

March 15 & 16 mars 2013

Meeting in the Middle

Rencontres au milieu

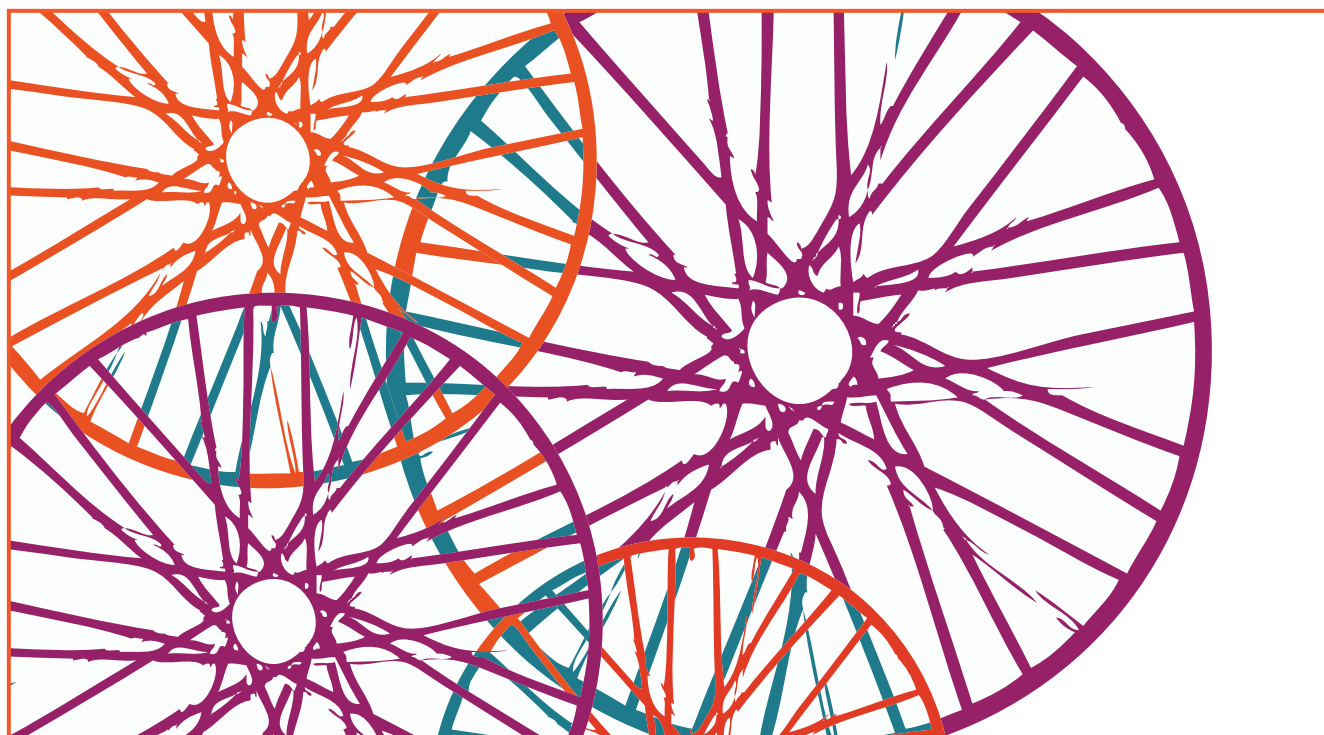
## EGSS 12th ANNUAL CONFERENCE

“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



## Table of Contents

Welcome Message by Conference Organizers .....	1
EGSS Conference Committee Members .....	2
Welcome Message by the Dean’s Office of the Faculty of Education.....	3
Plenary Speakers/Sessions plénières.....	4
McGill Journal of Education Conference Award.....	6
Prix de conférence de la revue des sciences de l’éducation de McGill.....	7
Conference Schedule / Programme de la conférence.....	8
Invitation to Reception / Invitation à la réception .....	12
Building Locations/ L’emplacement des pavillons.....	13

## **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  
Department of Integrated Studies in Education

**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*

**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



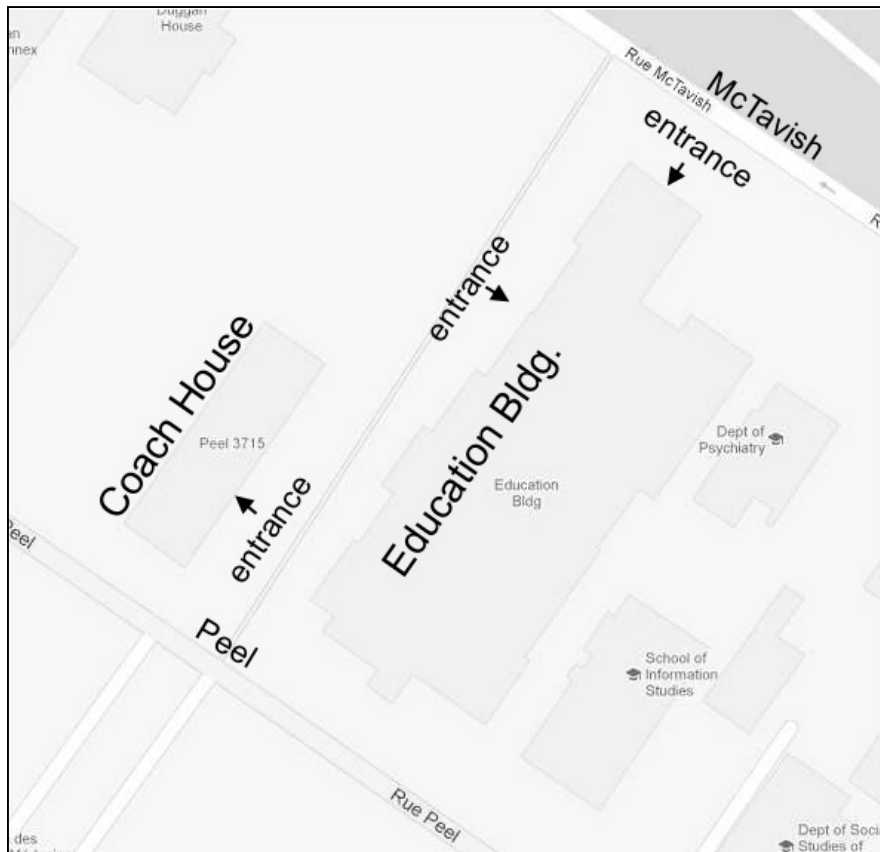
## Building Locations/ L'emplacement des pavillons

### Education Building (EDUC)

3700 McTavish  
Montreal, QC H3A 1Y2

### Coach House

3715 Peel  
Montreal, QC H3A 1X1







Thank you to our sponsors! / Merci à nos commanditaires!

