnership with the Native Friendship Centre of Montreal. The main goal of this project is to create a resource centre which will respond to the needs of the aboriginal community of Montreal, as well as of students from Quebec's CEGEPs and universities. One of the primary tasks here is the development of a classification scheme which will be culturally appropriate yet accessible to our clients.

### **Lavoie, J., & Ruglis, J. Increasing activity levels of children and adolescents with ADHD**

Daily physical activity is part of a healthy lifestyle, and is especially important considering the rise of obesity rates and sedentary activity in childhood (Tremblay, 2012). There are many benefits to being physically active, and for children and adolescents with Attention-Deficit/Hyperactivity Disorder (ADHD), this is especially true. Physical inactivity decreases attentional capacities and the ability to process new information (Anderson & Heyne, 2010), which is already experienced in people with ADHD. In comparison, exercise improves brain functioning by targeting the frontal lobe; the part of the brain that has been associated with attention-deficit and hyperactivity problems (eg. Halperin, Bédard, & Curchack-Lichtin, 2012). Previous studies have paradoxically found lower activity levels in children and adolescents with ADHD than their peers (eg. Kim, Mutyala, Agiovlasis, & Fernhall, 2011), highlighting the need for increasing the activity levels in this demographic. In a comprehensive literature review of social science and medical research on the impact of exercise for children and adolescents with ADHD, results indicate that incorporating higher daily levels of physical activity present many benefits for improving the cognitive and behavioural functioning of children and adolescents with ADHD. Specific benefits of exercise for children and adolescents with ADHD in addition to the implications of the research findings for educational practitioners will be discussed.

### **Maymon, R., Sverdlik, A., & Hall, N. C. Academic computing and college students: Gendered effects of attributions and emotions**

As technology becomes increasingly incorporated into education, ones' motivational processes in regard to computer use can influence academic motivation. Weiner's Attribution Theory (1985) asserts that causal attributions made following failure events influence attribution-based emotions and subsequent actions. The present study assesses gender differences in computing attributions and emotions toward computers, among students with respect to using computers to complete academic assignments. Participants are composed of university students from a mid-western, research-intensive Canadian university (N = 788). This study evaluated the extent to which gender moderated self-reports of computing-related emotions as proposed to follow from causal attributions in Weiner's theory. The findings of this study presented significant relationships between gender and computer-related attributions and emotions. Results showed females to have more negative emotions regarding computer use for academic purposes compared to males. Further, findings showed fewer females to enroll in classes with computer components. Concerning the motivational and affective variables, gender was also found to significantly predict attributions to effort and luck for academic computing problems, where females reported more attributions to effort and fewer attributions to luck than males. Implications and suggestions for significant gender differences in computer-related motivational processes are also discussed.

### **Mayrand, J. Constructing within barriers: Proposed research on the everyday life information behaviour of young adults suffering from mental distress**

Among young adults, prevalence of mental disorders is high, yet researchers find use of health services is scarce. Multiple barriers to service use are known, such as stigma, poor mental health literacy and reliance on self. In this context, accessing information and constructing one's own knowledge can play a significant role. Unfortunately, little is known about the everyday life information behaviour – information needs, seeking, and use – of young adults suffering from mental distress that do not seek professional help. How do the barriers to help-seeking they report interact with their information behaviour? Research questions: 1. What questions do young adults suffering from mental distress ask themselves about their problem in their everyday life? 2. Do they pursue these questions? If so, how? If not, why? Are their reasons for not seeking help affecting this process? Methodology: To understand the participants' perspective in context and over time, data would be gathered through the use of diaries and interviews. Conclusion: This project could help improve the wellbeing and mental health literacy of young adults suffering from mental distress, by providing a better understanding of this population among various practitioners/decision makers, such as health professionals, web designers, librarians or policy makers.



**Morgan, T., Ayvazian, C., Piekarski, S., Chalupa, A. A., & Shaw, S. R. The development of self-efficacy and academic motivation when students choose their learning activities**

The positive relationship between self-efficacy and academic motivation has been a topic of interest among school psychologists and researchers. Given that academic motivation and grades are often closely related, it is of importance to examine the contributing factors of academic motivation. The process of how self-efficacy develops over time and influences academic motivation remains unknown. Given that children with a greater sense of self-efficacy and academic motivation have greater academic success, it was hypothesized that allowing students to decide which learning activities took place and to discuss their ability to succeed in these activities would contribute to increased academic motivation and improved grades. Elementary and high school students attending an after school homework-help program were divided into two groups. The experimental group was given the opportunity to decide which activities would take place during the program, followed by discussion. The second group participated in assigned activities, without any post- activity discussion. All participants completed pre- and post-test surveys that assessed their perceived self-efficacy and academic motivation, which were later related to their pre- and post-test grades. Results lend support to the processes of self-efficacy and academic motivation, as well as how they may contribute to academic success.

**Saxe, A. Supportive employment interventions for adults with autism spectrum disorders: a literature review**

While the needs of children with disabilities are a major focus for educational and research programs, adults with disabilities are often left behind without support. In particular, there is consistent funding for educational programs and interventions geared toward children with autism spectrum disorders (ASDs), with a remaining dearth of services for adults with ASDs, including a lack of supportive employment interventions. As a result, individuals with autism who have transitioned from childhood to adulthood experience low rates of employment (Taylor & Seltzer, 2011). Benefits of supported employment services are numerous, and include significant improvements in executive functioning for employees with ASD (Garcia & Hughes, 2007), as well as high satisfaction rates among employers (Howlin, Alcock, & Burkin, 2005). In this literature review, the advantages of supported employment interventions for adults with ASDs will be systematically explored. In addition, the most successful and effective characteristics of employment interventions for adults with ASDs will be examined in order to identify best practices in the field.

**Sverdluk, A., & Hall, N. C. "Be realistic": Iatrogenic effects of downgrading expectations on high-achieving students' performance**

Pre-medicine students are expected to successfully deal with academic stress and heightened competition while maintaining superior performance (Reaume & Ropp, 2005). Although this is a challenging task for all students, overconfident students are especially at risk of developing negative emotions in the face of failure, and may consequently disengage from their studies either temporarily or permanently (Ruthig, et al., 2008). This can be explained, in part, by lack of experience with (either implementing or reflecting on) adaptive motivational strategies after failure experiences. One such strategy includes downgrading one's academic expectations and allocating resources to other adaptive tasks such as better familiarizing oneself with the environment within which goals will be pursued, or improving one's overall well-being (Wrosch et al., 2007). Given the demonstrated benefits of prior studies in which advising students to downgrade expectations (Heckhausen, et al., 2010) corresponded with performance gains (Hall et al., 2006), the present study evaluated the longitudinal effects of an in-person motivational intervention encouraging downgrading expectations for pre-medicine students on cumulative GPA over two-years. Results revealed that students in the intervention condition experienced a decline in performance, as reflected by their GPA. Implications for students in STEM degree programs are discussed.

## Presenter Information/Coordonnées de présentateurs

**Ayvazian, Cynthia**

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Cynthia is a second year undergraduate student at McGill University working towards a B.Sc. Psychology. Her interests range from child psychology to communication sciences and disorders. She is currently involved in the CN Adopt an Allouette program. For the future, She hopes to work in a learning center helping kids who have learning disabilities.

**Baurhoo, Neerusha**

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Neerusha, a Ph.D. student in D.I.S.E, is interested in conducting research in science education. With a B.Sc. (Hons) in Agriscience & Technology and a Masters in Animal science, Neerusha has previously worked at John Abbott CEGEP as a professional science tutor and has also developed learning strategies for science students with learning disabilities.

**Bouchet, François**

François Bouchet, Ph.D., has been a post-doctoral fellow in Dr Azevedo's SMART Lab at McGill University since 2011, after a thesis focusing on the design of a natural language processing chain for an assistant conversational agent. He is interested in the design of agents' cognitive architectures taking into account personality and emotions.

**Burkholder, Casey**

casey.burkholder@gmail.com

Casey is a teacher by trade whose philosophy has developed through an array of diverse teaching experiences (Nova Scotia to the arctic; Hong Kong to Calgary; Chongqing's Teacher Education College to Concordia University). When she is not working on her MA thesis, she is daydreaming about making a difference.

**Cataldo , Dana**

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Dana is a third year undergraduate student in the departments of History and Anthropology at McGill University. Her interests focus on the application of historical research methods to learning environments.

**Christine F. Smith**

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Christine is in the second year of her Masters of Library and Information Studies at McGill University. She holds a Bachelors of Science in Communication and has experience working for public, academic, and special libraries. Smith has a passion for sharing information and supporting communities.

**Community-University Talks (C-UniT)**

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C-UniT is a QPIRG working group coordinated by Black students at McGill University, in collaboration with members of Montreal's Black Community including students from other post-secondary institutions. Formed in 2011, C-UniT works to counter the cultural alienation often experienced by Black students at McGill and to build ties between the university and Montreal Black community. The collective is committed to creating Black and Black-inclusive spaces in academia and welcomes the support and participation of allies from all communities and backgrounds.

**Corona, Stefanie**  
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Stefanie holds a BA Human Relations and is an MA Educational Technology candidate at Concordia University. She is Chair of the Graduate Symposium in the Department of Education. She is collaborating on a research project to create self-advocacy videos using mobile technologies with people who have intellectual disabilities.

**Crump, Alison**  
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Alison is a PhD Candidate in DISE and is doing a sociolinguistic study of childhood multilingualism in Montreal. She spends time with young Japanese-Canadian multilingual children and is trying to understand how they make sense of their multilingualism and what shapes their language practices.

**D'Intino, Joseph**  
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Joseph is in his second year of the Masters of Education program in educational psychology at McGill University. His experience as an educator for special needs populations, including adolescents with learning disabilities, has inspired him to pursue research relevant to academic success and motivational barriers.

**De Souza, Andréia**  
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Andréia est enseignante de portugais langue étrangère à Montréal et étudiante en maîtrise en didactique des langues à l'Université du Québec à Montréal. Ses intérêts de recherche portent sur l'enseignement de la prononciation, particulièrement sur l'enseignement de la prosodie des langues secondes.

**Derian-Toth , Meredith**

Meredith is a first year MA student in Educational Psychology on the Learning Sciences track. She is interested in building a vehicle of communication to mend the gap between researchers and practitioners within the field of education.

**Desjourdy, Rachel**  
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Rachel is an undergraduate student majoring in Anatomy and Cell Biology, and minoring in Education at McGill. She has worked with people with physical disabilities, and wants to pursue a career with this clientele. Her current interests include popular culture and education, disability studies, Universal Design in education, and feminist studies.

**Elliott, Ken**  
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Ken is a PhD candidate in science education at McGill. His interest is the implementation of Quebec Education Program science and technology curriculum. He retired as Director of Educational Services at the Lester B Pearson School Board. His educational career included time as a science and math teacher, science and math consultant, vice principal and principal. He is co-author of Physics – Fundamentals of Optics and Mechanics, and Mathematics Now – A Practical Approach.

**Filion, Marianne**  
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Marianne is a first year PhD student in McGill's Department of Integrated Studies in Education. She holds an MA in Educational Studies from Concordia and a BA in Cultural Studies from McGill. Her interests include educational philosophy, inclusive education, and conceptions of difference in formal teacher training in Québec.

**Goldberg, Daniella**  
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Daniella is currently completing her PhD in the school and applied child psychology program at McGill University. Her research interests include investigating how various environmental adversities (i.e., socioeconomic status and neighbourhood) affect the academic performance of high school students, as well as exploring various educational bullying policies.

**Guénette, Danielle**

Danielle est professeure à l'Université du Québec à Montréal et directrice des programmes d'enseignement des langues secondes. Ses travaux récents portent sur les stratégies de rétroaction corrective à l'écrit utilisées par les enseignants de langue seconde et de leur impact sur l'amélioration de l'écriture des apprenants.

**Hall, Nathan C.**

Dr. Nathan C. Hall is an assistant professor in the Department of Educational and Counselling Psychology at McGill University with a research focus on the effects of motivational strategies, emotions, and motivational interventions on health, well-being, persistence, and achievement in secondary and post-secondary educational settings.

**hampton, rosalind**  
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rosalind is a doctoral student in Educational Studies at McGill. She holds degrees in Special Care Counselling, Art History and Art Education, and has experience as a social service worker, community worker, artist, and educator. Her current work is geared toward increasing access to culturally critical, anti-oppressive forms of education.

**Hannum, Christy**

Christy holds a M.A. in International Development from Johns Hopkins University, and a B.A. in Education from the University of Illinois. She worked for a decade on international economic development projects before returning to Concordia University, where she is currently pursuing a M.A. in Educational Technology.

**Harley, Jason**  
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Jason is a PhD student in Educational Psychology and member of the Laboratory for the Study of Metacognition and Advanced Learning Technologies. He is also the Editorial Assistant for the Metacognition and Learning journal. Jason's research investigates learners' affective responses to pedagogical agents (artificial intelligence agents) emotionally-supportive and tutorial prompts and feedback.

**Houshmand, Sara**

Sarah is a doctoral student in the Counselling Psychology program at McGill University. Sara is interested in exploring issues related to multicultural tension on campus, and specifically on students' coping responses.

**Hunting, Barbara**  
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Barbara's research is focused on the use of photovoice to create awareness about HIV and AIDS, in girlhood studies with African and Canadian Grandmothers. Her exploratory research in Africa deals with AIDS/HIV literacy in a rural village in Malawi, Africa. She is presently a PhD student at McGill University.

**Kim, Eun-Ji Amy**  
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Eun-Ji Amy Kim was born in South Korea and emigrated to Winnipeg, MB in 2002. Amy has deep interest in the cultures and traditions of the First Nations people in Canada. Following her passion of education, culture and making a difference in her community, Amy has worked as a science workshop facilitator, a recreational assistant and also mentored in First Nation reserves of the Anishinabe nations based in Manitoba and Ontario.

**Kleiman, Sela**  
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Sela is a second-year M.A. student in Counselling Psychology (Project) at McGill University. His research focuses on understanding racial microaggressions from the target's perspectives. He is also interested in examining White men's racial attitudes, identity intersectionality, and racial ally development.

**Kurguzova, Xenia**  
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Xenia is second year MLIS student specializing in knowledge management. She believes that education is the greatest tool of empowerment that anyone can utilize, and tries to improve access to learning and literacy by working with Librarians Without Borders, an organization that strives to enhance access to information resources in developing regions.

**Lahn, Jennifer**  
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Jennifer is a graduate student in the Department of Integrated Studies in Education at McGill. She has most recently worked in rural Namibia as teaching high school English, Math and Life Skills. Her research interests include identity, gender studies, sexual violence, and personal narrative.

**Lajoie, Susanne**

Susanne is a professor in the Learning Sciences at McGill University. The focus of her research is on the design and evaluation of technology-rich learning environments that assist students in learning about medical diagnostic reasoning and delivering bad news to patients.

**Lavoie, Jennifer**  
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Jennifer Lavoie is a second year student in the Master's of Education program at McGill University. While completing her Master's, Jennifer works as a substitute teacher in elementary schools in Montreal. Her research interests include exploring factors that impact emotional and behavioural disorders.

**Learning Environments Accross Disciplines (LEADS)**  
eric.poitras@mail.mcgill.ca

The LEADS Research Group is a partnership bringing together international specialists in cognition, affect, assessment, computational modeling, machine learning, educational data mining, and digital video ethnography, for the first time to conduct groundbreaking studies pertaining to learning and engagement, and the design and testing of TREs in multiple domains across grade levels from middle school to university.

**Lee, Hyunmin**  
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Hyunmin grew up in Seoul, Korea. As a secondary English teacher, he has taught high school students over three years. His research interest is L2 speech acquisition theory; specifically, (1) effects of instruction on L2 speech production and perception and (2) the interface between theoretical phonology and classroom interaction.

**Lemieux, Amélie**  
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Amélie is a Master's student in Education at McGill University, a teaching assistant in Philosophical Foundations of Education, and a part-time high school ESL teacher in the Greater Montreal Area. Her research focuses on senior high school students' interest in Francophone Quebec literature and alternative meaning-making ways to stimulate their interest in reading and better their literacy skills in this discipline.

**Lin, Terry Wan Jung**  
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Terry Lin is currently an educational consultant in secondary mathematics and a third year doctoral student in DISE. She holds a Master's in Administration in Education from Université de Montréal. She is interested in exploring secondary mathematics teachers' professional learning in the school context and collaborative learning activities to support teachers' professional development.

**Manuel, Dominic**  
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Dominic is a Ph. D. student in mathematics education, working with Annie Savard at McGill University. He taught a course in elementary mathematics education as a lecturer during the Fall 2012 semester. His area of interest is enriching classroom experiences in order to develop mathematical talent.

**Martin, Robyn**  
robyn.martin@mail.mcgill.ca

Robyn completed her undergraduate degree in Education at McGill University. She started Masters two years later, after travelling and volunteering around the world. Her interest in birth and prenatal education led her to complete doula training, and she now works and volunteers as a doula for underprivileged women.

**Maymon, Rebecca**  
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Rebecca is an MA1 student in the Learning Sciences Educational Psychology program at McGill University. She has BA from Rutgers University in psychology and currently works in Dr. Nathan Hall's Achievement, Motivation, and Emotions (AME) lab researching academic motivation, emotions and motivation involving technology and learning.

**Mayrand, Julie**  
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Julie is a PhD student at the School of Information Studies, McGill. Her research interests include everyday life information seeking and use, patient and lay health information seeking, and mental health and information literacy. She is a recipient of the Tim Casgrain Fellowship and the FRQSC doctoral research scholarship.

**McHugh, Sabrina**  
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Sabrina is a second-year M.A. student in Counselling Psychology, Internship stream. Her research examines racial microaggressions experienced by Black Canadian undergraduates. Additional research interests include the psychological and social effects of racism on Blacks and the adaptive role of racial identity as a protective factor against race-related stress.

**Minor, Patricia**  
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Patricia is new to Montreal, drawn to the vibrancy of the city, and the great minds at McGill. Her research interest is the potential applications of mindfulness meditation and other contemplative practices within higher education. When she's not reflecting on reflection, she likes yoga, crafts, forest walks, and good company.

**Miranda-Calderón, Natalia**

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Natalia is an international second-year Master's student in the Second Language Education program at McGill. Her research focuses on the effect of corrective feedback on second language learning motivation in EFL contexts, particularly in Chile. In the future, she hopes to continue doing research on the field of L2 motivation and teacher training.

**Morgan, Terina**

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Terina is a second year Psychology student at McGill University. She is participating in the CN-Adopt-an-Alouette Program as a tutor as well as for research. Her current research focuses on how perceived self-efficacy and academic motivation affect grades in school-aged children and teenagers.

**Mostafa-Kamel, Sarah**

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Sarah is an Egyptian-French female community educator and yoga teacher who has shared her yoga practice in daycares and community centers. Sarah is currently pursuing an MA at the Integrated Studies in Education department at McGill university. Her thesis project aims to create anti-oppression spaces in yoga as a tool to make way for a yoga community where all people can celebrate who they are and stand in their own power.

**Najih, Mariam**

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Mariam is a first-year M.A. student in Counselling Psychology (Project) at McGill University. Her research focuses on the racial microaggressions experienced by Arab Muslim undergraduates. Specifically, her research project aims to understand the distinct experiences of Arab Muslim women and men with racial microaggressions at a Canadian university.

**Orjuela-Laverde, María**

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María is currently finishing her PhD in the Learning Science program in the Department of Education and Counselling Psychology at McGill University. She is interested in the design and implementation of innovative practices inside Colombian classrooms as well as understanding teachers' processes when adapting or changing their instructional practices.

**Phipps, Heather**

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Heather is a PhD student in the Department of Integrated Studies in Education and is researching the multiple roles of stories in children's lives and communities. She is interested in finding out more about how young children engage with literature and create their own stories.

**Pichette, Amanda**

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Amanda holds her M.A. in Educational Studies from Concordia University. She obtained her Bachelors in Journalism from the University of Regina as well as a B.A. in Political Science from her hometown, Regina. Her current research focuses on the community vitality of ethnolinguistic minorities in Quebec. Under the auspices of the Quebec Community Groups Network (QCGN) she is assessing the institutional vitality of the English-speaking communities in Quebec.

**Piekarski, Sarah**

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Sarah is a U3 Psychology student at McGill University. She is currently involved with the CN-Adopt-an-Alouette "On Point" program as a tutor, and with the McGill University First-Year Office as a facilitator. She plans on pursuing a career in the medical field, specifically attending to the special needs faced by rural Ontario communities.

**Poitras, Eric**  
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Eric is a third year Ph.D. candidate in the Learning Sciences at McGill University. His research focuses on the design and evaluation of adaptive educational systems in the context of learning in authentic settings.

**Gauthamie Poolokasingham**  
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Gauthamie is a second-year M.A. student in Counselling Psychology (Project) at McGill University. Her research focuses on the racial microaggressions experienced by South Asian Canadian undergraduates. Her research interests include racism, racial attitudes, and identity development amongst members of the Asian diaspora communities.

**Rajotte, Thomas**  
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Thomas est présentement étudiant au doctorat en éducation à l'Université du Québec à Montréal. Il a obtenu sa maîtrise en éducation et son baccalauréat en enseignement préscolaire et primaire à l'Université du Québec à Rimouski. Il est présentement chargé de cours au département des sciences de l'éducation de cette université.

**Romero, Gloria**  
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Gloria is an English as a foreign language teacher, pre and in-service teacher trainer and mentor for 20 years in Chile. Her areas of interest are ESL/ EFL methodology and teaching and learning, novice teachers' experiences, and volunteer English teaching. Masters in Applied Linguistics, PUC, Chile; Masters in Second Language Education, University of Ottawa; currently PhD student at UoO.

**Ruglis, Jessica**  
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Dr. Ruglis was a WK Kellogg Health Scholar Postdoctoral Fellow at Johns Hopkins University Bloomberg School of Public Health. A former public school teacher, Dr. Ruglis holds a PhD in Urban Education, an MPH in Community Health and an MAT in Secondary Science Education.

**Salamanca, Manuel**  
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Manuel is a sociologist from Bolivia. He has a Masters degree in Research Methodology from Bolivia and a Master in Social Sciences and Education from Argentina. He has both teaching and research experience in the Major University of Saint Simon in Cochabamba at undergraduate and graduate level. He is currently working as an RA at McGill University.

**Savard, Annie**  
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Annie is an assistant professor in Mathematics Education in the department of Integrated Studies in Education at the McGill. She is a former elementary school teacher and was author, instructor and consultant for MELS. She is interested by the development of mathematical competencies in order to develop citizenship competencies.

**Saxe, Amanda**  
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Amanda is a PhD student in the Human Development program at McGill. She is interested in studying the outcomes of adults with developmental disabilities in various settings. Amanda is a member of S.P.A.R.C. (Social Policy, Advocacy, Research and Community), a lab specialized in research aimed at promoting inclusion and self-advocacy among individuals with developmental disabilities.



**Sbr, Roah Mansour**  
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Roah is a full time student in SLE department. She is engaged in issues affect language teaching and assessment such as the impact of femininity and masculinity discourses on literacy teaching and assessment and on the discourse related to boys' literacy underachievement. She is preparing her PhD proposal in this research area.

**Seo, Hye-Young**  
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Hye- Young is pursuing a masters degree (2nd year) in second language education. Hye-Young's academic interests have been mainly lying on multiculturalism and multicultural education in South Korea which is considered as an ethnocentric society. Hye-Young hopes this study helps multicultural students who have been discriminated and subjugated by majorities in schools and Korean society.

**Serrano, Moksha**  
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Moksha is a Masters student in Education and Society at McGill University's Department of Integrated Studies in Education. A graduate of the University of Toronto's Voice Performance Program and the Ontario Institute of Studies in Education, she has taught secondary performing arts courses with the Toronto District School Board.

**Siefring, Jacob**  
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An interdisciplinary researcher and practitioner of knowledge management, Jacob is presently working towards the completion of a Master of Library and Information Studies degree from McGill. His educational background is in French and English literature. His website is [www.bibliomanic.com](http://www.bibliomanic.com).

**Sverdlik, Anna**  
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Anna is an M.A2 student in the Educational Psychology program, Learning Sciences stream. After receiving her B.A in psychology from York University, Anna joined Dr. Nathan Hall's Achievement, Motivation, and Emotions (AME) lab to investigate the use of adaptive motivational strategies in post-secondary students when coping with academic failure.

**Terleski, Cat**  
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Cat is a graduate student in the Department of Integrated Studies in Education at McGill. She has worked in formal and non-formal educational contexts in Saskatchewan, Mexico, Ecuador and Montreal. Her research interests include; food literacies, critical consciousness, and the corresponding intersections of gender, race and class.

**Tessier, Dana**  
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Dana attends McGill part-time and is pursuing her Master's in Library and Information Studies with a specialization in Knowledge Management. She currently works as a Director of Operations and Knowledge Management in the payment processing industry.

**Tressel, Tara**

Tara is in the first year of her MA in Educational Psychology on the Learning Sciences track, and hopes to continue on to her PhD. She is examining the integration of knowledge transfer within online education-based learning communities.

**Trevors, Gregory**  
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Gregory, M.A., is a Ph.D. student in the Learning Sciences program at McGill University. His studies have focused on students' epistemic cognition and conceptions of complex science topics. Greg is interested in trace methodologies to study cognitive, metacognitive, and motivational processes involved in changing conceptions and beliefs.

**Uribe, Cristina**  
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Enseignante d'espagnol au premier cycle au Collège Sainte-Marcelline M.A en didactique des langues (UQAM). Intérêt de recherche: l'enseignement de la prononciation dans la classe de langue seconde.

**Vallée, Daniel**  
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Daniel's capstone MEd project is supervised by Dr. Jessica Ruglis. The qualitative research study will provide a grounded theory of the meta-construct of school dis/engagement as a sometimes-precursor to school dropout. Before coming to McGill, Daniel worked in education as a substitute secondary English and Drama teacher, a Teacher's assistant, and a frontline mental health worker in Vancouver's Downtown Eastside.

**van der Linden, Katherine**  
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Katherine holds an undergraduate degree in International Development and Globalization and is currently finishing her second year of an MLIS degree at the McGill School of Information Studies. She is co-president of Librarians Without Borders McGill, an active member of the Multilingual Children's Library and a volunteer cataloguer at Atwater Library.

**Yee Clare, Emily**  
emily.clare@mail.mcgill.ca

Emily is a recent graduate from McGill University. Her research interests include Canadian immigration history, mixed race identity, and the experiences of racism in East Asian Communities, particularly with Canadian born East Asians.

**Yoder, Amarou**  
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After teaching secondary language arts for eight years at an urban high school near Seattle, Washington, Amarou Yoder is a first year PhD student in the curriculum and literacy stream at McGill. Her research interests include the intersection between identities, teacher stories, and non-violent resistance.

**Zapata, María Elena**  
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Maria Elena a obtenu un baccalauréat en communication sociale et journalisme à l'Université Pontificia Bolivariana (Colombie) en 1990, un DESS en intervention pédagogique à l'UQAM en 2010 et une maîtrise en éducation à l'UQAM en 2012. Elle travaille pour l'agroupement d'espagnol à l'organisation des jumelages linguistiques à l'École de langues de l'UQAM depuis 2007.

### **Invitation to Reception / Invitation à la réception**

The Conference Committee is pleased to invite you to our post-conference reception. Come relax and join your colleagues in a collegial atmosphere of sharing, conversing, and general merriment.

Door prizes to be drawn, as well as the announcement of our conference proposal winners.

We look forward to meeting you!

The Conference Committee.

### **Wine & Cheese Reception/ Réception Vin & Fromage**

March 16<sup>th</sup> @ 17:30 / Mars le 16 à 17h30

Coach House 200

Le comité organisateur est heureux de vous inviter à notre réception de fin de conférence. Venez vous détendre avec vos collègues dans une ambiance conviviale de partage, conversation et festivité générale. Il y aura des prix à gagner et l'annonce des gagnants de nos prix de congrès.

Au plaisir de vous y voir!

Le comité de conférence

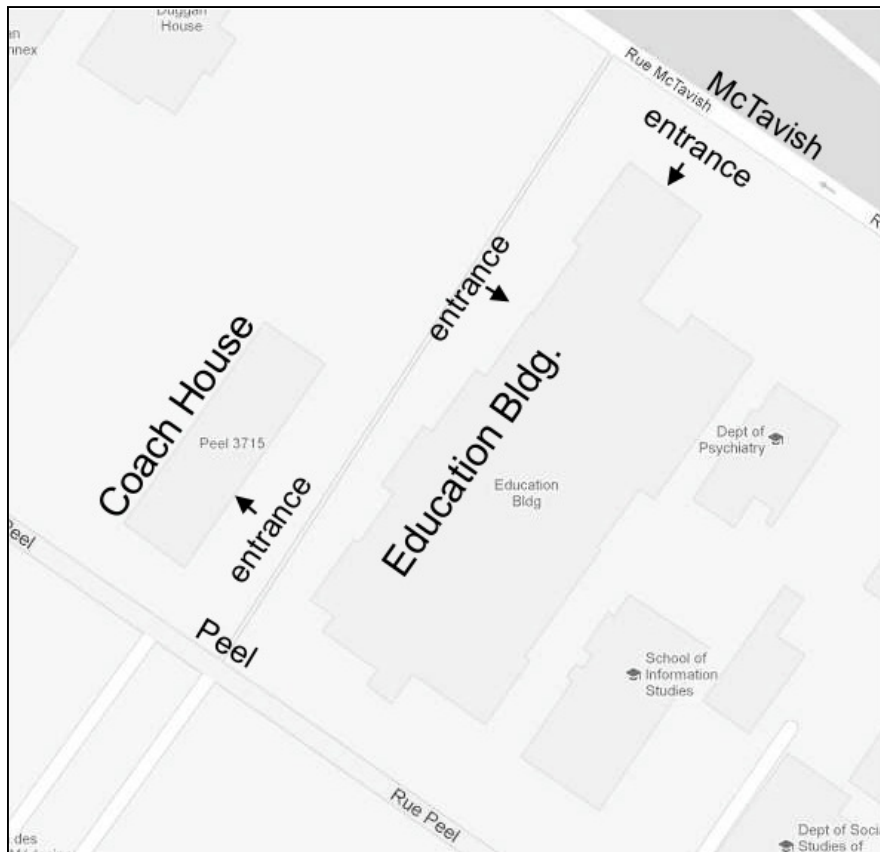
## Building Locations/ L'emplacement des pavillons

### Education Building (EDUC)

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Montreal, QC H3A 1Y2

### Coach House

3715 Peel  
Montreal, QC H3A 1X1





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