

**Canadian Society for the Study of Education (CSSE)  
Draft Conference Program  
Sunday May 25 - Wednesday May 28, 2014**

**\*Accurate as of March 9, 2014. Subject to change.**

**\*\*Please note: Only First Authors are listed in this draft for symposia, papers.**

<b>Timeslot Overview</b> <i>(Based on the CSSE Conference Grid)</i>		<b>PDF Program Guide</b>	
<u>Dates</u>		<b>Information to be included in Program App/Next Release:</b>	
Day 1 - Sunday, May 25		<ul style="list-style-type: none"> <li>- Bilingual Translations</li> <li>- Name and Title Corrections</li> <li>- Sessional Titles</li> <li>- Removing Author Withdrawals</li> <li>- Other adjustments as necessary</li> </ul>	
Day 2 - Monday, May 26			
Day 3 - Tuesday, May 27			
Day 4 - Wednesday, May 28			
<i>Association pre- and post-conferences on May 24th/29th</i>			
<u>Times</u>		<b>Colour Codes</b>	
8:30-9:45am	1, 7, 13, 19	Multipaper	
10:00-11:15am	2, 8, 14, 20	Symposium	
11:30am-1:00pm	3, 9, 15, 21	Roundtable	
1:15-2:45pm	4, 10, 16, 22	Poster	
3:00-4:15pm	5, 11, 17, 23	Special Event	
4:30-5:45pm	6, 12, 18, 24		
6:00-8:00pm	Evening Events		
		ACDE	Page 2
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ACDE

Day 0	Evening	Special Event --- Alan Earp Fireplace Lounge	Special Event --- Alan Earp - Student Lounge 500	
		ACDE Dinner	ACDE Annual General Meeting	

Day 1	Timeslot 2	Special Event Equity Issues Congress Panel Sean O'Sullivan Theatre	
		Challenging Casual Homophobia in Schools, Sports, and Society Fern Snart Alberta	

Day 1	Timeslot 3	Symposium --- Academic South 202	
		Approaches to mindfulness and well-being in education Kim Franklin TWU	

Day 1	Timeslot 5	Special Event Dr. Torres Book Signing Welch Hall Atrium	
		First Freire: Early Writings in Social Justice Education Carlos Torres 0	

Day 1	Timeslot 6	Symposium --- Sean O'Sullivan Theatre	
		Dr. Torres/Plenary session Blye Frank UBC	

Day 1	Evening	Special Event ---	
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Day 1	Evening	<p style="text-align: center;"><b>Guernsey Market</b></p> <p>Presidents' ACDE/KNNB and Reception</p>		
Day 1	Timeslot 9	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 311</b></p> <p>Who comes next? Succession Planning in Faculties of Education</p> <p>Fiona      Blaike      Brock University</p>		
Day 2	Timeslot 10	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 208</b></p> <p>Flexible Learning/Alternative Delivery Modes</p> <p>Suzanne      de Castell      UOIT</p>		
Day 2	Timeslot 13	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 207</b></p> <p>Big Data: Implications for Educational Research and Practice</p> <p>Julia      O'Sullivan      OISE</p>		
Day 2	Timeslot 14	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 207</b></p> <p>Big Data: Implications for Educational Research and Practice</p> <p>Julia      O'Sullivan      OISE</p>		
<b>CACS</b>				
		<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Responsible citizenship: Civics, cosmopolitanism and curriculum in Ontario and beyond</b></p> <p style="text-align: center;"><b>Welch Hall 202</b></p>	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>"What's past is prologue": History, theatre, and inquiry-based learning</b></p> <p style="text-align: center;"><b>Welch Hall 209</b></p>	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Being and wholeness: Inclusion, restorative approaches and hope in the classroom</b></p> <p style="text-align: center;"><b>Welch Hall 305</b></p>
		Becoming a cosmopolite in Ontario through Civics (Politics) "" Vernacular? Islamic? Cultural?	(App)roaching Colonialism Through Digital Application Development: Pedagogical Creation as a Space of Self-Reflective Inquiry	School Belonging: Views from Ethno-Cultural/Racial Diverse Young People with Disabilities

Day 1	Timeslot 1	Rita Forte University of Ottawa	Bryan Smith University of Ottawa	Amanda Ajodhia-Andrews Ontario Institute for Studies in Education/University of Toronto
		Crossing the line: a study of perceived teacher neutrality to social justice issues in elementary classrooms	An Exploration on the Nature of Inquiry-based learning	Relational Theory and Critical Race Theory as Social Practice in School: The Restorative Approach
		Daniela Bascunan University of Toronto/ Ontario Institute for Studies in Education	David Scott University of Calgary	Amy Boudreau Halifax Regional School Board, Nova Scotia
		Educating for Citizenship Today: An Exploration of Revised Canadian Social Studies Curricula	Authoring the Self: "Identity" Formation During the High School English Theatre Trip	Questions of Hope: Contemplative Practices, Environmental Suffering, & Social Justice Education
		Kurt Clausen Nipissing University	John Richardson University of Calgary	Claudia Eppert University of Alberta
		Travelling Tales of Teaching Lives: International Teaching in Cosmopolitan Times	Knowledge Mobilization as Verbatim Theatre	
		Marcea Ingersoll Queen's University	Anne Wessels Ontario Institute for Studies in Education, University of Toronto, 252 Bloor St. W, Toronto, ON M5S 1V6	
Day 1	Timeslot 2	Symposium --- Welch Hall 202	Symposium --- Welch Hall 305	Symposium --- Welch Hall 209
		Creative and Curricular Possibilities for Inspiring Education	The "Emotional Situation" of Educational Research	Critical perspectives on Muslim youth making media
		Erika Hasebe-Ludt University of Lethbridge	Lisa Farley York University	Diane Watt Werklund School of Education,, University of Calgary
Day 1	Timeslot 3	Multipaper Session  Four motets in one polyphonic session: Research-antiphona, post-human education, metaphor and interconnectivity  Welch Hall 203	Symposium  ---  Welch Hall 209	Multipaper Session  Making a profession(al): Teacher knowledge and learning  Welch Hall 305
		Research-antiphona: One transcript, four responses, and five catechizations	Knowledge Mobilization through Collective Pedagogical Inquiry in Schools Serving Culturally and Linguistically Diverse Students	Knowledge Building in Technology-Mediated Teacher Learning Communities
		Patricia Maarhuis Washington State University, College of Education, PhD Candidate. ADCAPS Coordinator. <a href="http://lnbricolage.com">lnbricolage.com</a>	Burcu Yaman Nteloglou OISE-UT	Kim Kooy Curriculum, Teaching and Learning 252 Bloor St. W. Toronto, ON M5S1V6
		A Posthuman Education: Activating Ecologies of Practice		Learning to teach mathematics for social justice: A case study
		Nikki Rotas OISE, University of Toronto		Indigo Esmonde University of Toronto
		Creativity and metaphor: Learning to read multiple meanings as a foundation for educational research	Overlapping communities of practice: Linking theory and practice in mathematics and science education	
		Adrian McKerracher Centre for Cross-Faculty Inquiry in Education, Faculty of Education, University of British Columbia	Gladys Sterenberg Mount Royal University	
		Attending to Interconnectivity: Contemplative and Artistic Practices in Education	Teachers' Ongoing Learning over Their First 8 Years, with Implications for In-Service Professional Education	
		Barbara Bickel Southern Illinois University Carbondale	Clive Beck University of Toronto	
Day 1	Timeslot 4	Special Event --- Academic South 202		

CACS Presidential Invitational Panel

Day 1 Timeslot 5

**Special Event**  
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**Academic South 202**

CACS Annual General Meeting

Day 2 Timeslot 7

**Multipaper Session**  
**Critical incidents: Autoethnography, childhood memories, and digital-filmmaking**  
**Welch Hall 207**

Critical Autoethnography and Student Voice Pedagogies: A Story of Methodology  
Mairi McDermott Ontario Institute for Studies in Education/University of Toronto

Pre-service Teachers' Ideations of Childhood in Early Years Education  
Sandra Chang-Kredl Concordia University

Digital filmmaking, critical incidents and reparation: A theory and practice of teaching and learning  
Linda Radford University of Ottawa

**Symposium**  
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**Welch Hall 206**

Appropriate appropriations: What happens when we tell other people's stories?  
Kathryn Ricketts Simon Fraser University

Day 2 Timeslot 9

**Multipaper Session**  
**"When I am for myself, what am I?" Troubling notions of identit(ies) in education**  
**Welch Hall 206**

Roe Rosen's Perpetrating Pedagogy  
Melanie Bourke York University

Re/flecting Impossibilities: Art, Teacher Education, and the Aesthetic Experience  
Cristyne Hebert York University

Teacher Identity & Young Adult Literature: The Work of Projective Identification  
David Lewkowich York University

"It's the Highlight of My Month!": Unpacking the Collective Reading Experience and Pedagogical Implications  
Jennifer Rottmann University of Ottawa

**Symposium**  
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<p>Day 2 Timeslot 11</p>	<p style="text-align: center;"><b>Welch Hall 207</b></p> <hr/> <p>Contemplating Curriculum: Genealogies/Times/Places</p> <p>Wanda Hurren University of Victoria</p>		
<p>Day 2 Timeslot 12</p>	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 203</b></p> <hr/> <p>Decolonizing and Reinhabiting Places of Learning in Toronto's Jane/Finch Community</p> <p>Don Dippo Faculty of Education, York University</p>	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Future(s): Youth Involvement, digital comic books, high school sports and what comes next</b></p> <p style="text-align: center;"><b>Welch Hall 303</b></p> <hr/> <p>The burden of participation: Investigating youth involvement in policy processes.</p> <p>Jennifer Bethune York University</p>	
<p>Day 2 Timeslot 12</p>		<p>War Games: School Sports and the Making of Militarized Masculinities</p> <p>Roger Saul Brock University</p> <hr/> <p>Future thinking in education: the ways future reasoning sheds critical light on both the historical past and analysis of what drives our present issues of concern</p> <p>Kent den Heyer University of Alberta</p> <hr/> <p>Post-Cartesian possibilities for schools as places of learning: Putting to work an intra-active pedagogy</p> <p>Marc Higgins University of British Columbia</p>	
<p>Day 3 Timeslot 13</p>	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 8G</b></p> <hr/> <p>(Re)turning to Wisdom to Guide Curriculum and Pedagogy</p> <p>Michelle Kilborn Memorial University of Newfoundland</p>		
<p>Day 3 Timeslot 14</p>	<p style="text-align: center;"><b>Roundtable</b></p> <p style="text-align: center;"><b>Faculty Poster/Roundtable Session</b></p> <p style="text-align: center;"><b>Lowenberger Dining Hall</b></p> <hr/> <p>Attending to the call of the wild: What schools need to do to bring children back to nature</p> <p>Antonella Bell is passionate for the outdoors. Prior to commencing her doctoral studies at the University of</p> <p>Antonella Bell</p>		
		<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Wherever your garden grows: Cultivating education in challenging times</b></p> <p style="text-align: center;"><b>Welch Hall 206</b></p>	

Day 3	Timeslot 15	The Intersection of Dutch Immigrant Faith and Ethnic Culture in Christian School 50th Anniversary Commemorative Books Phil Teeuwsen Redeemer University College	
		Linking the Two Worlds: Teaching about Children and Globalization from a Middle-Eastern Canadian Perspective May Al-Fartousi Brock University	
		Not the ladies' auxiliary gardening club: Cultivating an unruly educational garden on a university campus Julia Ostertag University of British Columbia	
		Putting gender in motion within and across sexuality education curriculum: Findings from an ethnographic research study in South Africa Andree Gacoin University of British Columbia	
Day 3	Timeslot 16	<b>Multipaper Session</b> <b>"I sing my own true story": life-writing, the maroon mythopoetic, and pedagogical fragrance</b> <b>Welch Hall 206</b>	
		Crossing Curricular Borders: Unbounded Spaces of Narrative Inquiry and Poetic Inquiry carmen shields Nipissing University North Bay, Ontario	
		Currere Tales: Returning to the Archive Teresa Strong-Wilson McGill University	
		Maroon mythopoetics and No Pain Like This Body Shalini Khan Capilano University, BC	
		Pedagogical Fragrance: Awakening the Aromatic in a Curriculum of Care Jeanne Kentel University of British Columbia	
Day 3	Timeslot 17	<b>Symposium</b> <b>---</b> <b>Welch Hall 8G</b>	<b>Multipaper Session</b> <b>Disentangling the digital: Agency, online writing and the perils of "hackucation"</b> <b>Welch Hall 8J</b>
		Voices from the Classroom: Creating Pedagogies of Difference with Canadian Literature Ingrid Johnston University of Alberta	A Threshold Concept Heuristic for Exploring Student Agency in Literacy Practices Sean Wiebe University of Prince Edward Island
			Implications of online discourse feedback on an informal writing pedagogy Heather Birch University of Toronto
			The neoliberal subject of "'hackucation' lisa taylor Bishop's University

Day 3 Timeslot 14	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;"><b>Lowenberger Dining Hall</b></p> <p>CACS Awards Reception</p>		
Day 4 Timeslot 19	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 327</b></p> <p>Understanding the meaning and value of online metrics: How assessment analytics can be used to support and evaluate collaboration and community in online courses</p> <p>Kim MacKinnon OISE, University of Toronto</p>	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>All about math: Transnational parent involvement, collaborative inquiry, and All is number</b></p> <p style="text-align: center;"><b>Welch Hall 317</b></p> <p>Transnational Parents' Involvement in Students' Mathematics Learning</p> <p>Miwa Takeuchi Ontario Institute for Studies in Education, University of Toronto</p> <p>Enhancing Junior Mathematics Teaching through Collaborative Inquiry</p> <p>Tiffany Gallagher Brock University St. Catharines, Ont.</p> <p>Representations of Mathematics and Mathematicians in the pedagogical film All is Number.</p> <p>Steven Khan University of Calgary</p>	
Day 4 Timeslot 20	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 327</b></p> <p>Re-visioning the "least restrictive environment": Achieving independence and achievement</p> <p>Lorayne Robertson Faculty of Education, UOIT</p>	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 317</b></p> <p>Public Schooling of Afghan and Somali Students in Toronto.</p> <p>Stephen Bahry OISE/UT</p>	<p style="text-align: center;"><b>Roundtable</b></p> <p style="text-align: center;"><b>Faculty Poster/Roundtable Session</b></p> <p style="text-align: center;"><b>Lowenberger Dining Hall</b></p> <p>A Way of Wisdom: Pedagogical Journeying</p> <p>Mandy Krahn University of Alberta</p> <p>Transformative Pedagogical Encounters: Engaging Indigenous Knowledges in Pedagogical Thought</p> <p>Jeannie Kerr University of British Columbia</p> <p>Toward a Curriculum for Eco-Mentorship as Environmental Leadership Development</p> <p>Kelly Young Trent University</p> <p>Be-ing at Home: Humans on Planet Earth</p> <p>Antonella Bell University of Alberta</p>
<p style="text-align: center;"><b>Roundtable</b></p> <p style="text-align: center;"><b>Faculty Poster/Roundtable Session</b></p> <p style="text-align: center;"><b>Lowenberger Dining Hall</b></p>		<p style="text-align: center;"><b>Roundtable</b></p> <p style="text-align: center;"><b>Faculty Poster/Roundtable Session</b></p> <p style="text-align: center;"><b>Lowenberger Dining Hall</b></p>	<p style="text-align: center;"><b>Roundtable</b></p> <p style="text-align: center;"><b>Faculty Poster/Roundtable Session</b></p> <p style="text-align: center;"><b>Lowenberger Dining Hall</b></p>



Day 4	Timeslot 20	The pedagogy in an eye contact: A phenomenological exploration Yin Yin University of Alberta	An ethics of hospitality for decolonial cross-cultural engagements Annette Furo 0	Classroom Curriculum: Constraints on Multimodal Literacy Learning Opportunities Within the Context of High-Stakes Testing in Ontario. Terry Loerts Western University, London, Ontario
		Navigating a live(d) curriculum hyphed-nated with/in/out borders with/out/in boundaries Veena Balsawer University of Ottawa	Engaging Pedagogies for Critical Social Justice: Using Children's Literature to Provoke Change Anne Burke MUN	Integrating 21st Century Literacies into the Curriculum Michael Savage Brock University
		Diaspora, Transnationalism, and Literacies: Bangladeshi Muslim Immigrants in Canada Sanjoy Banerjee Simon Fraser University	As it turns out, it is as much about me as it is about them: My role as both a hegemonic and counter-hegemonic agent in a social studies classroom Tana Burrows University of Regina	Developing teacher capacity to foster historical thinking in the K-2 classroom Katherine Ireland University of New Brunswick
		<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	
		What's All the Hoopla about Hooping? ""Hooping for Learner Engagement, Physical Health, and STEM Learning Stephen Gareau SUNY Buffalo State	Barriers to post-secondary participation and obstacles that lead to exclusion: a hermeneutic phenomenological study to explore the meaning of inclusive education Kate Cassidy Brock University	
Day 4	Timeslot 20	The Effects of Evidence-based Written Feedback Practices on Applied Level Mathematics Students' Perceptions of Assessment Rina Hyland University of Windsor	Exploring the Implications of a Private MOOC on the Core Values of Universities as Expressed in Mission Statements Constanza Silva Student in PhD Education Program Concordia University	
		Understand a Young Language Learner in the Central Megalopolis of Japan: Languages, Cultures, and Literacies Koichi Haseyama Simon Fraser University	False Promises of ""Equity": Multicultural Discourse and the Voiding of Particularities Zahra Kasamali University of Alberta	
Day 4	Timeslot 21	<b>Multipaper Session</b> <b>Assessment and the early years: playing with assessment discourse, assessing play, and more</b> <b>Welch Hall 324</b>		
		Early Primary Assessment in Five Curricular Contexts Scott Hughes The Vancouver School Board		
		Pedagogical Documentation as Assessment Jeffrey Wood Laurentian University		
		Playing with Assessment Discourse Sharon Murphy Faculty of Education York University		
		Elementary Teachers' Engagement and Motivation for Classroom Assessment Glenda Black Schulich School of Education, Nipissing University		
		Alignment of Assessments: How Four Primary Teachers Organized Literacy Assessment Work in their Classrooms		

Holly Parkinson PhD Graduate Faculty of Education The University of Western Ontario

Day 4	Timeslot 22	<b>Multipaper Session</b>		
		<b>Effective curriculum: UNESCO's Four Pillars and Ontario's educational reforms</b>		
		<b>Welch Hall 324</b>		
		Generic skills for the 21st century: UNESCO's Four Pillars as an organizing conceptual framework		
		Devin	Bright	Brock University
		Understanding how the Implementation of the Specialist High Skills Majors Programs		
Lauren	Segedin	University of Toronto		
A Curricular Critique of Ontario's Environmental Education Policy Framework Acting Today, Shaping Tomorrow				
Douglas	Karrow	Brock University		
THE ART CURRICULUM CHANGED: DID THE TEACHERS? INVESTIGATING POLICY INTO PRACTICE				
Peter	Bates	University of Windsor		
Back to the Teachers College: The Modernization of Teacher Education				
Theodore	Christou	Queen's University		

CACS-ARTS

Day 2	Timeslot 7	<b>Multipaper Session</b>		
		<b>TBA</b>		
		<b>Welch Hall 202</b>		
		"They just don't care about the arts": The Underrepresentation of Latin@ Students in Specialized Arts High Schools		
Ruben	Fernandez	OISE/University of Toronto		
Aboriginal and Métis Artists' Videos				
Kathy	Browning	CACS ARTS, CATE TATE		
"A Disciplined Way of Looking at Things": The Life-histories of Five Indigenous Artists from the Northwest Territories				
Susan	Catlin	Independent Scholar		

Day 2	Timeslot 9	<b>Symposium</b>		
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<b>Welch Hall 202</b>				

Muddying the Murky Waters of Arts Based Educational Research  
 Mindy Carter McGill University

Day 2 Timeslot 10

**Multipaper Session**  
**TBA**  
**Welch Hall 202**

Loving Teaching: A Narrative and Poetic Remembering  
 John Guiney Yallop Acadia University

Poetry in the Academy: An Institutional Autobiography  
 Carl Leggo University of British Columbia

Living Poetically through Artful Inquiry: Making Connections Between Visual Art and Poetry.  
 Jeff Adams Nipissing University

Poetry, Pluralism and Pedagogy: Embracing Diverse Expressions of Spirituality in English Language Education  
 Anar Rajabali The University of British Columbia

Day 2 Timeslot 11

**Multipaper Session**  
**TBA**  
**Welch Hall 202**

A cross-generational investigation of musical agency and engagement in music education programming  
 Jennifer Hutchison ARTS

Examining how self-regulatory dimensions affect students' music practice habits  
 Wynnypaul Varela Concordia University

Informal music making in studio music instruction: A Canadian Case Study  
 Julia Brook Queen's University

Reflecting on the compositional process: Creating educational music for winds  
 Bernard Andrews Faculty of Education, University of Ottawa

**Multipaper Session**  
**TBA**  
**Welch Hall 202**

"Show and Tell: Unintended Educational Outcomes of Narrative Therapy in the Creative Writing Class"\*

Day 3	Timeslot 13	Susan Barber Simon Fraser University					
		Using Storytelling to Introduce the Patient's Voice into Interprofessional Healthcare Education					
		Susan Boyko Brock University					
		Queer Becomings: Performing and Sensing the Starved Body					
		Alyson Hoy Independent					
Day 3	Timeslot 14	<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>			
		How Do We Turn "Friday Afternoons" into Monday Mornings? A CIRT Pedagogy for Enhancing Pre-Service Teacher Creativity	Motivation and Community Art Education: A Reflection on Teaching Practice	Hip-Hop's Expression: Creative insubordination as resistance			
		John Vitale Nipissing University	Jennifer Wicks Concordia University	Emmanuel Tabi University of Toronto/OISE			
		State of the Arts: Factors Influencing Elementary Teachers' Performing Arts Instruction	Dance „ç: The Privatization of Dance Practices in Ontario's Public Schools	Aesthetics, Art Criticism, and Pre-Service Teachers			
		Paul Vernon Queen's University	Pria Patroni M.A. Candidate Child Study and Education at OISE, University of Toronto	Susan Barber mcgill university			
		Soundscapes, masks, and games that everyone is bad at-exploring the synergies between TPSR and ARTS based education approaches with " at risk" teens and youth	IMPROVING PEDAGOGICAL PRACTICES IN ART CLASS	Living Inquiry: An Amalgamation of Philosophy and Poetry			
		MAUREEN CONNOLLY DEPARTMENT OF PEKN BROCK UNIVERSITY ST. CATHARINES ONTARIO CANADA L2S 3A1	Christina Yarmol None	Natalia Archacka University of British Columbia			
Day 3	Timeslot 15	<b>Symposium</b>  <b>Welch Hall 204</b>					
		Living in the In-Between: Theologically Informed Queer Performative Autoethnography					
		Kerri Mesner University of British Columbia					
Day 3	Timeslot 16	<b>Multipaper Session</b>  <b>TBA</b> <b>Welch Hall 204</b>					
		What is the piece and what is my part? A study of identity formation in music education					
		Maia Giesbrecht University of Ottawa McGill Univeristy					
		Body Mapping as a Transformative Tool in Music Teacher Education					
		Shelley Griffin Brock University					

Day 3 Timeslot 16

Teacher Talk: Providing Feedback in an Instrumental Music Classroom		
Patricia	Hopper	University of Windsor
Music Theory Pedagogy: The Praxial Integration of Art and Science		
Lori Lynn	Penny	University of Ottawa
DEVELOPING STUDENT-CENTERED TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS IN MUSIC EDUCATION		
Sarah	Morrison	OISE/The University of Toronto

Day 3 Timeslot 17

<b>Multipaper Session</b>		
<b>TBA</b>		
<b>Welch Hall 204</b>		
"'Scoring' a sustainable culture "' an aesthetic of stability and change		
Susan	Aaron	0
Art as Social Practice: Nap-Ins with the Gestare Art Collective		
Barbara	Bickel	Southern Illinois University Carbondale
An Aesthetic of Black		
alexandra	fidyk	university of alberta

Day 4 Timeslot 19

<b>Multipaper Session</b>		
<b>TBA</b>		
<b>Welch Hall 305</b>		
Becoming Teachers: Experiences of Non-heterosexual and Transgendered/Transsexual Bachelor of Education Students		
Terrah	Keener	Mount Saint Vincent University
The Current State and Needs of the Arts-in-Learning Sector in Canada		
Ann	Patteson	Queens University
Making our Future Problem Solvers: Discourses of Creativity in Specialized Arts Programs in Neoliberal Times		
Alexandra	Arraiz Matute	OISE/University of Toronto

<b>Multipaper Session</b>		
<b>TBA</b>		
<b>Welch Hall 317</b>		

Day 4	Timeslot 21	Behind the curtain: Making artistic choices about performance conventions in academic research. Kathy Bishop University of Victoria
		Drama Education, Drama Therapy and Applied Theatre: Implications for Change through Education Patrick Tomczyk University of Alberta
		Critical Dramatic Inquiry: Expanding Educators' Awareness of Youth Homelessness Amanda Wager University of British Columbia
		Reflections on Collaborative Teaching for Community-Building in a First-Year University Drama in Education and Applied Theatre Course Joe Norris Department of Dramatic Arts Marilyn I. Walker School of Fine and Performing Arts Brock University

Day 4	Timeslot 22	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 317</b>
		Arts-Based Historical Methodology: Polyptych Construction to Refigure the History of Art Education Dustin Garnet Concordia University
		An artful inquiry into elementary preservice teachers' prior and emerging experiences of art, art education, (their) creativity and creative processes Kathy Mantas Nipissing University Schulich School of Education
		On Dresses and Diadems: Female Discourse and the Politicized Body in Jana Sterbak's Thread Drawings and Artworks Olivia Pipe PhD Student Art Education Concordia University
		From Visual to Written Arts: Fleeting aesthetic experiences revealed boyd white mcgill university

Day 4	Timeslot 23	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 317</b>
		Arts based research methods in arts education since 1993: Contexts, scholars, methods Fiona Blaikie Brock University
		James Lyng High School & An Urban Arts Partnership

Elizabeth	Wood	McGill University
Beyond the Masks: Creating an Arts-based Educational Research Performance Video to Address the Complexity of Inclusion/Exclusion		
Joe	Norris	Department of Dramatic Arts Marilyn I. Walker School of Fine and Performing Arts Brock University



Day 4	Timeslot 24	Special Event
		---
		Welch Hall 317
ARTS/SCEA Annual General Meeting		



CACS-CCPA

Day 2	Timeslot 10	Symposium
		---
		Welch Hall 206
What is cultural studies anyway today? Toward 'useful knowledge' in neoliberal times		
Kari	Dehli	OISE, University of Toronto



Day 2	Timeslot 11	Special Event
		CCPA Keynote
		Welch Hall 324
From principles to practices: toward a genealogy of critical media education		
Kari	Dehli	Full Professor



Day 2	Timeslot 12	Multipaper Session
		TBA
		Welch Hall 206
		Critical Affective Pedagogies and Race: a tale of three (drama) classrooms
Anne	Wessels	PhD Candidate, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto
Constructing the "good"*student: Pedagogies of School Spaces		



Paulina	Semenec	The University of British Columbia
Critical Praxis and Standardized High Stakes Testing: Four Case Studies from Los Angeles and Toronto		
Arlo	Kempf	OISE/UT

Day 3	Timeslot 13	<b>Multipaper Session</b>	
		<b>TBA</b>	
		<b>Welch Hall 8J</b>	
		Performing "Intersectionality Blindness" in the pedagogical relationship between Lesbian, Gay, Bisexual, and Queer Students of Colour and White Heterosexual Faculty	
		Dirk Jonathan	Rodricks OISE - Ontario Institute for Studies in Education of the University of Toronto
Shifting Our Focus: Teacher Transformation through Anti-oppressive Education			
Christopher	Brown Brandon University		
Qualifying the Finnish Miracle: The ambivalence of the homogenous narrative			
michelle	nicolson University of Oulu		

Day 3	Timeslot 14	<b>Multipaper Session</b>	
		<b>TBA</b>	
		<b>Welch Hall 8J</b>	
		Considerations of Identity in Teachers' Attitudes toward Teaching Controversial Issues: A Critical Democratic Perspective from Canada	
		Angela	MacDonald OISE/University of Toronto
Teachers' critical literacy practices in the early years classroom			
Yiola	Cleovoulou Ontario Institute for Studies in Education, University of Toronto		
Leadership as mentorship mentorship as leadership: Capacity building for transformative social justice praxis			
Hartej	Gill University of British Columbia		

Day 3	Timeslot 15	<b>Multipaper Session</b>	
		<b>TBA</b>	
		<b>Welch Hall 8J</b>	
Canadian Public Alternative Schools			
Rodney	Handelsman McGill University		



Moving Beyond Blaming Youth		
Michelle	Stack	UBC
"No Islam in our schools! Never, never, never!"* Media and public perceptions of religious accommodation in Ontario		
Aruba	Mahmud	Faculty of Education, Western University

CACS-LLRC

Day 1	Timeslot 1	<b>Multipaper Session</b>		
		<b>TBA</b>		
		<b>Welch Hall 311</b>		
		Exploring language and identity with young multilingual children in Montreal		
		Alison	Crump	McGill University
		Exploring identity and intercultural competence of pre-service teachers in Montreal		
		Charlette	Ménard	McGill University -PhD candidate
		A sense of belonging and community: Understanding diversity through Canadian children's literature		
		Heather	Phipps	McGill University

Day 1	Timeslot 2	<b>Multipaper Session</b>		
		<b>TBA</b>		
		<b>Welch Hall 311</b>		
		Mapping moments of otherness where language and education meet in the Canadian K-12 school context		
		Saskia	Stille	University of Toronto
		What We Learn From Read Alouds: Producing Reading and Readers in Three Kindergartens		
		Lyndsay	Moffatt	University of Prince Edward Island
		Expanding Literate Imaginations and Participations in Picture Book Spaces		
		Pam	Whitty	University of New Brunswick

		<b>Multipaper Session</b>	
		<b>TBA</b>	
		<b>Welch Hall 311</b>	
		Multiliteracies practices and Aboriginal children: Reading in classroom community of learners	

Day 1	Timeslot 3	Melanie Brice University of Alberta	
		From the eyes of a digital native: The importance of digital tools in a five-year old girl's life	
		Laura Teichert University of British Columbia	
		Crayons and Ipads: Breaking Boundaries in Young Children's Literacy Meaning-Making	
		Debra Harwood Brock University	
Day 2	Timeslot 7	<b>Multipaper Session</b>	
		<b>TBA</b>	
		<b>Welch Hall 203</b>	
		A critical literacy approach to English as an International Language	
		Clarissa Jordao University of British Columbia	
		The Utility of Multiple Literacies Theory to Examine International Students' Adjustment	
		Eugenia Vasilopoulos Univeristy of Ottawa	
		Learning English in different streams: A narrative inquiry into post-secondary students' English learning experiences in the Hong Kong context	
		Vickie Wai Li Faculty of Education University of Western Ontario	
Day 2	Timeslot 9	<b>Multipaper Session</b>	
		<b>TBA</b>	
		<b>Welch Hall 203</b>	
		Collaboration and Revision Practices in Grades 5 and 6 Wiki Groups	
		Shelley Stagg Peterson OISE/University of Toronto	
		The Write Stuff: Making the transition from high school to university writing through narratives of success and video instruction	
		Susan Barber Simon Fraser University	
		The effect of iPad integration on writing ability	
Julie Corkett CSSE			
		Confronting boundaries in writing assessment: Transforming knowledge for a digital age	
		Julie Corrigan Faculty of Education, University of Ottawa	
		<b>Multipaper Session</b>	

Day 2	Timeslot 10	<b>TBA</b>	
		<b>Welch Hall 203</b>	
		Re-visiting the Languages and Cultures Discussion in Modern Languages Instruction: In-service Teachers Speak	
		Ismel	González Lakehead University
		Do language skills matter when adopting new technologies? A case study of urban native and non-native English speaking students	
Jia	Li Faculty of Education University of Ontario Institute of Technology		
Learning Languages Online: Professional Development and Capacity Building for High School Language Teachers: Results of an action research study in a major urban school board in Western Canada			
Sarah	Eaton University of Calgary		
Challenges recruiting junior second language faculty: Potential solutions and possible implications for study results			
Carolyn	Samuel McGill University		

Day 2	Timeslot 11	<b>Multipaper Session</b>	
		<b>TBA</b>	
		<b>Welch Hall 203</b>	
		Instructional Practices of Critical Literacy within an Inquiry-Based Learning Environment	
		Pamela	Beach Ontario Institute for Studies in Education, University of Toronto
Response to Canadian Social Justice Literature: Grade 7-8 Students' Understandings of Social Justice			
Ismel	González Lakehead University		
Exploring Social Justice Through Critical Digital Literacies: Two Schools, Two Approaches			
Janette	Hughes UOIT		

Day 3	Timeslot 13	<b>Multipaper Session</b>	
		<b>TBA</b>	
		<b>Welch Hall 203</b>	
		Blurring boundaries: Using drama to examine 17th Century witch-hunts	
Sara	Schroeter The University of British Columbia		
Un-settling Settler Narratives			
Geraldine	Balzer University of Saskatchewan		

Addressing Gender and Sexual Identities in the Elementary Classroom: Inclusivity, Critical Literacy and Pedagogical Decisions  
 Pam Malins University of Western Ontario

Day 3 Timeslot 14

**Multipaper Session**  
**TBA**  
**Welch Hall 203**

Examining the instructional practices of early childhood educators in Punjabi-English bilingual preschool classrooms  
 Angelpreet Singh Simon Fraser University

Understanding ethnic multilingual learners in Southwestern China: Multilingual literacies, Discourses, and literacy education  
 Jing Li Simon Fraser University

Understanding 'family' literacy practices in a refugee community  
 Nicola Friedrich University of British Columbia

Literacy online: Connecting marginalized parents/caregivers and teachers in a virtual forum  
 Mandeep Gill York University

**Roundtable**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

**Roundtable**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

**Roundtable**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

Day 3 Timeslot 14

Multimodal Literacy Practices: Fostering Interest and Identity for Meaning-Making in the Intermediate Classroom  
 Joelle Nagle Western University

Constructing English as a Ugandan language through an English textbook  
 Espen Stranger-Johannessen University of British Columbia

Effect of Reading Test Mode Interchangeability and Preference on Grade 6 Achievement  
 Tania Sterling not affiliated

Critical Race Theory - Understanding the link between integration and second language acquisition  
 Marie-Carène Pierre René University of Ottawa

MAXIMISING VOCABULARY ACQUISITION: CONTEXT EMBEDDED OR CONTEXT RIDDEN CONTENT?  
 Enoka Makulloluwa Brock University, St Catharines University of Colombo, Sri Lanka

ESL Consultants, Professional Learning, and ESL Policy Implementation in K-12 Schools: the Case of a Rural Ontario School Board  
 Terry Milnes CSSE

Hebrew Language (Re)Socialization Practices: A Transnational Perspective  
 Yonah Atari not affiliated

Day 3 Timeslot 15

**Special Event**  
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**Welch Hall 203**

LLRC Annual General Meeting

Day 3 Timeslot 16	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 203</b>		
	Fostering Digital and Multi-literacies Through a Project-based Learning Environment		
	Selvi	Roy	University of Prince Edward Island
	From Offline to Online: An Evolution of Adolescent Research Behaviours		
	Tina	Benevides	Nipissing University
Working toward embedding literacy practices in high school content area courses			
Anne	Murray-Orr	St. Francis Xavier University	
Exploring Literacy Practices in Online Collaborative Learning Environments			
Lesley	Wilton	OISE/University of Toronto, Curriculum, Teaching & Learning, Pepper Research Team	

Day 3 Timeslot 17	<b>Symposium</b> <b>---</b> <b>Welch Hall 203</b>		
	Ecoliteracy and Storytelling in Contemporary Canadian Literary Landscapes		
	Christine	Bridge	University of British Columbia

Day 4 Timeslot 20	<b>Multipaper Session</b> <b>Faculty Poster/Roundtable Session</b> <b>Welch Hall 206</b>		
	Plurilingual multiliteracies in the urban elementary classroom		
	Heather	Lotherington	York University
	Title: Plurilingual Pedagogical Practices in a Policy Constrained Context: A Rural Ugandan Case Study		
Margaret	Early	UBC	
Feeling Literacy: Affect, Sense, Association, and Relationship in Literacy Research			
Rachel	Heydon	UWO	



<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>		
Connective Words and Reading and Writing Proficiency		
Sandra	Duggleby	CSSE Member
"I don't know why I love this so much!"* On implication in reading comic texts		
Michelle	Miller	York University

<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>		
Creating a Sense of Community with a Common Book: An Exploration of One University's Common Book Experience		
Kristen	Ferguson	Nipissing University
<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>		
A Collaborative Children's Literature Book Club for Teacher Candidates		

Tara-Lynn Scheffel Nipissing University  
 Implementing a Continuous Progress Approach to Education in  
 Nunavut: A Cross-Grade Reading Groups Program  
 A. Bartlett University of New Brunswick

Day 4 Timeslot 21	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 327</b>		
	Students' Eye View: Exploring Literacies through Photography with Youth		
	Brenna	Quigley	University of Ottawa
Word on the street: Investigating linguistic landscapes with urban Canadian youth			
Catherine	Burwell	University of Calgary	

Day 4 Timeslot 22	<b>Symposium</b> <b>---</b> <b>Welch Hall 327</b>		
	Community Arts Zone: Projects Linking Literacy, Community and the Arts		
	Jennifer	Rowell	Brock University

Day 4 Timeslot 23	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 327</b>		
	A New Pedagogical Direction for French-as-a-Second-Language in Ontario: The Common European Framework of Reference and Sociolinguistic Development		
	Katherine	Rehner	University of Toronto Mississauga
	The Meaning of Pedagogical Change in Canada: A Second Language Education Perspective.		
	Stephanie	Arnot	University of Ottawa / Université d'Ottawa
Teaching Grammar to Postsecondary Learners of French as a Second Language Using Task-Based Learning: What Students Notice.			
Lindsay	Todd-Colby	The University of Western Ontario, The University of Michigan-Dearborn	

Day 4	Timeslot 19	<b>Symposium</b> --- <b>Welch Hall 324</b>	
		Choisir de prendre sa place dans la francosphère : perspectives critiques d'enfants, d'étudiants et d'enseignants Megan Cotnam- Université d'Ottawa et Université de Kappel Corse Pascal Paoli	
Day 4	Timeslot 20	<b>Multipaper Session</b> TBA <b>Welch Hall 305</b>	
		Modifier l'environnement pour partir en grand Louise Legault Social Research and Demonstration Corporation	
		Implantation de nouvelles pratiques déclarées et effectives en enseignement de compétences en littératie en classe au préscolaire et au primaire en milieu francophone minoritaire André Moreau Université du Québec en Outaouais	
		La lecture en contexte linguistique minoritaire: comment expliquer les résultats? Marianne Cormier Université de Moncton	
Day 4	Timeslot 21	<b>Special Event</b> --- <b>Welch Hall 305</b>	
		Assemblée générale du RÉEFMM 0 0 0	
Day 4	Timeslot 22	<b>Multipaper Session</b> TBA <b>Welch Hall 305</b>	
		Les expériences langagières, culturelles et psychologiques du personnel enseignant et ses pratiques pédagogiques Gilberte Godin Université de Moncton	
		Évaluation d'un scénario d'apprentissage favorisant la mobilisation des habiletés reliées au processus d'enquête Samuel Blanchard Université de Moncton	

Modèles de leadership efficaces pour une école inclusive en milieu minoritaire francophone : des frontières à abattre

Jean Labelle  
 Professeur Administration scolaire  
 Faculté des sciences de l'éducation  
 Université de Moncton 18, avenue  
 Antonine-Maillet Moncton (Nouveau-  
 Brunswick) Canada E1A 3E9

**Multipaper Session**  
**TBA**  
**Welch Hall 305**

L'identité ethnolinguistique des jeunes non ayants droits d'héritage francophone à l'Île-du-Prince-Édouard

Rachelle Gauthier University of Prince Edward Island

La construction identitaire : une troisième dimension

Mathieu Lang 0

L'intégration des familles immigrées : quel partenariat entre les acteurs scolaires et les associations multiculturelles ?

Aà`cha Benimmas Université de Moncton

**CACS-SERG**

**Multipaper Session**  
**TBA**  
**Welch Hall 204**

Considering the field: Science research and researchers in the Canadian context

Dawn Wiseman University of Alberta

Contentions, contradictions, and complexity: Two new scholars negotiate their positions within the field of science education

Jesse Bazzul OISE

Western modern science in a postcolonial context

Carol-Ann Burke University of Calgary

**Multipaper Session**  
**TBA**  
**Welch Hall 204**

Recognizing the "Authority of Experience" in Science Teacher Education



Day 2	Timeslot 9	Kevin O'Connor Mount Royal University		
		Deframing pedagogies: Opening spaces through difference in science education		
		Jesse Bazzul OISE		
		Dealing with Death of Classroom Pet in Elementary Science		
		Alandeom Oliveira State University of New York at Albany		
Day 2	Timeslot 10	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 204</b>		
		Addressing Social Justice through School Gardens		
		Isha DeCoito York University		
		A discursive perspective: Examining the identity of a biology teacher who incorporates the outdoors in teaching		
		Julieta Delos Santos University of Alberta		
		Applying an Ethic of Care to Environmental Education: Insight from a Study of Outdoor Educators		
Joanne Nazir OISE, University of Toronto				
The seventh current: Advocating for environment in STSE				
Astrid Steele Nipissing University				
Day 2	Timeslot 11	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 204</b>		
		Transformative Agency in Student Learning: Influencing Science Pedagogy Among Kenyan Teachers		
		Samson Nashon University of British Columbia		
		Learning to hear the land speak: Reflection-in-place as a means of engaging with Aboriginal perspectives in the sciences		
		Dawn Wiseman University of Alberta		
Chinese School Teachers' Perceptions and Usage of Science Textbooks				
Geroge Zhou Windsor				
Day 2	Timeslot 12	<b>Special Event</b> <b>---</b> <b>Welch Hall 204</b>		

SERG Annual General Meeting  
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**Multipaper Session**  
**TBA**  
**Welch Hall 206**

High School to University Transition in the Science Disciplines: Building bridges for our students through collaboration.  
Yovita Gwekwerere CSSE CACS SERG CIESC

Investigating Undergraduate Students' Metacognitive Transformations for Enhanced Science Learning  
Ashley Welsh Department of Curriculum and Pedagogy University of British Columbia

A non-traditional undergraduate Astronomy course: Changing pedagogy to better meet students' needs  
Katarin MacLeod St. Francis Xavier University

**Day 3 Timeslot 14**

**Poster**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

**Poster**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

**Poster**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

Science Teacher Agency and Professional Development  
Kerry Rose University of Alberta

Liens entre rapports aux êtres vivants et à la nature dans les récits d'enseignants de biologie du collégial et du lycée  
Marie-Claude Bernard Université Laval

"I am not a pumpkin person!"\* Long-Term Study of Urban Multicultural Young People's Identity Development through a one year Intergenerational Garden-based Learning Experience  
Tathali Urueta-Ortiz Department Curriculum & Pedagogy, Faculty of Education, University of British Columbia

**Day 3 Timeslot 14**

**Poster**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

**Poster**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

**Poster**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

Motivating Adolescent English Language Learners to Study the Sciences  
Cynthia Sijia Zhu University of Toronto- OISE

SUPPORTING SCIENTIFIC THINKING: A TRANSPLANT FROM HISTORY EDUCATION  
Judy Wearing Queen's University

Conducting Educational Research: Things Your Methods Professor Never Told You  
Melissa Dol Wilfrid Laurier University

**Roundtable**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

Informal Learning through Community Outreach Initiatives: Science Rendezvous Kingston

**Roundtable**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

**Roundtable**  
**Faculty Poster/Roundtable Session**  
**Lowenberger Dining Hall**

Day 3 Timeslot 14

Lynda Colgan Associate Professor Faculty of Education  
Queen's University

Science Education and the Public Interest

Leo Elshof Acadia University

Implementation of Workplace Hazardous Material Information System  
training into science teacher education: Legal issues arising from the  
classroom and practicum experiences.

Gerald Laronde Nipissing University

Contextualizing Mathematics Instruction: Integrating Kosraean  
Cultural Ways of Knowing in Numbering and Counting Systems

Latika Raisinghani University of British Columbia

Day 3 Timeslot 15

**Multipaper Session**

**TBA**

**Welch Hall 202**

Four Years On "" Some Lessons Learned with Single Sex Classes for  
At-risk Boys

Tony Bartley Lakehead University

"qStudent Perceptions of the Relevance of Science: Examining the  
Impact of Relevance-based Curriculum Resources on Student  
Attitudes Towards Science

Jerine Pegg University of Alberta

Promoting Science Education Through a Project-Based Learning  
Environment

Selvi Roy University of Prince Edward Island

Day 3 Timeslot 16

**Multipaper Session**

**TBA**

**Welch Hall 202**

Understanding the Public Interest in Science: Examining radio call-in  
shows

G. Michael Bowen Mount Saint Vincent University

USING NEWSPAPERS TO PRESENT SCIENCE IN THE  
CLASSROOM: AN EXPLORATORY STUDY

Giuliano Reis University of Ottawa

Facilitation of Scientific Literacy using Communication Technology

Shireen VanBuskirk Queen's University

The Effect of Reading Refutation Text on Science Misconceptions  
Held by Students in Grades 3 and 4

Christine Tippett University of Ottawa

Day 3	Timeslot 17	<b>Multipaper Session</b>		
		<b>TBA</b>		
		<b>Welch Hall 202</b>		
		The E4E School-as-a-Community Project		
		Jeff	Scott	Nipissing University
Linking school science to local communities: Orientations and future challenges				
		Xavier	Fazio	Brock University
Evidence of productive disciplinary engagement during science inquiry				
		Carol	Rees	Thompson Rivers University



Day 4	Timeslot 20	<b>Symposium</b>		
		<b>---</b>		
<b>Welch Hall 204</b>				
Symposium: Critical discussions of graduate student progressions through graduate science education programs "" Their work viewed				
		G. Michael	Bowen	Mount Saint Vincent University



CAEP

Day 1	Timeslot 5	<b>Multipaper Session</b>		
		<b>Understanding and Promoting Healthy Living</b>		
		<b>Welch Hall 205</b>		
		Psychologists' and Teachers' role in developing Health Promoting Schools to improve health literacy, wellbeing, and behaviours		
		Linda	Thomas	Brock University
Learning to Overcome Difficult Conditions: Trials and Successes in Completing Regular Medical Adherence				
		George	Carani	McGill University



Day 2	Timeslot 7	<b>Multipaper Session</b>		
		<b>What we can Learn from the Perspectives of Gifted Adolescents</b>		
		<b>Welch Hall 8G</b>		
Concurrent Enrollment: High-achieving secondary students' perspectives on acceleration				



Day 2 Timeslot 7	<p>Lynn Dare Western University</p> <hr/> <p>Development from early adolescence to emerging adulthood: What the perspectives of highly gifted students and their parents can teach us.</p> <p>Harry Killas Emily Carr University of Art + Design</p>	
Day 2 Timeslot 9	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Challenges in Supporting Students' Emotional Health within our Schools</b></p> <p style="text-align: center;"><b>Welch Hall 207</b></p> <hr/> <p>Physical activity, school climate, and the emotional health of adolescents: Findings from 2010 Canadian Health Behaviour in School-Aged Children (HBSC) study</p> <p>Mary-Anne Reid Queen's University</p> <hr/> <p>School attendance and building community: Troubling school absenteeism policies</p> <p>Renira Vellos University of British Columbia</p> <hr/> <p>Students Speak Out on their Cyberbullying Experiences in a Saskatchewan School</p> <p>Laurie-ann Hellsten Department of Educational Psychology and Special Education, Graduate Studies and Research, College of Education, University of Saskatchewan</p>	
Day 2 Timeslot 10	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Toward School Success for Children with Hearing Loss</b></p> <p style="text-align: center;"><b>Welch Hall 207</b></p> <hr/> <p>Assessing Children's Development of American Sign Language</p> <p>Charlotte Enns University of Manitoba</p> <hr/> <p>Sharing the burdens of communication: A framework for the inclusive management of hearing loss by students and their teachers.</p> <p>CJ Dalton Queen's University</p> <hr/> <p>Outcomes in Communication, Academic and Social Functioning after Cochlear Implantation: Voices from Children, Parents, Teachers, and Service Providers</p> <p>Christine Polihronis Carleton University; Children's Hospital of Eastern Ontario Research Institute</p>	

Day 2	Timeslot 11	<p align="center"><b>Multipaper Session</b></p> <p align="center"><b>Supporting Mental Health in Education</b></p> <p align="center"><b>Welch Hall 327</b></p>	<p align="center"><b>Multipaper Session</b></p> <p align="center"><b>Teachers' Knowledge and Perceptions of Children's Mental Health</b></p> <p align="center"><b>Welch Hall 317</b></p>	
		<p>Seeking Equity for Mental Health in Public Education in Ontario: A critical discourse analysis of four policy documents</p> <p>Shawna Lee University of Western Ontario</p>	<p>Teachers' Perceptions of Elementary Children's Mental Health Issues</p> <p>Glenda Christou Queen's University</p>	
		<p>Talking to Parents About Student Mental Health: Barriers and Enhancers to Effective Parent-Teacher Communication</p> <p>Jennifer Richardson University of Western Ontario</p>	<p>Anxiety-Related Disorders In the Primary-Junior Grades (K-3): Teacher Perceptions and Knowledge</p> <p>Gabriella Lancia Brock University</p>	
			<p>Mental Health Literacy in Teacher Candidates: Preparation for Practice</p> <p>Jennifer Dods Queen's University</p>	
Day 3	Timeslot 13	<p align="center"><b>Special Event</b></p> <p align="center">---</p> <p align="center"><b>Welch Hall 208</b></p>		
		<p>CAEP Annual General Meeting and Breakfast</p>		
Day 3	Timeslot 14	<p align="center"><b>Roundtable</b></p> <p align="center"><b>Faculty Poster/Roundtable Session</b></p> <p align="center"><b>Lowenberger Dining Hall</b></p>	<p align="center"><b>Roundtable</b></p> <p align="center"><b>Faculty Poster/Roundtable Session</b></p> <p align="center"><b>Lowenberger Dining Hall</b></p>	
		<p>Violent Video Game Playing and Attitudes Toward Violence in Real Life: Is There an Association?</p> <p>Mira Bajovic Brock Univeristy</p>	<p>Early childhood educators' perceptions of gender-role play and cultural identity in young children</p> <p>Jennifer Servos BROCK UNIVERSITY</p>	
		<p>Delinquency and High School Completion</p> <p>William Smale Trent University</p>	<p>Factors that contribute to vocabulary development in full-day and half-day kindergarten</p> <p>Sierra Holtzheuser University of Toronto</p>	
Day 3	Timeslot 15	<p align="center"><b>Multipaper Session</b></p> <p align="center"><b>Goals and Strategies for Enhancing Reading Achievement</b></p> <p align="center"><b>Welch Hall 8G</b></p>		
		<p>Predictors of reading achievement: Student goal orientations in contrast to perceived parent goal orientations</p> <p>Ami Baba University of Toronto</p>		
		<p>Investigating the Efficacy of a Literacy Program for Children with Reading Disabilities</p> <p>Samantha Sendzik Brock University</p>		

Supporting Children with Reading Disabilities across the Summer Learning Gap  
 Hilary Scruton Brock University

Day 3 Timeslot 16

**Multipaper Session**  
**Examining Teacher Knowledge**  
**Welch Hall 8G**

Moving Towards Inclusion: Teacher Knowledge, Attitudes and Practice  
 Monique Somma Brock University St. Catharines, Ont.

Educational Software Use: A Comparative Examination of Teacher Candidates' Knowledge and Confidence in the Use of Educational Software  
 Anna-Liisa Mottonen Nipissing University

Examining Preservice Teachers' Implementation of Differentiated Instruction  
 Cheryll Duquette University of Ottawa

**Multipaper Session**  
**How the Social Environment Shapes Us: The Importance of Cultural Differences in Education and Learning**  
**Welch Hall 8J**

Creativity and the Environment: Looking at differences between Canadian, Norwegian and Finnish students  
 Catharine Dishke Hondzel Western University

Decolonization of Special Education services for Indigenous students  
 Nikki Yee University of British Columbia

Day 3 Timeslot 17

**Special Event**  
**Invited Address**  
**Welch Hall 207**

2013 Robbie Case Award Recipient  
 Marion Porath 0

Day 3 Evening

**Special Event**  
**Welch Hall Atrium**

CAEP Invited Presentations by 2014 Dunlop and Crealock Award Winners/Wine & Cheese

Day 4 Timeslot 19

**Multipaper Session**  
**Examining Influences on University Students' Development of Self-regulated Learning Skills**  
**Welch Hall 208**

Self-regulated learning of Chinese students transitioning to a Canadian university: Exploring affordances and barriers to learning  
 Lindsay McCardle University of Victoria

**Multipaper Session**  
**Looking Deeper into What Makes us Tick: Challenging Traditional Conceptions of Human Experience**  
**Welch Hall 209**

Wisdom In Action: A Phenomenological Study Of Wise Acts And Practice  
 Connie Taylor Queen's University

Challenges in Group Work: Examining the Effects of Different Planning Scripts Hannah Caird University of Victoria	Writing on Adolescent Ideality: Or, Being Caught in Normal and Transgressive Life Stories Aziz Guzel York University	
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Day 4 Timeslot 20	<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
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Influence of Experience on Classroom Management Efficacy in Early Childhood Educators Heather Woods Brock University	Improving Problem Solving Skills for Students with Mathematical Learning Disabilities Andrea Palmay Queen's University	Enacting Glasser's Choice Theory in a Grade 3 Classroom: A Case Study JEFF IRVINE BROCK UNIVERSITY
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Day 4 Timeslot 20	<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
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Inclusion Coaches' Reflections and Discussions in Supporting Educators in Practice Kathy Wlodarczyk McMaster University and Brock University	Inclusion in Teacher Education - Are There Limits? Kim Calder Stegemann Thompson Rivers University	The Impact of Computer Based Programs on Working Memory and Reading in Primary Grade Children Jacqueline Hesson Memorial University of Newfoundland
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Day 4 Timeslot 20	<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	
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Exploring the Relationship between Perceptions and Behaviours in Schools: Rediscovering Perceptual Theory and Its Impact on Education Sean Schat Brock University - Graduate Student in Education (Cognition and Learning)	Community-Based Research on the Ground: Resources Needed for Running Large-scale Projects Holly Stack-Cutler Community-University Partnership for the Study of Children, Youth, and Families at the University of Alberta	
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Day 4 Timeslot 21	<b>Multipaper Session</b> <b>Research and Intervention For Children Who May Be Socially Isolated</b> <b>Welch Hall 208</b>	
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Learning Through Play: Qualitative analysis of LEGO „g-based social skill intervention for children with Autism Spectrum Disorder Jeffrey MacCormack Queen's University	
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Is social success achievable in individuals with autistic disorder?: Impact of the school environment Monica Caldeira Western University	
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Video self-Modeling as an Intervention Technique for Young Children with Selective Mutism: An Explanatory Sequential Study Poling Bork Brock University	
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Day 4	Timeslot 22	<b>Multipaper Session</b> <b>Adolescents' Strategies and Responses to Learning Difficulties</b> <b>Welch Hall 208</b>	
		A 4-year Longitudinal Study of Risk-Taking in Adolescents with Learning Disabilities John      McNamara      Brock University	
		The influence of pre and post migration grief and trauma on school adjustment and learning difficulties of immigrant children Garine      Papazian-Zohrabian      Université de Montréal	
		Strategies used by Grade 12 Students with Learning Disabilities, to Research and Write from the Internet Lori      Kirkpatrick      Brock University	

Day 4	Timeslot 23	<b>Multipaper Session</b> <b>Up-Front and Personal: New Perspectives on Teacher Planning and Student Learning</b> <b>Welch Hall 208</b>		<b>Multipaper Session</b> <b>Social Skills and Social Exclusion: Understanding and Bridging the Gaps</b> <b>Welch Hall 209</b>	
		Individual Education Plan (IEP) development for Children with Developmental Disabilities in Ontario's Schools: A Narrative Journey Karen      Gregory      University of Western Ontario		They Do Different Things': Children's Thoughts on the Social Exclusion Elizabeth      Nowicki      The University of Western Ontario	
		Beyond Academics: What it Really Means to be Able to Read Jenn      deLugt      Faculty of Education, University of Regina		The Effects of Equine Assisted Activities on Youth Social Skills and Resiliency Mary      Bouchard      Queen's University	

Day 4	Timeslot 24	<b>Multipaper Session</b> <b>The Power of Teacher Attitudes and Leadership in Supporting Inclusive Practice</b> <b>Welch Hall 208</b>	
		Elementary School Principals as Leaders of Inclusion for Students With Exceptionalities James      McInnis      Brock University Dept. of Teacher Education St. Catharines, Ont.	
		Les représentations des membres de la direction d'une école secondaire : convergence et divergence autour de la diversité et de l'inclusion Angèla      AuCoin      Université de Moncton	

Day 1	Timeslot 1	<b>Multipaper Session</b> <b>TBA</b> <b>Academic South 201</b>	
		School Administrators' Responses to Policy Layers Laura Pinto UOIT	
		Teacher Response to Standards of Practice Shirley Van Nuland UOIT	
		Constructing the teacher: an inquiry into Ontario's Equity and Inclusive Education Strategy Jeanette Cepin University of Toronto, O.I.S.E.	
Day 1	Timeslot 2	<b>Multipaper Session</b> <b>TBA</b> <b>Academic South 201</b>	
		"I don't want to stereotype, but it's true" Maintaining whiteness at the centre through the "smart Asian" stereotype in high school Rebecca Raby Child and Youth Studies Brock University	
		The racialized spaces and bodies Farhat Shahzad University of Ottawa	
		Design Literacy, Inquiry Based Interdisciplinary Learning in Action Mary Saudelli University of Calgary Qatar	
Day 1	Timeslot 3	<b>Symposium</b> <b>---</b> <b>Academic South 201</b>	
		Small rural schools in a big metrocentric world: Contours of a wicked problem Michael Corbett Acadia University	
Day 1	Timeslot 4	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 327</b>	
		Crowding the Curriculum: Changes to grade 9 and 10 science in British Columbia, 1920-1983 Cangjie Sun University of Victoria	
		Fitness and "Fat-ness": On gender, sexuality, fat-bullying and schooling	

Leigh Potvin Lakehead University, CAFE CAWSE

Progressing in our discipline: Can policy justly uphold (restorative) practice?

Owen Webb Brock University

**Multipaper Session**

**TBA**

**Welch Hall 203**

The Student Newspapers of Indian Residential School: Reading Then, Reading Now

Jane Griffith York University

Navigating Bumpy Terrain: Learning to Work Respectfully with Indigenous Communities

Helen Raptis University of Victoria

Disrupting intimate publics in response to residential school testimonial texts: The figural child and colonial futurist logics

lisa taylor Bishop's University

**Multipaper Session**

**TBA**

**Welch Hall 324**

THE SHIFTING STATUS OF DOUKHOBOR IDENTITY IN CANADA

John Friesen University of Calgary

Acadian School Inspectors, Educational Stasis and Change in Early 20th Century New Brunswick

Frances Helyar Lakehead University, Orillia Campus

Teaching French and Culture to Canadians: The Alliance Française and education diplomacy in Canada in the twentieth century

John Allison Nipissing University

**Multipaper Session**

**TBA**

**Welch Hall 324**

Critical Perspectives on the New Ontario History/Social Studies Curriculum

Tim Stanley Faculty of Education University of Ottawa

Conducting educational research within and for rural communities: An exploration of research methodologies  
 Michael Corbett School of Education Acadia University

**Day 2 Timeslot 10**

**Multipaper Session**  
**TBA**  
**Welch Hall 324**

Consolidation, Bureaucracy and the Public Schools: The Triumph of the Modern Bureaucratic Education State, 1920-1993  
 Paul Bennett Saint Mary's University

Policymakers and the Past: Educational History and Policymaking in Canada, ca. 1990-present  
 Jason Ellis Department of Educational Studies, Faculty of Education, University of British Columbia

The Impact of Progressive Education on Catholic Schools in British Columbia, 1920-1960  
 Katie Gemmell University of British Columbia

**Day 2 Timeslot 11**

**Multipaper Session**  
**TBA**  
**Welch Hall 206**

Interrogating cultures: spaces, places, and selves  
 Joy Mannette Faculty of Education York University

**Day 3 Timeslot 13**

**Multipaper Session**  
**TBA**  
**Academic South 202**

A Policy Historiography of Equity Education Policy in Ontario: Shifting Values within Policy Texts  
 Allison Segeren The University of Western Ontario

A monolithic mosaic: Critiquing commemorative narratives of nation building in Canada's capital  
 Pamela Rogers University of Ottawa

Using "Art for Education": The Growth of Illustrated Social Studies Textbooks and Resources, 1955-1970  
 Kurt Clausen Nipissing University

**Multipaper Session**  
**TBA**

Day 3	Timeslot 14	<b>Welch Hall 327</b>	
		Myths, bandwagons, and moral panics as "unwarranted certainties": A case for the foundations of education	
		David Mandzuk	University of Manitoba
		Integrated Explorations of Key Ideas in the Foundations of Education: Is this a strategy for preservation?	
		Lynn Lemisko	University of Saskatchewan
		Integrated Explorations of Key Ideas in the Foundations of Education: Is this a strategy for preservation?	
		Lynn Nelles	Calgary Public Teachers, Alberta Teachers' Association Local 38

Day 3	Timeslot 15	<b>Symposium</b>	
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		<b>Welch Hall 209</b>	
		Questioning the Enactment of Diversity in Teacher Education and Schooling	
		Dolana Mogadime	Brock University

Day 3	Timeslot 16	<b>Multipaper Session</b>	
		TBA	
		<b>Welch Hall 209</b>	
		The Insiders: How Parents Who Are Educators Navigate Their Children Through School	
		Daniel Becker	Lakehead University, Orillia Campus Heritage Place 1 Colborne St. W. Orillia, ON L2V 7Y5
		Un(der)employed & Un(der)paid: Teacher Work in the New Economy	
		Rebecca Coulter	University of Western Ontario
		Youth, Processes of Exclusion, and Neighbourhood Safety	
		Naomi Nichols	, Canadian Homelessness Research Network & the Faculty of Education, York University

Day 3	Timeslot 17	<b>Special Event</b>	
		---	
		<b>Welch Hall 324</b>	
		CAFÉ Annual General Meeting	

Day 1	Timeslot 1	<b>Symposium</b> --- <b>Welch Hall 208</b>
		Opting out: Sexual diversity and the new generation of religious exceptionalists David Burns Kwantlen Polytechnic University

Day 1	Timeslot 2	<b>Symposium</b> --- <b>Welch Hall 208</b>
		R.S. Peters' Legacy for Tomorrow's Educators Sandra Bruneau ABCDE Association of BC Deans of Education

Day 1	Timeslot 3	<b>Multipaper Session</b> TBA <b>Welch Hall 208</b>
		Art as Human Agency: Morality, Knowledge and Education Rosa Hong Chen Simon Fraser University
		Freedom and Responsibility in the Student-Teacher relationship in Higher Education Vocal Instruction Susan Boddie Acadia University, Music Faculty
		Philosophy in the Footlights: Developmental Drama for Feminist Pedagogy in Teacher Education LINDA WHEELDON CAFE; CPES

Day 1	Timeslot 4	<b>Multipaper Session</b> TBA <b>Welch Hall 208</b>
		In Plain Sight: Special Education, Governmentality, and the Production of the Exceptional Pupil Beyhan Farhadi University of Toronto
		Liquid news: Educating neoliberal political subjects Marcelina Piotrowski The University of British Columbia
		The Neoliberal Myth: Narrative Resistance to Democratic Education Bryan Metcalfe Durham Catholic District School Board

Day 1	Timeslot 5	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 208</b>	
		Unpacking aims talk: an exploration of the educational "event" in education Kent      den Heyer      University of Alberta	
		Toward a Philosophy of Teacher Education Ann      Chinnery      Faculty of Education, Simon Fraser University	
Day 2	Timeslot 7	<b>Symposium</b> --- <b>Academic South 202</b>	
		Scott Johnston's "Kant's philosophy: a study for educators" Walter      Okshevsky      Memorial University	
Day 2	Timeslot 9	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 8G</b>	
		How Can We Think About Place-based Education If We Live in an Age of Narcissists? (A Foucaultian Account on Pedagogy and the Government of Self and Others) Jason      Carreiro      Simon Fraser University	
		Impediments and Ethical Possibilities for Remembrance-Learning: Roger Simon's Provocation for Memory Work Mario      Di Paolantonio      York University	
		Creating Transformative Boundaries: Re-Imagining Education's Rituals for a Critical Pedagogy Emily      Sadowski      Simon Fraser University	
Day 2	Timeslot 10	<b>Symposium</b> --- <b>Welch Hall 8G</b>	
		"Philosophelles" in the Academy; Unique Contributions of Women Philosophers to Educational Studies Michelle      Forrest      Mount Saint Vincent University	

Day 2	Timeslot 11	<b>Special Event</b> <b>CPES Early Career Invited Lecture</b> <b>Welch Hall 8G</b>	
		Teaching Thinking: Philosophical Questions about the Teaching of Philosophy Trevor Norris Brock University	
Day 2	Timeslot 12	<b>Special Event</b> --- <b>Welch Hall 8G</b>	
		CPES Annual General Meeting	
Day 3	Timeslot 13	<b>Symposium</b> --- <b>Welch Hall 327</b>	
		Educational equity and inclusion in neoliberal times: Policy webs and school practice Stephanie Tuters OISE U/T	
Day 3	Timeslot 14	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 317</b>	
		Hermeneutics in Early Childhood Education: Intelligence as Presupposition and Prejudgement Claudia Ruitenberg Department of Educational Studies, University of British Columbia	
		Embodiment and Critical Policy Enactment: Resisting Authoritative Instrumentalism Augusto Riveros Western University	
		Teaching and learning as worlding: Beginning an ontology Matthew Kruger-Ross Simon Fraser University	
Day 3	Timeslot 15	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 317</b>	
		How Can Social Conditions Improve Inquiry? Examining Habermas' Universal Pragmatics as a Means to Attaining Truth	



Sarah	Cashmore	Ontario Institute for Studies in Education, University of Toronto
Justifying Sexual Identity Rights for LGBTTTQ Students: A Critique of Kymlicka's Comprehensive Liberalism		
Nicolas	Tanchuk	University of Western Ontario

Day 3	Timeslot 16	<b>Multipaper Session</b>	
		TBA	
		Welch Hall 206	
		Philosophic Mindedness a Half-Century Ago: Have we maintained or lost our boundaries?	
		John	Friesen
		The rise and fall of philosophy of education: An institutional analysis	
Andrew	Colgan	University of Western Ontario	
		Educational challenges of non-disciplinary ways of knowing: M. Montaigne and E. Morin.	
LUIS	FLORES GONZALEZ	PONTIFICIA UNIVERSIDAD CATOLICA DE CHILE	

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Day 1	Timeslot 2	<b>Multipaper Session</b>	
		TBA	
		Welch Hall 207	
		Between Two Worlds: Aboriginal Students' Stories of Schooling	
Sarah	Burm	The University of Western Ontario	
		A Narrative Inquiry into Aboriginal Youth & Families' Stories to Live By	
Trudy	Cardinal	University of Alberta	

Day 1	Timeslot 4 with ACDE	<b>Symposium</b>	
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		Welch Hall 324	
		Continuing the Journey of Aboriginal/Indigenous Education in Manitoba's Faculties of Education: Visioning from Individual Contributions to Collective Pathways.	

Laara Fitznor University of Manitoba

Day 1	Timeslot 7	<b>Multipaper Session</b>		
		TBA		
		Welch Hall 8J		
		Learning anew: The Aboriginal podium and panel talk as site of popular education		
		Stephen Peters	McGill University	
		Addressing Aboriginal Education: Conditions, Viewpoints, and Aspirations across Two Diverse Communities		
		Dwayne Donald	University of Alberta	
		Education: Genocide's Friend or Foe?		
		Phyllis G. Steeves	University of Calgary	

Day 2	Timeslot 9	<b>Multipaper Session</b>		
		TBA		
		Welch Hall 8J		
		Preparing non-Native teachers to teach in remote First Nations communities		
		Melissa Oskineegish	Lakehead University	
		Teachers' Work in a Remote First Nations Community in Northern Ontario: A Case Study		
		Dawn Burleigh	CSSE	
		A critical understanding of education and learning using digital networks in remote First Nations		
		Brian Beaton	University of New Brunswick	

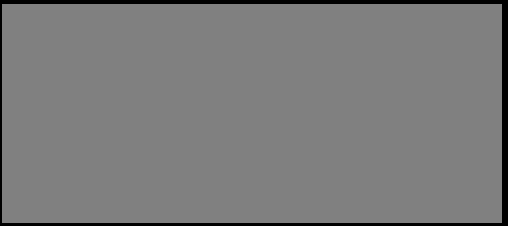
Day 2	Timeslot 10	<b>Multipaper Session</b>		
		TBA		
		Welch Hall 8J		
		"You've heard it now"• How might future teachers learn to listen?		
		lisa taylor	Bishop's University	
		Learning from not about: Indigenous knowledge as knowledge in teacher education		
		Jeannie Kerr	University of British Columbia	
		"White Riot"• Using the Analogy of a Mosh Pit to Explain Teaching in Pre-Service Teacher Candidates Aboriginal Studies		
		danielle Lorenz	University of Alberta	

Day 2	Timeslot 11	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 8J</b>		
		The Institutional and Community Capacity for Indigenous Education: A Case Study		
		Frank	Deer	University of Manitoba
		Indigenous Conceptual Frameworks for Promoting Indigenous Education		
		Selvi	Roy	University of Prince Edward Island
Reaching Out, Looking In: Reclaiming Service as Scholarship, Practice, and Indigenization				
		Maria	Rodriguez de france	University of Victoria



Day 3	Timeslot 14	<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>		
		Fractal (re)Imaginations: complexity and replication of professional practices of teachers		
		umar	umangay	Charles Sturt University Burlington, Ontario Campus

		<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	
		New Lenses for Teacher Education Programmes in Canada	
		Jennifer	Davis



Day 3	Timeslot 15	<b>Special Event</b> <b>---</b> <b>Welch Hall 208</b>		
		CASIE Annual General Meeting		



Day 3	Timeslot 16	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 208</b>		
		Race, Privilege, and De/Colonizing: White Female Teachers' Narratives of Engagement in School-based Indigenous Education		
		Brooke	Madden	UBC
		Incommensurability and Decolonization		
		Charlotte-Ann	Henay	CSSE
Decolonizing Education with A New Story: Contemporary Aboriginal Art in Public Spaces				
		Laura-Lee	Kearns	Saint Francis Xavier University



Day 3	Timeslot 17	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 208</b>			
		Challenging Bullying through Innovative Educational Research in Practice and Policy			
		Leisa	Desmoulins	Lakehead University	
			Prostitution and Gang Prevention for Aboriginal Girls		
			Dustin	Louie	University of Calgary

Day 4	Timeslot 19	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 207</b>			
		Indigenizing the city: Indigenous identifications without boundaries			
		Aubrey	Hanson	University of Calgary	
		Expanding imaginaries and possibilities for conviviality and existence in and through education			
			Cash	Ahenakew	University of British Columbia
			Creative Resistance and Colonial Education		
			Natalie	Currie-Patterson	University of Western Ontario

Day 4	Timeslot 20	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 207</b>			
		Indigenous Science Education: A Critical Conversation			
		Jeff	Baker	University of Saskatchewan	
			Partnerships as a Pathway to Decolonizing Aboriginal Education		
			Joanne	Tompkins	St. Francis Xavier University

<b>Symposium</b> <b>---</b> <b>Welch Hall 207</b>					
Representations of Educational Success: Gr. 12 Aboriginal Student's Perspectives					
Tim	Claypool	University of Saskatchewan			

Day 4 Timeslot 21	<p>A "'Weaving' of Research Methodologies: An Initiative Promoting Aboriginal Student Success</p> <p>Jacqueline Ottmann University of Calgary</p> <hr/> <p>Rebirth and Renewal: Empowerment Through Indigenous Women's Literature and the Role of Indigenous Maternal Pedagogy in Promoting Academic Success</p> <p>Jennifer Brant Brock University</p>	
Day 4 Timeslot 22	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>TBA</b></p> <p style="text-align: center;"><b>Welch Hall 207</b></p> <hr/> <p>Holistic Lifelong Learning Models: An Exploration of their Origins and Potential for Educational Systems and Life Long Learning</p> <p>Marie Battiste University of Saskatchewan</p> <hr/> <p>Indigenous Storymakers: eModels for Learning in a Digital Universe</p> <p>Ethel Gardner University of Alberta</p> <hr/> <p>E-Learning in Indigenous Contexts: Tensions, Challenges and Contradictions</p> <p>Sandra Styres OISE/University of Toronto (January 2014)</p>	
Day 4 Timeslot 23	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 207</b></p> <hr/> <p>INVISIBILITY: INDIGENOUS IN THE CITY INDIGENOUS ARTISTS, INDIGENOUS YOUTH AND THE PROJECT OF SURVIVANCE</p> <p>Susan Dion CSSE</p>	
Day 4 Timeslot 24	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>TBA</b></p> <p style="text-align: center;"><b>Welch Hall 207</b></p> <hr/> <p>No Longer "Perfect Strangers": Settler Allies</p> <p>Nancy Peters University of Sask Dept of Educational Foundations</p> <hr/> <p>Anishinaabe thought and a cosmopolis of all beings</p> <p>Christopher Beemanc Brandon University</p>	

Exploring financial literacy education and culture: An Indigenous perspective  
 Levon Blue Griffith University



CASWE

Day 1 Timeslot 1

**Multipaper Session**  
**TBA**  
**Welch Hall 8J**

Adolescent Girls' Identity and Critical Visual Literacies  
 Sarah Bonsor Kurki University of Victoria

Collaborative documentary film-making with Muslim female youth: Bringing critical digital literacies into teacher education  
 Diane Watt Werklund Foundation Centre for Youth Leadership Studies,, Werklund School of Education,, University of Calgary



Day 1 Timeslot 2

**Multipaper Session**  
**TBA**  
**Welch Hall 8J**

In Their Own Words: Latina Youth Experiences in Ontario's Urban Schools  
 Phillipa Myers University of Western Ontario

Perspectives from Critical Race Theory and Vietnamese Canadian Youth  
 Vi Vo The University of Western Ontario

Consumed, competitive and charitable citizens: The impact of neoliberalism on girls' conceptualization and enactment of citizenship  
 Leigh-Anne Ingram CEETUM/University of Quebec at Montreal



Day 1 Timeslot 3

**Multipaper Session**  
**TBA**  
**Welch Hall 8J**

Smart Girls: Surviving Academic Success in the Girl Power Era  
 Shauna Pomerantz Brock University



Day 1	Timeslot 3	Exploring notions of strong women in a secondary-school female media discussion group: "I'm not a feminist"• Caitlin Munn Brandon University	
		Negotiating the landscape of curriculum-as-plan and lived experience: Student narratives about a gender-specific vocational education initiative Sandra Parris University of Ottawa	
		Seeking time within time: Exploring female teachers' experiences as novice researchers Jennifer Mitton Kukner St. Francis Xavier University	
Day 1	Timeslot 5	<b>Multipaper Session</b> TBA Welch Hall 8J	
		Gendered Representations of "Great Canadians" in English as a Second Language Textbooks Trevor Gulliver Bishop's University	
		How has colonization impacted language gendering in the Caribbean? The case of Jamaica Marcia Malcolm McGill University	
Day 2	Timeslot 10	<b>Multipaper Session</b> TBA Welch Hall 147	
		Where is gender in Canadian Teacher Education? Lisa Starr University of Victoria Department of Curriculum and Instruction	
		Teaching for Change Across Four Gender Dimensions Sharon Abbey Brock University, Faculty of Education	
		Teacher Presentation of Self Through Dress Heather McLeod Memorial University	
Day 2	Timeslot 11	<b>Multipaper Session</b> TBA Welch Hall 147	
		The Status of Conflict in the Field of Women in Higher Education Mary Harrison York University	

Women Reflect on their Journeys toward Becoming Academics: Challenges and Supports		
Gabrielle	Young	Memorial University of Newfoundland
Reflections on "Borders and Boundaries": A Black female Department Head speaks Purpose		
Annette	Henry	University of British Columbia

Day 2	Timeslot 12	<b>Multipaper Session</b>		
		TBA		
		Welch Hall 147		
		Per/form/ing a métissage of ho[me] stories in the hy-phens		
		Veena	Balsawer	University of Ottawa
		MatriART: Feminist Genealogy and Life Teaching in Art Education		
		Erin	McCarthy	Concordia University

Day 3	Timeslot 13	<b>Multipaper Session</b>		
		TBA		
		Welch Hall 303		
		Memoir Pedagogy		
		Nancy	Taber	Brock University, Faculty of Education
		Estranging Desire: Teaching feminist anticolonial practices of reading against the grain of Empire		
		lisa	taylor	Bishop's University
		"It's harder to catch a boy because they're tougher": Children's performance and understandings of gender as they relate to storytelling in the classroom		
		Kate	Paterson	Brock University

Day 3	Timeslot 15	<b>Special Event</b>		
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		Welch Hall 327		
		CASWE Annual General Meeting		

Day 3	Timeslot 16	<b>Special Event</b>		
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		Welch Hall 327		
		CASWE Keynote		

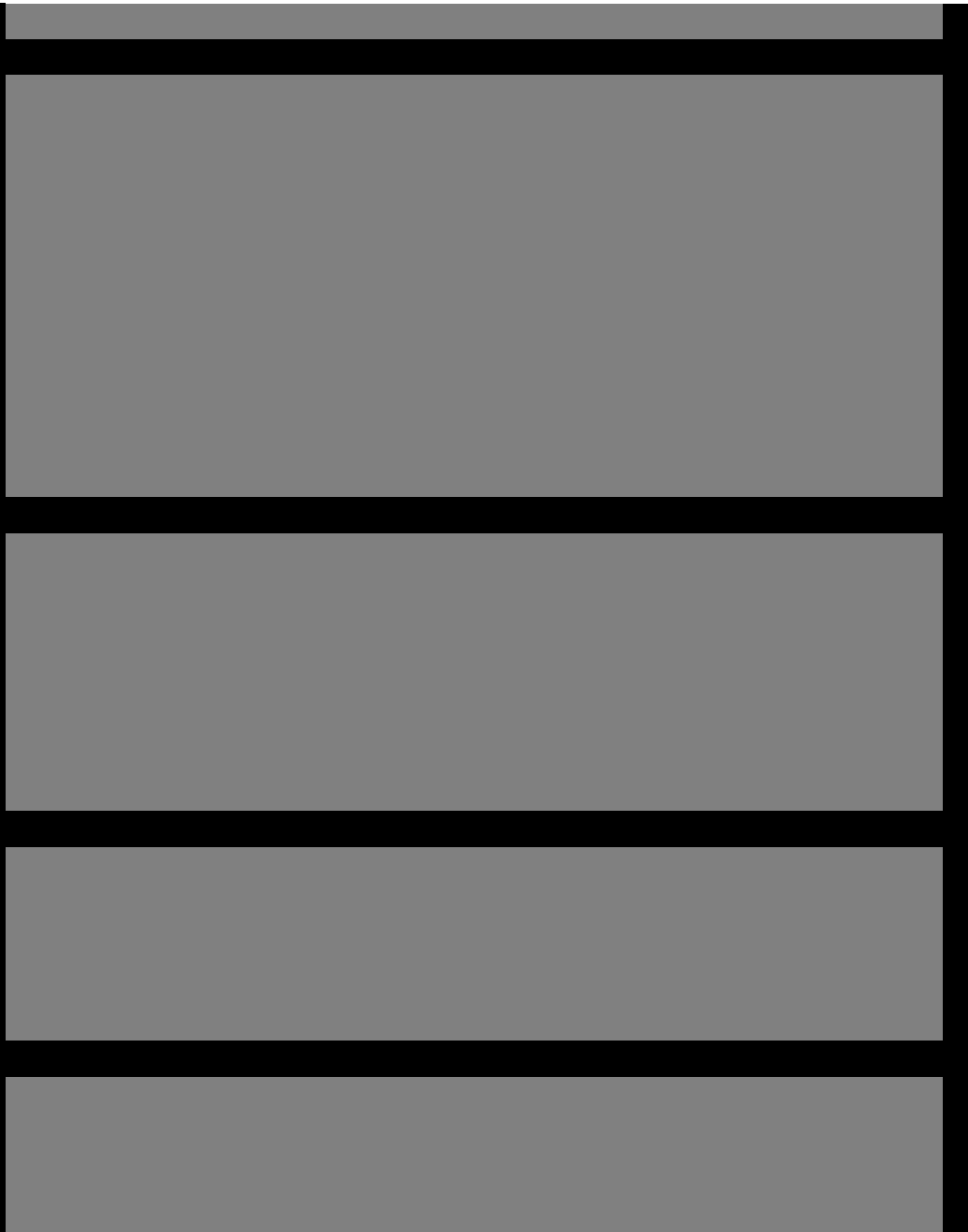


Day 4 Timeslot 19	<b>Multipaper Session</b>		
	<b>TBA</b>		
	<b>Welch Hall 8J</b>		
	A Journey of Her Own: A critical analysis of learning experiences among immigrant women: assessing transformative learning and women's resilience in community-based education programs		
	Julia Fursova	The Canadian Society for the Study of Education St. Francis Xavier University	
	Living with the Sectarian War: An Ethnographic Study of Muslim Iraqi Widows (A Proposed Research)		
	May Al-Fartousi	Brock University	
	The queen and the pauper: Narratives of privilege and othering in oriental spaces		
	Saba Alvi	University of Ottawa	

Day 4 Timeslot 20	<b>Multipaper Session</b>		
	<b>TBA</b>		
	<b>Welch Hall 8J</b>		
	Using duoethnographic research to transform our teaching about intersectionality		
	Hilary Brown	Brock University	
	Critical Friendship in Critical Situations		
	Taunya Wideman-Johnston	Nipissing University	

Day 4 Timeslot 21	<b>Symposium</b>		
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	<b>Welch Hall 8J</b>		
	Examining Our Lives as Mothers Through the Gendered Constraints of Academia		
	Spogmai Akseer	University of Toronto	

Day 4 Timeslot 22	<b>Multipaper Session</b>		
	<b>TBA</b>		
	<b>Welch Hall 8J</b>		
	"filled with the intent to be lost": Screening Lost Teachers' Desire and Aggression in Transformative Pedagogy		



Kathryn Doyle	Graduate Programme in Language, Culture, and Teaching York University
Action research for teacher candidates in combating sexual harassment, bullying and rape culture in high schools	
Lauren Quinn	Masters student at Brock University



**CASWE-QSEC**

<b>Day 1 Timeslot 4</b>	<b>Multipaper Session</b>	
	<b>Identity and Narrative</b>	
	<b>Welch Hall 206</b>	
	Researching How Sexual and Gender Minority Youth Grow into Resilience as a Process and an Outcome	
	Andre Grace	6-102 Education North University of Alberta Edmonton, AB T6G 2G5
	Exploring the Utility of Philosophy for Children (P4C) as an Indirect Anti-Bullying Measure: A Research in the Making	
Jeffrey Hankey	University of Alberta	
The Needs of Sexual and Gender Minority Youth Navigating Rural Spaces		
Wade Kelly	University of Alberta	
Comics creation with queer youth: An arts-informed case study		
Michel Levesque	Concordia University	



<b>Day 2 Timeslot 7</b>	<b>Multipaper Session</b>	
	<b>TBA</b>	
	<b>Welch Hall 147</b>	
	How to Queer Space: Queer Students Identification and Creation of Queer Welcoming and Friendly Spaces at the University of British Columbia	
	Rachael Sullivan	The University of British Columbia
	Voices and Words: Using Human Books and Scholarly Articles to understand gender and sexuality	
Yvonne Becker	University of Alberta	
Safe Spaces Campus Climate Survey: Gauging the Environment for Sexual and Gender Minority Students at the University of Alberta		
Kristopher Wells	University of Alberta	



<b>Day 2</b> <b>Timeslot 9</b>	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>TBA</b></p> <p style="text-align: center;"><b>Welch Hall 147</b></p>	
	<p>"There's No One Way to Run a GSA": Similarities and Differences among Three Gay Straight Alliances within a Canadian City</p> <p>Lindsay    Herriot    University of Alberta</p>	
	<p>Gay-Straight Alliances' (GSA) educative role in debunking HIV/AIDS-related myths and activist potential in addressing Canadian Blood Services' (CBS) policy for men who have sex with men (MSM)</p> <p>Alicia    Lapointe    The University of Western Ontario</p>	
	<p>Making Schools Better for LGBT Youth: Experiences of Gay Straight Alliance Advisors</p> <p>Julian    Kitchen    Brock University</p> <p>"De-heteronormative Journeys" : Straight teacher Allies confronting privilege</p> <p>Leigh    Potvin    Lakehead University, CAFE CAWSE (CASWE-QSEC)</p>	
<b>Day 3</b> <b>Timeslot 14</b>	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>TBA</b></p> <p style="text-align: center;"><b>Welch Hall 303</b></p>	
	<p>Back to School: Methodological Dilemmas of Queer Research in High School</p> <p>Jen    Gilbert    York University</p>	
	<p>Family Romances and Research Desires: Working with Queer Parents and their Children</p> <p>Julia    Sinclair Palm    York University</p>	
	<p>Naming and Re-Naming Trans-Youth: Ethical Considerations in Participant Representation</p> <p>Shannon    Snow    York University</p> <p>"If You Want to Know Teenagers": Close Readings in Queer Research on Adolescents</p> <p>Michelle    Miller    York University</p>	
	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>TBA</b></p> <p style="text-align: center;"><b>Welch Hall 303</b></p>	

Day 3 Timeslot 17	<p>Personal narratives against homophobic and biphobic prejudices: Assessing the importance of gender expressions in the reception by high school students of GRIS-Montréal's workshops</p> <p>Marie Houzeau GRIS-Montréal</p>		
Day 4 Timeslot 23	<p><b>Multipaper Session</b> TBA Welch Hall 8J</p>		
	<p>"People Say That I Have Girl Knees" : What Does Gender Mean at School?</p> <p>Karleen Pendleton Jimenez Associate Professor</p> <hr/> <p>Trans-formation: Experiences of transition through a drawn song</p> <p>Lauren Levesque University of Guelph</p> <hr/> <p>Becoming a gendered subject in school spaces: A case study of two gender nonconforming youth in high school washroom spaces</p> <p>Jennifer Ingrey University of Western Ontario, PhD candidate</p>		
<b>CATE</b>			
Day 1 Morning	<p><b>Special Event</b> --- Glenridge Tim Horton's</p> <hr/> <p>CATE Executive Meeting</p>		
Day 1 Timeslot 1	<p><b>Symposium</b> --- Welch Hall 207</p>	<p><b>Multipaper Session</b> Learning Communities Online Welch Hall 206</p>	
	<p>Who wants to be a teacher? How teacher education programs' admissions, recruitment, and in-program supports respond to changes in who is seeking to become a teacher</p> <p>Amanda Ferguson OISE/UT</p>	<p>What implications do online exchanges between parents/caregivers and their children's classroom teachers hold for a theory of family/school interaction?</p> <p>John Ippolito Faculty of Education, York University</p> <hr/> <p>Engaging Learning Communities through Digital Literacies in Teacher Education</p> <p>Isha DeCoito York University</p>	

		FELConline ""An Online Learning Community for the Field Experience Triad Diana Petrarca UOIT		
Day 1	Timeslot 2	<b>Symposium</b> --- <b>Academic South 202</b>	<b>Multipaper Session</b> <b>Identity and Narrative</b> <b>Welch Hall 206</b>	<b>Multipaper Session</b> <b>Mental Health</b> <b>Welch Hall 204</b>
		Toward a Pedagogy of Practicum: Action Research in Four Canadian Teacher Education Programs David Dillon McGill University	Shifts in Professional Identity Following Practicum Jodi Nickel Mount Royal University	A Mental Health Education Course for Pre-Service Teachers that went "over and above our wanting and doing"*. Mindfulness, Shared Narratives, and Service Learning Chris Gilham St. Francis Xavier University
		Teacher Education & Narrative Endings: Realism at the Cost of Dreaming David Lewkowich McGill University	Teachers' Professional Identity Development Over Their First 8 Years, With Implications for Preservice and Inservice Teacher Education Clive Beck University of Toronto	Narrative inquiry as a method to challenge the stereotyping and stigmatization of teacher candidates with mental health issues Caitlin Munn Assiniboine Community College
Day 1	Timeslot 3	<b>Multipaper Session</b> <b>Impacts on Learning</b> <b>Welch Hall 206</b>	<b>Multipaper Session</b> <b>Community and Partnerships</b> <b>Welch Hall 202</b>	
		The Effect of Pearson's Destination Imagination Classroom Edition on Teaching and Learning: A Preliminary Study of the Nova Scotia Pilot Schools 2013 "" 2014 Deborah Graham St. Francis Xavier University	Beyond Schools: Teaching and Learning in Community-Based Settings Melanie Janzen University of Manitoba	
		Taxonomy Wars: Bloom Versus Marzano JEFF IRVINE BROCK UNIVERSITY	A Model for Community-University Partnerships: Queen's Community Outreach Centre Lynda Colgan Associate Professor Faculty of Education Queen's University	
			"No Longer Business as Usual' "" Evolving Challenges and New Directions to Sustaining an Urban Community School-University Partnership Andrew Allen University of Windsor	
		<b>Multipaper Session</b> <b>Poverty, Race and Class</b>	<b>Multipaper Session</b> <b>Technology with Purpose</b>	<b>Multipaper Session</b> <b>Mathematics</b>

Day 1	Timeslot 4	<b>Welch Hall 202</b>	<b>Welch Hall 206</b>	<b>Welch Hall 204</b>
		Through a Curriculum of Parents: Reforming Storied Assumptions of Parents and Poverty Debbie Pushor University of Saskatchewan	ICT use in teacher education programs: Perspectives of instructors Zuo Chen Zhang University of Windsor	Building Mathematics Teachers' Capacity in Authentic Assessment Kim Koh University of Calgary
		Why Can't We Be Colourblind? Melanie-Anne Atkins University of Western Ontario	Electronic-portfolio development in three professional programs: Creating the conditions for connection and ownership Tim Hopper School of Exercise Science, Physical and Health Education, University of Victoria	Collaboration in Grade 8 Mathematics: Implementation of Student Tasks Mimi Kam Ontario Institute for Studies in Education University of Toronto
		Challenging Poverty and Class Bias in Education: A Multi-layered Anti-classist Agenda Terezia Zoric OISE University of Toronto	Implementation and Evaluation of a 1:1 Tablet Computing Initiative in Teacher Education Tim Pelton University of Victoria	Collaborative professional environment for mathematics teaching Zhaoyun Wang OISE University of Toronto
Day 1	Timeslot 5	<b>Multipaper Session</b> <b>Teachers Learning Lessons</b> <b>Welch Hall 204</b>	<b>Multipaper Session</b> <b>Negotiating Challenges</b> <b>Welch Hall 206</b>	<b>Symposium</b> --- <b>Welch Hall 202</b>
		Sustained teacher learning in multi-modal and social contexts: Explorations, benefits and limitations Mary Kooy OISE/University of Toronto	Exploring literacy teacher educators' negotiations of a critical stance in pre-service teacher education Pooja Dharamshi OISE/University of Toronto	Sticking, Stumbling and Swimming into Relations: Indigenizing Mainstream Teacher Education Lisa Korteweg Faculty of Education Lakehead University Thunder Bay ON
		Impacting policy through practice: Lessons Learned from a Canadian Teacher Union's Collaborative Approaches to Professional Learning in British Columbia Charlie Naylor, Additional authors: Norma Jamieson and Tracy Sullivan, Richmond School District	Pre-service educators and anti-homophobic pedagogy: Interrupting and Challenging LGBTQ oppression in schools Laura-Lee Kearns Saint Francis Xavier University	
Day 2	Timeslot 7	<b>Symposium</b> --- <b>Welch Hall 327</b>	<b>Multipaper Session</b> <b>Navigating Confidence, Theory, and Self</b> <b>Welch Hall 317</b>	<b>Symposium</b> --- <b>Welch Hall 305</b>
		Curiosity and Change: Educator Reflective Practice a Catalyst for Organizational Change Rachel Ryerson Ministry of Education, Ontario	Developing Teacher Candidates' Confidence and Self-Efficacy Through Reflection and Supervising Teacher Support Glenda Black Schulich School of Education, Nipissing University	It's all about the practicum, and other myths of Teacher education Katherine Sanford CSSE
			Navigating the Nexus of Theory-Practice: Exploring Teacher Candidates' Understandings of Meaningful Contexts for Professional Learning Kathy Broad University of Toronto	

		<p>"Self-Realization in Teachers--The Gratitude Component"</p> <p>David Jones Faculty of Education, University of Calgary, Calgary, AB</p>		
Day 2	Timeslot 9	<p><b>Multipaper Session</b></p> <p><b>Inquiry in Teacher Education</b></p> <p><b>Welch Hall 327</b></p>	<p><b>Multipaper Session</b></p> <p><b>Studying the Study of Teacher Education</b></p> <p><b>Welch Hall 317</b></p>	
		<p>Exploring the Role of the Inquiry Group in Supporting Educators' Teaching for Social Justice through Canadian Literature</p> <p>Lynne Wiltse University of Alberta</p>	<p>The Struggle to Study Teacher Education Nationally</p> <p>Mark Hirschhorn University of New Brunswick</p>	
		<p>Creating a Narrative Inquiry Teacher Education Discourse Community:</p> <p>Darlene Ciuffetelli Parker Brock University</p>	<p>Probing for the essential in teacher education program design: A comparison of two innovative teacher education programs</p> <p>Lynn Thomas Faculté d'éducation, Université de Sherbrooke</p>	
		<p>Methodological approaches, authenticity criteria and challenges in being a teacher-researcher</p> <p>Konstantinos Alexakos CATE</p>	<p>The Role of Support for Teacher Candidates in a Two-Year Pre-Service Program</p> <p>Nathalie Rothschild OISE/University of Toronto</p>	
Day 2	Timeslot 10	<p><b>Symposium</b></p> <p>---</p> <p><b>Welch Hall 327</b></p>	<p><b>Multipaper Session</b></p> <p><b>Cross the Border</b></p> <p><b>Welch Hall 317</b></p>	
		<p>How Can The Collaborative Process Inform The Theory/Practice Divide In Teacher Education?</p> <p>Jackie Button OISE/University of Toronto</p>	<p>Rocky border crossings: Teachers and children negotiating competing discourses</p> <p>Leigh O'Brien SCATE-TATE University of New York at Geneseo</p>	
			<p>On the threshold of justice: Rethinking "intervention" in social justice teacher education</p> <p>Lee Airton York University</p> <p>Understanding Resistance: Borders, Boundaries, and Bridges in Social Justice Leadership</p> <p>Snezana Ratkovic Brock University</p>	
Day 2	Timeslot 11	<p><b>Special Event</b></p> <p><b>CATE Invited Panel</b></p> <p><b>Academic South 202</b></p> <p>Diversity in Teacher Education</p>		
Day 2	Timeslot 12	<p><b>Special Event</b></p> <p>---</p> <p><b>Academic South 202</b></p>		

		CATE Annual General Meeting and Dissertation Awards								
Day 2	Evening	<b>Special Event</b> --- <b>Alphie's Bistro</b>								
		CATE Dinner								
Day 3	Timeslot 13	<b>Symposium</b> --- <b>Welch Hall 324</b>			<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 317</b>					
		Diverse Perspectives, Common Themes: Research on Future Teachers' Learning of Language, Culture and Communities			Bridging the Gap: Findings from an investigation into an induction-by-mentoring model to enhance beginning teacher experiences					
		Reed	Thomas	Ontario Institute for Studies in Education / University of Toronto	Lynn	Lemisko	University of Saskatchewan			
					Teacher Candidates' Perspectives of the Benefits and Challenges of Practicum Peer Mentorship					
					Arlene			Grierson	Nipissing University	
Day 3	Timeslot 14	<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>			<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>			<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>		
		Teacher Identity in a Test-preparation Discourse: Perspectives from a Self-study			Intersecting Identity, Evolving Practice: An Historical Retrospective of One Mentorship Pairing			Changing Teaching Identities in the Alternative Program		
		Hong	Fu	University of Victoria	Kathy	Mantas	Nipissing University Schulich School of Education	Lee Anne	Block	university of winnipeg, faculty of education
	Developing Teacher Identity: Towards a Curriculum for Self-Authorship			ASSESSING TEACHER DISPOSITIONS USING THE Q-SORT METHOD - Phase 2 - MASTER TEACHERS			Teacher Candidates' Reform Mindedness and Their Practicum Experiences			
	Awneet	Sivia	University of the Fraser Valley Teacher Education Program	Kim	Calder	Thompson Rivers University	Alexander	Antropov	University of Toronto	
Day 3	Timeslot 14	<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>			<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>			<b>Poster</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>		
		Teacher efficacy to teach English language learners in mainstream classrooms			Encouraging Educators to go deeper into the roots of Inequities: Challenging A Well-Intentioned Equity Initiative			What are the perceived challenges that confront Black elementary school principals or administrators in leadership, learning, and school change as they advocate for social justice issues?		
		Farahnaz	Faez	University of Western Ontario	Manu	Sharma	University of Windsor	Evra	Trought-Pitters	Brock University
		The Facets of Co-facilitating an Academic Writing Group								
		Jennifer			Lock			University of Calgary		



Day 3	Timeslot 14	<p align="center"><b>Poster</b></p> <p align="center"><b>Faculty Poster/Roundtable Session</b></p> <p align="center"><b>Lowenberger Dining Hall</b></p>	<p align="center"><b>Poster</b></p> <p align="center"><b>Faculty Poster/Roundtable Session</b></p> <p align="center"><b>Lowenberger Dining Hall</b></p>	<p align="center"><b>Poster</b></p> <p align="center"><b>Faculty Poster/Roundtable Session</b></p> <p align="center"><b>Lowenberger Dining Hall</b></p>
		<p>The Influence of Parental Control on the Relationship between ADHD Symptomology and Academic Performance: A Moderation Model</p> <p>Fiona Meek University of Ottawa</p>	<p>Supporting Students with Depression and Anxiety in the Classroom: Perceived Challenges and Barriers</p> <p>Melissa De Riggi McGill University</p>	<p>Reading Rocks with Dogs! Examining the Impact of Interactions with Therapy Dogs on Children's Reading Fluency, Reading Enjoyment, and Reading Engagement</p> <p>Chilise Jones-Cowser Brock University</p>
Day 3	Timeslot 15	<p align="center"><b>Multipaper Session</b></p> <p align="center"><b>Teachers on the Way In</b></p> <p align="center"><b>Welch Hall 305</b></p>	<p align="center"><b>Multipaper Session</b></p> <p align="center"><b>Diversity in Education</b></p> <p align="center"><b>Welch Hall 311</b></p>	<p align="center"><b>Special Event</b></p> <p align="center"><b>Grad Student Event</b></p> <p align="center"><b>Welch Hall 324</b></p>
		<p>Intake variables and practicum success: A three-year study to increase the effectiveness of admission procedures in teacher education</p> <p>Sheryl MacMath University of the Fraser Valley</p>	<p>Reflective diversity work with pre-service education students: Unravelling and exploring limitations and possibilities</p> <p>Leanne Taylor Brock University</p>	<p>Turning ideas into Publications: A working session</p> <p>Lisa Starr 0</p>
		<p>From the BEd applicant profile to graduation: Evolving conceptions of diversity</p> <p>Victorina Baxan Ontario Institute for Studies in Education, University of Toronto</p>	<p>Student engagement in an urban context</p> <p>Steve Cardwell Vancouver School District, UBC</p>	
		<p>Canadian pilot survey on professional ethics in initial teacher education</p> <p>Bruce Maxwell Université du Québec à Trois-Rivières</p>	<p>Embracing Diversity in Education</p> <p>Catherine Whalen CATE</p>	
Day 3	Timeslot 16	<p align="center"><b>Multipaper Session</b></p> <p align="center"><b>Impact of Practicum Design</b></p> <p align="center"><b>Welch Hall 305</b></p>	<p align="center"><b>Multipaper Session</b></p> <p align="center"><b>Beyond the Classroom in Teacher Education</b></p> <p align="center"><b>Welch Hall 311</b></p>	<p align="center"><b>Multipaper Session</b></p> <p align="center"><b>Who are We Teachers</b></p> <p align="center"><b>Welch Hall 317</b></p>
		<p>Benefits and Challenges of Three Innovative Practicum Models in Teacher Education: Peer Mentorship, Service Learning and International Placements</p> <p>Maria Cantalini-Williams Nipissing University</p>	<p>Partnerships in Teacher Development: Effective School-Based Pre-Service Teacher Education</p> <p>Wendy Barber University of Ontario Institute of Technology</p>	<p>Robert S. Patterson: The Man and his Effect on Alberta Teacher Education</p> <p>Jonathan Anuik University of Alberta</p>
		<p>Considering teacher education reform: What can we learn from the practices of innovative educators?</p> <p>Joanne Reid Brock University</p>	<p>Popular culture, the subjective warrant, and teacher identity: Implications for pre-service teacher education</p> <p>Tim Fletcher Brock University</p>	<p>How is the concept of the Teacher Educator being constructed in Canadian university job advertisements?</p> <p>Anne Hales University of British Columbia</p>
		<p>Teaching Narratives in a Digital Age: Sharing and Learning from our Experiences through Multimedia</p> <p>Nan (Nancy) Stevens Thompson Rivers University</p>	<p>How do teacher candidates prioritise their concerns for teaching in culturally diverse/unfamiliar contexts?</p> <p>Lydia Burke University of Calgary</p>	<p>We lead who we are: A collaborative inquiry to inform educational leadership praxis in contexts of diversity</p> <p>Lisa Starr University of Victoria Department of Curriculum and Instruction</p>

Day 3 Timeslot 17	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Academic South 202</b></p> <p>CATE Keynote</p> <p>Jennifer Rowsell Brock University</p>		
Day 4 Timeslot 19	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Collaboration and Community</b></p> <p style="text-align: center;"><b>Welch Hall 202</b></p> <p>Scaffolding Students' Transition to High School: A Collaborative Inquiry between Elementary and High School Literacy Teachers</p> <p>Katia Ciampa Brock University</p> <p>Together: Context and Community for Indigenous Student Success in Public Education</p> <p>Martha Moon Lakehead University</p>	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Digital Age Approaches</b></p> <p style="text-align: center;"><b>Welch Hall 203</b></p> <p>Teaching Narratives in a Digital Age: Sharing and Learning from our Experiences through Multimedia</p> <p>Susan Barber Simon Fraser University</p> <p>How does a Lego Robotics activity enhance the engagement of youth in an underprivileged community in science, technology, engineering, and mathematics and 21st century skills?</p> <p>Shireen VanBuskirk Queen's University</p>	
Day 4 Timeslot 20	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Welch Hall 202</b></p> <p>Ways of Knowing and Moving in Human Movement Education: Learning about All Our Relations</p> <p>LeAnne Petherick Faculty of Kinesiology and Recreation Management University of Manitoba</p>	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Deep Knowledge and Research</b></p> <p style="text-align: center;"><b>Welch Hall 203</b></p> <p>Deepening Knowledge and Learning about Resistance</p> <p>Jean-Paul Restoule University of Toronto</p> <p>Irises, Agency and Action Research: Developing Teacher Leaders for Social Justice</p> <p>Cathryn Smith University of Manitoba</p>	
Day 4 Timeslot 21	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Multiple Modal, Multiple Knowledge</b></p> <p style="text-align: center;"><b>Welch Hall 202</b></p> <p>The Multiple Knowledge Bases and Complex Identity Required to be a Literacy Teacher Educator</p> <p>Clare Kosnik University of Toronto</p> <p>"I wish to use a multimodal approach to teaching": Teacher candidates (re)conceptions of 21st century literacy learning</p>	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Assessment and Innovation</b></p> <p style="text-align: center;"><b>Welch Hall 203</b></p> <p>The (re)construction of 4th year pre-service ESL teachers' beliefs and practices about evaluation and its impact on their learning to teach process</p> <p>Alexandre Mesquita Université de Sherbrooke</p> <p>Interdisciplinarity as Innovative Practice for Assessment in Teacher Education</p>	

Marianne McTavish	The University of British Columbia	Zeffie Nicholas	Charles Sturt University, Burlington Ontario
Experienced English Teachers' Interacting Narratives and the Intentional Design of Personal Practical Knowledge		ASSESSMENT FOR LEARNING IN TEACHER EDUCATION PROGRAMS: NAVIGATING THE JUXTAPOSITION OF THEORY AND PRAXIS	
Laura Hegge	OISE/UT	Christopher DeLuca	Faculty of Education, Queen's University

Day 4 Timeslot 22	<b>Multipaper Session</b> <b>Interviews and Professional Learning Communities</b> <b>Welch Hall 202</b>		<b>Multipaper Session</b> <b>Images and Realities of a Teacher</b> <b>Welch Hall 203</b>	
	When the Interview is the Only Hiring Filter: 10 Things New Teachers Need to Know		Becoming a teacher: Emerging understandings of literacy, diversity and social justice	
	Nancy Maynes	Nipissing University Schulich School of Education	Laurie Leslie	Lakehead University Please note that Mary Clare Courtland and Darcy Courtland are also authors of this paper
	Fostering Teacher Capacity Through University-School Professional Learning Communities		Developing Competencies for Education for Sustainable Development: A Case Study of Canadian Faculties of Education	
	Renée Bourgoin	University of New Brunswick	Laura Sims	Université de St. Boniface Winnipeg, MB
Contested Sites in Education: The Quest for the Public Intellectual, Identity and Service		Impacting the Social Imaginary of Teachers Using Canadian Children's Literature: A Social Justice Lens		
Karen Ragoonaden	UBC Okanagan	Heather Phipps	McGill University	

Day 4 Timeslot 23	<b>Multipaper Session</b> <b>Teaching Experience in Different Contexts</b> <b>Welch Hall 202</b>		<b>Multipaper Session</b> <b>Curriculum Areas in Teacher Education</b> <b>Welch Hall 203</b>	
	Canadian Volunteer Teachers' confirmed, modified, and denied expectations about teaching abroad		Game Changer: Toward a Mutual Interrogation of Mathematics and Visual Arts	
	Gloria Romero	University of Ottawa	Roberta La haye	Mount Royal University
	A Qualitative Study about Teaching in a Canadian Independent School for Boys: Female Teacher Perspectives		Canadian History for Teachers: A Case Study of Innovation in Teacher Education	
Bruce Maxwell	Concordia University	Amy von Heyking	University of Lethbridge	

Day 4 Timeslot 24	<b>Symposium</b> <b>---</b> <b>Welch Hall 202</b>	
	War and the Canadian Experience: Teachers' Professional Development Tour in France and Flanders	
	A. Seward	The University of New Brunswick

CATE-CAREC

Day 1	Timeslot 5	Symposium --- Welch Hall 207	
		Using Teacher Research to Apply the Reggio Emilia Approach in Northern Ontario Kindergartens Jeffrey Wood Laurentian University	

Day 4	Timeslot 19	Symposium --- Welch Hall 204	
		Localised responses to globalised imaginaries in early childhood education: Studies from Canada and Australia Erica vanRoosmalen Charles Sturt University/Halton Catholic DSB	

Day 4	Timeslot 20	Roundtable Faculty Poster/Roundtable Session Lowenberger Dining Hall	Roundtable Faculty Poster/Roundtable Session Lowenberger Dining Hall	Roundtable Faculty Poster/Roundtable Session Lowenberger Dining Hall
		Screen Time is Here to Stay: Associations Between Watching Pro-social Video Content and Preschoolers' Socio-Emotional Development Jo Ann Iantosca University of Western Ontario	The Early Years: An Exploration of the Experiences and Needs of Novice Early Childhood Educators in British Columbia Laura Doan University of Calgary	Pre-school math and culture: a case study of three South-Asian dyads playing a board game Ann Anderson University of British Columbia
	Kindergarten Teacher's Inquiry Projects In a Specialized Bachelor of Education Program Practicum Alaina Roach O'Keefe University of Prince Edward Island	Developing Ecoliteracy In Early Childhood: Reflections From the Border Between Theory and Practice Chris Filler University of Victoria Faculty of Education Curriculum & Instruction	Understanding the Importance of Recess through Children's Eyes Lauren McNamara Brock University	
	Roundtable Faculty Poster/Roundtable Session Lowenberger Dining Hall	Poster Faculty Poster/Roundtable Session Lowenberger Dining Hall		
Day 4	Timeslot 20	Early Childhood Educators Re-working the Boundaries between Pedagogical Practice and Pedagogical Leadership by Doing Pedagogical Narrations Iris Berger University of British Columbia	Nature Poverty in one Urban Kindergarten Classroom: A Teacher's Journey in Inviting Nature to a Kindergarten Classroom farveh ghafouri Fanshawe College	
		Research program evaluation of Camp Discovery Quebec 2013: A pilot ECD program Zahra Punja University of Toronto		
	Poster	Poster	Poster	

		Faculty Poster/Roundtable Session	Faculty Poster/Roundtable Session	Faculty Poster/Roundtable Session
Day 4	Timeslot 20	Lowenberger Dining Hall	Lowenberger Dining Hall	Lowenberger Dining Hall
		<p>Early Childhood Educators' Knowledge and Understanding of Early Literacy Development and Instruction</p> <p>Julia Forgie University of Toronto</p>	<p>Teacher-Student Relationships in Kindergarten Children with ADHD</p> <p>Meghan Ghadaksaz University of Ottawa</p>	<p>Parental Involvement in Family Literacy Interventions: Contributing to the Care and Education of Young Canadians</p> <p>Maria Bastien University of Ottawa</p>
Day 4	Timeslot 21	<p><b>Multipaper Session</b></p> <p>TBA</p> <p>Welch Hall 204</p>		
		<p>Can't we all just get along? Integrating academics and developmental appropriateness in kindergarten</p> <p>Angela Pyle Werklund School of Education University of Calgary</p>		
		<p>Design Based Learning for Intellectual Engagement of Early Learners</p> <p>Michele Jacobsen Werklund School of Education University of Calgary</p>		
		<p>A case study of one young child's making meaning and negotiating identities through play</p> <p>Harini Rajagopal University of British Columbia</p>		
		<p>A CONTINUUM OF PLAY IN LEARNING: MULTIPLE PERSPECTIVES ON PLAY AND HAPPINESS IN THE EARLY PRIMARY GRADES</p> <p>Scott Hughes The Vancouver School Board</p>		
Day 4	Timeslot 22	<p><b>Multipaper Session</b></p> <p>TBA</p> <p>Welch Hall 204</p>		
		<p>Challenging the normative expert-novice transmission view of mentoring: Learnings from a work site-embedded ELCC program for immigrant and refugee women</p> <p>Carole Massing Grant MacEwan University</p>		
		<p>Authoring professional identities: Immigrant and refugee women's experiences in an early childhood teacher education program</p> <p>Christine Massing University of Alberta</p>		
		<p>A Day in the Life: An Analysis of a Methodology for Understanding Young Culturally and Linguistically Diverse Children's Transition to School</p> <p>Lori McKee Western University</p>		

Day 4	Timeslot 24	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 204</b>		
		It Takes a Child to Raise a Village: The Impact of Family and Community Engagement Strategies in Three Ontario Communities		
		Glenda	Black	Schulich School of Education, Nipissing University
		Engaging Aboriginal Families and Children in Literacy Through Family Literacy-Focused Professional Development with Early Childhood Educators		
		Jan	Hare	University of British Columbia
Children's social and self-regulation outcomes in Ontario's full-day and half-day kindergarten programs				
Janette	Pelletier	Dr. Eric Jackman Institute of Child Study OISE, University of Toronto		



**CATE-PHETE**

Day 1	Timeslot 1	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 303</b>		
		Pre-service teachers' preparation experiences with physical education and daily physical activity: A qualitative exploration		
		Jennifer	Robertson-Wilson	Department of Kinesiology and Physical Education, Wilfrid Laurier University
		Gameful design in Teacher Education: Video-gaming insights informing learning and teaching in PE		
Tim	Hopper	School of Exercise Science, Physical and Health Education, University of Victoria		
Practical Teaching Experiences of PHETE Students Outside of Practicum: Which are Beneficial and Why?				
Nathan	Hall	University of Winnipeg		



Day 2	Timeslot 10	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 311</b>		
		Changing perspectives of physical education teachers: A self study		
Kellie	Baker	CATE (PHETE)		



A Temporal Analysis of Emotions in Girls' Secondary School Physical Education Games and Fitness Classes  
 Amber Muir Brock University

Operationalizing a philosophy: Ideas and possibilities for a pedagogical model for physical literacy  
 Tim Fletcher Brock University

**Day 3 Timeslot 14**

**Special Event**  
 ---  
**Welch Hall 311**

PHETE Annual General Meeting

**Day 3 Timeslot 15**

**Multipaper Session**  
 TBA  
**Welch Hall 147**

Dancing Like Indians: Some Thoughts about Hegemony and Indigenous Education  
 Jeanne Kentel University of British Columbia

Boundaries and Borderlands: Exploring the liminal spaces on the way from here to there  
 MAUREEN CONNOLLY DEPARTMENT OF PEKN BROCK  
 UNIVERSITY ST. CATHARINES  
 ONTARIO CANADA L2S 3A1

Cultivating Pedagogical Connection: Exemplars of Interactive Flow in Salsa Dance and Equestrian Arts  
 Rebecca Lloyd University of Ottawa

**CATE-SSTEP**

**Day 1 Timeslot 3**

**Multipaper Session**  
 TBA  
**Welch Hall 303**

Successful Pedagogy Rooted in Social Justice: An Autobiographical Study  
 John Vitale Nipissing University

Transformative frameworks for promoting diversity  
 Karen Ragoonaden UBC Okanagan

Critical Friendship as Critical Pedagogy: Developing Pedagogies of Change through Collaborative Self-Study

Shawn Bullock Simon Fraser University

**Multipaper Session**

TBA

Welch Hall 303

Day 1 Timeslot 5

Action, Reflexivity, the Stranger, and Collaborative Self-Study

Tom Russell Queen's University

Exploring How Partnership Shapes the Researcher and the Research Through Collaborative Self-Study

Morgan Gardner Memorial University of Newfoundland

**Multipaper Session**

TBA

Welch Hall 206

Day 3 Timeslot 14

Measuring What I Value as a Teacher Educator

Arlene Grierson Nipissing University

Overlapping communities of practice: Teacher candidates' experiences of in-school seminars

Gladys Sterenberg Mount Royal University

Annual General Meeting

CATE-TATE

**Multipaper Session**

TBA

Welch Hall 303

Day 1 Timeslot 2

English Language Arts Teachers' Professional Learning: A Bakhtinian Perspective

Sardar Anwaruddin OISE, University of Toronto, Canada; North South University, Bangladesh

Design Based Research On Continuous Professional Development With Pervasive Learning Technology

Michele Jacobsen Werklund School of Education, University of Calgary

Collaborative Instructional Design and Course Development

Sarah Eaton University of Calgary

**Multipaper Session**



Day 1	Timeslot 3	TBA		
		Welch Hall 204		
		Use the Microteaching Lesson Study Approach to Develop Preservice Teachers' Capacity in Teaching Science with Technology		
		George	Zhou	University of Windsor
Faculty Stories: Developing Knowledge of Technology Enhanced Teaching				
		Kamini	Jaipal Jamani	Brock University
Principals' Technology Leadership: A Mixed Methods Case Study				
		Barb	Brown	University of Calgary

Day 2	Timeslot 9	Multipaper Session		
		TBA		
		Welch Hall 305		
		Facilitating 21st Century Teacher Education		
		Camille	Rutherford	Brock University
Examining the Use of Collaborative On-Line Tools for Teaching and Learning				
		Julie	Mueller	Wilfrid Laurier University
An inquiry-based approach to the integration of digital technologies in a pre-service teacher education program				
		Norman	Vaughan	Mount Royal University

Day 3	Timeslot 13	Multipaper Session		
		TBA		
		Welch Hall 204		
		Flipped Classrooms: Teacher and Student Perspectives		
		Norma	Nocente	University of Alberta
Flipping Out: Investigating the Potential of Technology, the Inverted Classroom and Visual Arts				
		Christine	Cho	Nipissing University Schulich School of Education
To Teach Is To Learn Twice: Embedded Online Peer Mentoring Support in a First Year Education Course				
		Kayla	Clampitt	Mount Royal University

Multipaper Session		
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Day 3	Timeslot 14	<p style="text-align: center;"><b>TBA</b></p> <p style="text-align: center;"><b>Welch Hall 305</b></p>					
		<p>What counts as meaningful practices in educational game play</p> <p>Beaumie Kim University of Calgary</p>					
		<p>Using Gamification to Build Teacher Knowledge about Teaching with Technology Knowledge (TPACK)</p> <p>Candace Figg Brock University</p>					
		<p>The Maze Metaphor: A Study of Teacher Learning Practices in Educational Technology</p> <p>Christopher Godfrey 0</p>					
Day 4	Timeslot 19	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>TBA</b></p> <p style="text-align: center;"><b>Welch Hall 206</b></p>					
		<p>Developing critical reflection and lifelong learning through the use of e-portfolios</p> <p>Debra Hoven Athabasca University</p>					
		<p>Expressing Emotion in an Online Learning Environment Through Nonverbal Cues</p> <p>Krystle Phirangee University of Toronto- OISE</p>					
		<p>How a Like button acts as an acknowledgement in teacher education online collaborative discourse</p> <p>Alexandra Makos OISE at the University of Toronto</p>					
Day 4	Timeslot 20	<p style="text-align: center;"><b>Roundtable</b></p> <p style="text-align: center;"><b>Faculty Poster/Roundtable Session</b></p> <p style="text-align: center;"><b>Lowenberger Dining Hall</b></p>		<p style="text-align: center;"><b>Roundtable</b></p> <p style="text-align: center;"><b>Faculty Poster/Roundtable Session</b></p> <p style="text-align: center;"><b>Lowenberger Dining Hall</b></p>		<p style="text-align: center;"><b>Poster</b></p> <p style="text-align: center;"><b>Faculty Poster/Roundtable Session</b></p> <p style="text-align: center;"><b>Lowenberger Dining Hall</b></p>	
		<p>The Impact of Cognition and Metacognition Activities on Pre-Service Teachers' Understanding of Technological Pedagogical Content Knowledge (TPACK)</p> <p>Mohamed Mustafa Faculty of Education, University of Ottawa</p>		<p>Teaching and Learning Mathematics by Explaining Your Understandings</p> <p>Leslee Francis Pelton University of Victoria</p>		<p>Mainstreaming Chinese language education in public schools: A Canadian model for Mandarin teacher training</p> <p>Min Fen Ye Brock University</p>	
		<p>Flipped Digital Citizenship in a Teacher Education ICT Course</p> <p>Robert Campbell UBC</p>		<p>PROFESSIONAL DEVELOPMENT CONSIDERING A TEACHER'S NEEDS AND FEELINGS OF SELF-EFFICACY WHEN USING THE INTERACTIVE WHITEBOARD IN ELEMENTARY SCIENCE TEACHING</p> <p>Francine Hart University of Ottawa</p>			
		<p style="text-align: center;"><b>Symposium</b></p>					

Day 4	Timeslot 24	---	
		Welch Hall 203	
		Exploring Teacher Capacity in Technology-Mediated Teaching	
		Geoff      Lawrence      York University	

CCGSE

Day 0	Timeslot 0.4	Special Event	
		Professional Development Workshop	
		Welch Hall 144	
		Writing grant and scholarship applications and proposals	
		David      Scott      University of Calgary	

Day 1	Timeslot 2	Special Event	
		Professional Development Workshop	
		Welch Hall 324	
		Approaches and Processes of Arts-based Researchers: A Panel of Arts Researchers and Teachers Society (ARTS) Members	
		John      Guiney      Acadia University Yallop	

Day 1	Timeslot 4	Special Event	
		Professional Development Workshop	
		Welch Hall 311	
		Getting published! What do graduate students need to know about publishing in refereed journals?	
		Sardar      Anwaruddin      University of Toronto	

Day 1	Timeslot 5	Special Event	
		Professional Development Workshop	
		Welch Hall 327	
		Multiple Perspectives on Successful Strategies for Grant Writing	
		Megan      Cotnam-      University of Ottawa Kappel	

Roundtable	Roundtable	Roundtable
Graduate Poster/Roundtable Session	Graduate Poster/Roundtable Session	Graduate Poster/Roundtable Session

		<b>Lowenberger Dining Hall</b>	<b>Lowenberger Dining Hall</b>	<b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	The research for library user education under the electronic environment Shuzhen Zhao University of Windsor	From Canada to China: Politics and ethics in doing transnational fieldwork Yao Xiao Department of Educational Studies, University of British Columbia	Gay-Straight Alliances (GSA) and Student Activism: A Literature Review Jenny Kassen The University of Western Ontario
		Participatory ethnography: Collaborative methods in urban and suburban Toronto secondary schools Anne wessels Ontario Institute for Studies in Education University of Toronto, PhD Candidate, Department of Curriculum, Teaching and	Education, Meet the Critical Theory of Technology - Introducing Feenberg's critical theory of technology to empower and enlighten educational discourse surrounding technology Matthew Kruger-Ross Simon Fraser University	The Next Step: A grounded theory of how teachers network to learn Robin Wilmot University of Victoria
		<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	Can Self-directed Professional Development Increase Teacher Agency and Engagement? Kerry Rose University of Alberta		Cambodian Teachers' Perspectives and Instructional Strategies on Teaching Reading in Content-Areas in Upper Elementary Classes Bopha Ong OISE
		The First Year Doctoral Experience: Reflections from Four Female Students Katie Higginbottom University of Toronto	Shaping ethnographic research through Indigenous epistemologies Aubrey Hanson University of Calgary	In The Classroom as Researchers, Teachers, and Colleagues: Narratives by Two Novices Scholars Geneviève Brisson The University of British Columbia
		<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	The Educational Implications of the Elimination of Asperger's Disorder Carlye Vroom Simon Fraser University	Aboriginal Children using multiliteracies as part of their literacy lives Melanie Brice University of Alberta	An Opportunity: Alternative education for Old Colony Low German Mennonite students Avril Saunders-Currie OISE University of Toronto
			Redefining Multilingualism - A theoretical discussion on current research. Kelly Brennan Simon Fraser University, CSSE, Griffith University, Australia	Symbolic capital of Ukrainian students in Canada Maksym Antonenko OISE/University of Toronto
		<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	Thinking methodology: Autobiography, desire and post-humanist research Marie-France Berard University of British Columbia	"Growing success" between a rock and a hard place: A Xpolicy critical discourse analysis of The Ontario Ministry of Education's policy on formative assessment Mary Ott Western University Faculty of Education	Every rainbow has a curve: Exploring the narratives of queer teacher candidates Courtenay Fleet Brock University

		"It's not dolls that make you a man or woman": Male early childhood educators' perceptions of gender issues in the early childhood classroom JENNIFER SERVOS BROCK UNIVERSITY	Towards Equitable Access to Postsecondary Education: Learning from the Voices of First Generation Students Ellyse Winter Brock University	Questioning Notions of Child as Participant: Researcher Experiences in Early Years Classrooms Laura Lane Brock University
		<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	Students' Experiences and Teachers' Perceptions of Student Belonging in Elementary School Karen O'Shea University of Ottawa	Entangled in Teaching and Learning in Adult Higher Education: A Life History Study Launa Gauthier Queen's University	Promoting Optimal Development through Recess Modifications Lauren Dunseith Brock University
		Listening to the Voices: Exploring Teacher Caring Dispositions and Adolescent Student Perceptions of Teacher Care Sean Schat Brock University - Graduate Student in Education (Cognition and Learning)	The Special Education Teaching Practices of Secondary School Teachers and Their Understandings of Policy and Professional Documents Kyle Robinson Queen's University	Exploring elementary French immersion teachers' experiences with the academic factors that influence student attrition Gabrielle Berube University of Ottawa
		<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	Schooling-Inuit Style! - The Creation of a Community School with Elders as Teachers Cathy Lee OISE-Ontario Institute for Studies in Education	Lasting effects of study abroad experiences: A collaborative autoethnography Nathalie Rothschild OISE/University of Toronto	The Influence of Visual Arts-Based Tasks on the Engagement of Two Students with Learning Disabilities Irene Melabiotis The University of Western Ontario
		Developing a Community Centre-Based Simple Foods, Positive Health, and Intuitive Eating Curriculum: Collaborative Considerations Daniel Atkinson Ontario Institute for Studies in Education / University of Toronto	Document Analysis of Ontario's School Safety Legislation (2001-2013) Alicia Hussain Queen's University	The rewards and risks of academic service participation: A doctoral student's journey Christina Skorobohacz Brock University
		<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Roundtable</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	Critical Thinking Indicators in Archived Problem-Based Learning Online Discussions of Undergraduate Science Learners. Michael-Anne Noble University of Victoria Royal Roads University	Learning Space in Alternative Educational Settings seen through an Autoethnographic lens Karen Efford University of Victoria	Values in Learning Philosophy: A Comparison of Historic and Current Education Traditions Sarah Cashmore Ontario Institute for Studies in Education, University of Toronto
		Teacher Candidates' Educational Backgrounds and their Attitudes to Research-Based Strategies in Their Mathematics Practice Teaching Alexander Antropov University of Toronto	Communicating about hearing loss: A shared approach to enhancing classroom inclusion. CJ Dalton Queen's University	Investigating our 'imagined' identities via ego renunciation: An exploration of curricular constructions of 9/11 Naureen Mumtaz University of Alberta
		<b>Roundtable</b>	<b>Poster</b>	<b>Poster</b>

		<b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	A Threshold Concept Heuristic for Exploring Student Agency in Literacy Practices Nicolas Tanchuk University of Manitoba	Performing Hands-on Science Laboratories in School Man-Wai Van Campen University of Alberta	Reading Books in the Mobile Age: Effects on the Reading Motivation, Listening Comprehension, and Cognitive Strategy Use of Grade 1 Students Katia Ciampa Brock University
		Gay-Straight Alliances (GSA) and Student Activism: Implications for Anti-Homophobic Education Alicia Lapointe The University of Western Ontario	Failing' boys and 'successful' girls: Investigating teachers' understandings of gender equity and achievement in postfeminist times Katee Van Campen The University of Western Ontario	Priming Prosocial Behavior to Augment Bystander Interventions in Bullying Situations Among Youth Victoria Della Cioppa Brock University
		<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	Wordless Books and Emergent Narrative Development: A Handbook for Educators - Dissertation Research Proposal Christina Quintiliani Brock University	"Add and stir": Framing the indigenous "other" in Canada revisited Floriane Tsering University of Victoria	Exploring Continuous Progress "" A Review of the Literature A. Bartlett University of New Brunswick
		Associations between Adolescent Ratings of Rothbart's Temperament Model and the HEXACO Personality Model Ann Farrell Brock University	Addressing Science Education Through International-Service Learning Tathali Urueta-Ortiz Department of Curriculum & Pedagogy, Faculty of Education, University of British Columbia	Multimodal Semiotics and Gestural Representations in the Classroom Sadia Banerjee PhD student, York University, Canada
		<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	21st century learning in 21st century higher education contexts: Are we meeting the needs of students with learning disabilities in Canadian post-secondary institutions? Sarah Copfer Western University	Employing Focus on Form in the English for Academic Purposes Classroom Dulani Suraweera OISE/University of Toronto and University of Colombo, Sri Lanka	The Culture of University Student Associations in Canada Josephine Steeves University of Saskatchewan
		Far Reach of Cyberbullying: From the Classroom onto the Sports Field and Back Natalie Spadafora Brock University	Exploring Classroom Assessment in the 21st Century: Implications for Classroom Practice Danielle Beckett Brock University	A FOREST KINDERGARTEN: HOW FOUR CHILDREN EXPERIENCE LEARNING AND LIVING OUTDOORS Heather Coe Ph.D. Candidate - Queen's University
		<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
Day 2	Timeslot 8	A Mixed-Methodological Study Examining a Literacy Intervention for Struggling Readers	Bridging and enacting curriculum expectations through aesthetic education: Arts-based instruction and the implications for teaching and learning	Discursive processes and critical literacy

		Nicole Franklin Brock University	Katryn Hurst Queen's University	Kate Dubensky University of Victoria
		The JET Programme and NET Scheme: A matter of teaching English or public diplomacy	To remember or to forget: Individual and collective memory in the museum	Teacher Perceptions of Diabetes Self-care at School
		Winnie Law Brock University	Jennifer Cogswell Canadian Committee for Graduate Students in Education (CCGSE)	Sean Cousins Queen's University
		<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	<b>Poster</b> <b>Graduate Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>
<b>Day 2</b>	<b>Timeslot 8</b>	Mending Wounded Hearts: Exploring Intergenerational Trauma in Descendants of Residential School and Holocaust Survivors	A study of the learning which sustains an appropriate technology	Educating students with severe cognitive disabilities: Youth perspectives on inclusion in secondary schools
		Geraldine King Carleton University,	Tracey Gurbin University of Windsor	Laura Mooney University of Calgary
		We Don't Need Another Hero: Hollywood representations of captains in team sport	Implementation of Education for Sustainable Development in Canada "A Social Cognitive Ecological Lens	A bird's eye view of chirping: The presence, variation, and impact of bullying in an elite, all boys schools
		Tracy Keats Lapointe University of Calgary	Ying Syuan Huang McGill University	Jonathan Arendt Toronto District School Board
<b>Day 2</b>	<b>Timeslot 10</b>	<b>Special Event</b> <b>Professional Development Workshop</b> <b>Welch Hall 305</b>		
		Le début de carrière en recherche: conseils et pistes de solution		
		Lizanne Lafontaine University of Quebec		
<b>Day 2</b>	<b>Timeslot 11</b>	<b>Special Event</b> <b>Professional Development Workshop</b> <b>Welch Hall 305</b>		
		Cultivating multidirectional mentor relationships		
		Lisa Armstrong 0		
<b>Day 3</b>	<b>Timeslot 15</b>	<b>Special Event</b> <b>---</b> <b>Welch Hall 303</b>		
		CCGSE Annual General Meeting		
<b>Day 3</b>	<b>Timeslot 16</b>	<b>Special Event</b> <b>---</b> <b>Learning Commons 238</b>		
		Board Meeting: Canadian Journal of New Scholars for Education		

Day 3 Timeslot 16	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;"><b>Professional Development Workshop</b></p> <p style="text-align: center;"><b>Welch Hall 303</b></p> <hr/> <p>The Canadian Doctoral Journey: Promise, Possibility, and Perseverance</p> <p>Thomas Ryan Nipissing University</p>		
Day 3 Timeslot 17	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;"><b>Professional Development Workshop</b></p> <p style="text-align: center;"><b>Welch Hall 327</b></p> <hr/> <p>Getting the most out of your graduate studies by building your professional skills and profile</p> <p>Ruth Childs University of Toronto</p>		
Day 3 Evening	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Student Alumni Centre - Isaac's Pub</b></p> <hr/> <p>CCGSE Reception</p>		
Day 4 Timeslot 20	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;"><b>Professional Development Workshop</b></p> <p style="text-align: center;"><b>Welch Hall 208</b></p> <hr/> <p>Finding focus and flow: Creative activities to unblock the writing process</p> <p>Nicola Simmons Brock University</p>		
Day 4 Timeslot 22	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;"><b>Professional Development Workshop</b></p> <p style="text-align: center;"><b>Welch Hall 206</b></p> <hr/> <p>Designing an exit strategy: Planning for failure after graduate school</p> <p>Sean Coutts University of Toronto</p>		
CERA			
	Symposium	Multipaper Session	



Day 1	Timeslot 1	<p><b>Comparative Perspectives on Equity and Standardized Testing in Canadian Education</b> Welch Hall 203</p>	<p><b>Belonging &amp; Identity in Education Settings</b> Welch Hall 8G</p>	
		<p>Comparative Perspectives on Equity and Standardized Testing in Canadian Education Arlo Kempf OISE/UT</p>	<p>Narrative Inquiry: Late-Entry Women in Academia Mary Cullinan PhD Candidate McGill University</p>	
			<p>Fostering Success: The Question of Belongingness at the Graduate Level Angela Finley University of British Columbia's Okanagan Campus</p>	
			<p>Bullying Seems to Belong in Faculties of Education. How Does Pedagogy Fit In? Eelco Buitenhuis University of Calgary</p>	
		<p>Investigating the Role of Social Identity in Collaborative Mathematical Group Work: What do Students from Stereotyped Social Groups have to Say? Lesley Dookie PhD Candidate OISE, University of Toronto</p>		
Day 1	Timeslot 2	<p><b>Symposium</b> <b>Assessing the Evidence for Decisions about Practice</b> Welch Hall 203</p>	<p><b>Multipaper Session</b> <b>Issues and Implications of Large Scale Testing</b> Welch Hall 8G</p>	
		<p>Assessing the Evidence for Decisions about Practice Ruth Childs OISE, University of Toronto</p>	<p>A Framework for Using Consequential Validity Evidence in Evaluating Large-scale Writing Assessments David Slomp Faculty of Education, University of Lethbridge</p>	
			<p>The influence of Teachers' Backgrounds on TOEFL Test Preparation in China Jia Ma Queen's University</p>	
Day 1	Timeslot 3	<p><b>Symposium</b> <b>Research and Evaluation Informing System Change and Innovation through Collaboration and Inquiry</b> Welch Hall 207</p>	<p><b>Multipaper Session</b> <b>Measurement Tools and Quantitative Analysis Techniques I</b> Welch Hall 8G</p>	
		<p>Research and Evaluation Informing System Change and Innovation through Collaboration and Inquiry Doris McWhorter Ontario Ministry of Education</p>	<p>Exploratory analyses of Affective Variables in Education Man-Wai Chu University of Alberta</p>	
			<p>Development and Validation of a Cognitive Diagnostic Assessment: French as a Second Language for Academic Purposes Placement Test Maryam Wagner OISE/University of Toronto</p>	

		<p>A Comparison of Higher Education and Previous Work Experience on Canadian Forces Military Police Academy Performance</p> <p>Adam Battista Queen's University</p> <hr/> <p>Using Hierarchy Linear Modeling to Examine Factors Predicting Students' Reading Achievement</p> <p>Karen Fung University of Alberta</p>	
Day 1 Timeslot 4	<p><b>Symposium</b></p> <p><b>Feedback-Driven Professional Learning: Examining the Benefits and Challenges in Three Contexts</b></p> <p><b>Welch Hall 8G</b></p>	<p><b>Multipaper Session</b></p> <p><b>Roundtable Working Group Session/Tables rondes</b></p> <p><b>Welch Hall 203</b></p>	
	<p>Feedback-driven Professional Learning: Examining the Benefits and Challenges in Three Contexts</p> <p>Christopher DeLuca Faculty of Education, Queen's University</p>	<p>From an International Assessment to the Classroom: How Test Development Methods are Turned into a Literacy Pedagogy</p> <p>Christine Pinsent-Johnson University of Ottawa</p>	
		<p>Necessity of Parental Involvement: Comparing Canada and Germany</p> <p>Imogen Feld CERA</p>	
		<p>Exploring Grade 3 Students' Mathematical Thinking Processes through Cognitive Diagnostic Assessment (CDA)</p> <p>Mimi Kam OISE/University of Toronto</p> <hr/> <p>Narrative Inquiry and Minority Education</p> <p>Ju Huang Faculty of Education University of Windsor</p>	
Day 1 Timeslot 5	<p><b>Symposium</b></p> <p><b>View from Inside the Classroom: Teachers' Perspectives on Studying Student Learning Experiences to Generate and Use Knowledge</b></p> <p><b>Welch Hall 209</b></p>	<p><b>Multipaper Session</b></p> <p><b>Professional Learning, Equity and School Improvement</b></p> <p><b>Welch Hall 8G</b></p>	
	<p>View from Inside the Classroom: Teachers' Perspectives on Studying Student Learning Experiences to Generate and Use Knowledge</p> <p>David Cameron Ministry of Education, Ontario</p>	<p>Top-down or Bottom-up: Approaches Used to Identify Inquiry Topics in Practitioner Research</p> <p>Martha Koch University of Manitoba</p>	
		<p>Teachers' Developing Perspectives of Professional Learning Communities in Transnational Contexts</p> <p>Mary Kooy Curriculum, Teaching and Learning 252 Bloor St. W. Toronto, ON M5S1V6</p>	
		<p>Ontario Focused Intervention Partnership: A Comprehensive Model for Whole-school Improvement</p> <p>Rachel Ryerson Ministry of Education, Ontario</p> <hr/> <p>Issues of Equity in Special Education Identification and Services in Ontario Schools</p>	

Kelly Gallagher-Mackay  
People for Education

Day 2	Timeslot 7	<b>Multipaper Session</b> <b>Evaluation and Quality Assurance</b> <b>Welch Hall 208</b>	<b>Symposium</b> <b>Using DIF Analysis to Improve Fairness in Testing</b> <b>Welch Hall 209</b>	
		Methodological Complexities in Researching Developmental Evaluation CHI YAN LAM QUEEN'S UNIVERSITY	Using DIF Analysis to Improve Fairness in Testing Edith Vander Boom 0	
		Evaluation of the Educational, Organizational, and School Climate Impacts of Year-round Schools Elana Gray Peel District School Board		
		Evaluating Ontario's Urban Priority High Schools Initiative: Challenges and Opportunities Saddeiq Holder Ontario Ministry of Education		
		Quality Assurance Policies for Ontario Post-secondary Education: A Macro-Level Analysis Qin Liu Ontario Institute for Studies in Education, University of Toronto		

Day 2	Timeslot 9	<b>Special Event</b> <b>Graduate Student Workshop &amp; Lunch (Part 1): Using R for Quantitative Analysis</b> <b>Welch Hall 208</b>	<b>Symposium</b> <b>Measuring What Matters: Identifying and Defining Domains for a New, Canadian Set of Measures of School Success</b> <b>Welch Hall 209</b>	
		Grad Student Workshop Part 1: Using R for Quantitative Analysis	Measuring What Matters: Identifying and Defining Domains for a New, Canadian Set of Measures of School Success Annie Kidder People for Education	

Day 2	Timeslot 10	<b>Special Event</b> <b>Graduate Student Workshop &amp; Lunch (Part 2): Using R for Qualitative Analysis</b> <b>Welch Hall 209</b>	
		Grad Student Workshop Part 2: Using R for Qualitative Analysis	

Day 2	Timeslot 11	<b>Symposium</b> <b>New Ideas in Assessment and Evaluation: Emerging Methods</b> <b>Welch Hall 209</b>	<b>Multipaper Session</b> <b>Research on Factors that Impact Teaching and Learning</b> <b>Welch Hall 208</b>	
		New Ideas in Assessment and Evaluation: Emerging Methods Monique Herbert OISE, University of Toronto	Principals' Subversive Practice Fei Wang University of Western Ontario	
			Exploring the Digital Divide: The Use of Digital Tools in Ontario Public Schools	

Bodong	Chen	OISE/University of Toronto
Is Pedagogical Relation Possible in Massive Open Online Courses? A Phenomenology of Learning in an xMOOC		
Catherine	Adams	University of Alberta
The relationship between Student Mobility and achievement on EQAO Grade 3 and 6 Assessments		
Barnabas	Emenogu	Ontario Ministry of Education

Day 2 Timeslot 12

<b>Multipaper Session</b>		
<b>Exploring Methodology &amp; Method in Educational Research I</b>		
<b>Welch Hall 208</b>		
"Thick" Narratives: Mining Implicit, Oblique, and Deeper Understandings in Videotaped Research Data		
Naomi	Hughes	OISE, University of Toronto
Transdisciplinary Convergence: A Methodological Approach to Enhance the Credibility of Discourse Analysis		
Kamini	Jaipal-Jamani	Brock University
Using Social Network Analysis to Investigate the Role of Relationships within a Research Brokering Network		
Joelle	Rodway Macri	OISE/University of Toronto
The Delphi Method: Expert Research into the Future of Education		
Jenna	Lorusso	Physical and Health Education Canada

<b>Symposium</b>		
<b>Understanding School Leadership: Three Dynamic Spectra within Collaborative Inquiry</b>		
<b>Welch Hall 209</b>		
Understanding School Leadership: Three Dynamic Spectra within Collaborative Inquiry		
Judi	Kokis	Ministry of Education, Ontario

Day 3 Timeslot 13

<b>Multipaper Session</b>		
<b>Knowledge Dissemination, Research, Policy &amp; Practice</b>		
<b>Welch Hall 209</b>		
Using Research Evidence in Educational Policy: Perspectives from Key Informants		
Jacqueline	Sohn	University of Toronto - OISE
A Comprehensive Analysis of School District Child Maltreatment Reporting Policies in Ontario		
Samantha	Shewchuk	Queen's University
A Framework to Measure Research Impact and Knowledge Mobilization Activities in Education		
Amanda	Cooper	Queen's University
The Push Method Strategy as a Means of Knowledge Dissemination in an Educational Policy and Practice Environment: An Ontario Case Study for Discussion		

		Orlena Broomes	Education Statistics and Analysis Branch, Ministry of Education	
Day 3	Timeslot 14	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;"><b>The Increasing Complex World of Measurement and Assessment: Where Are We Now and Where Are We Going?</b></p> <p style="text-align: center;"><b>Welch Hall 209</b></p>		
		<p>The Increasing Complex World of Measurement and Assessment: Where Are We Now and Where Are We Going?</p> <p>Don Klinger Queen's University Kingston, Ontario</p>		
Day 3	Timeslot 15	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Academic South 202</b></p>		
		<p>CERA / ACCÉ Annual General Meeting &amp; Lunch</p>		
Day 3	Timeslot 16	<p style="text-align: center;"><b>Special Event</b></p> <p style="text-align: center;">---</p> <p style="text-align: center;"><b>Academic South 202</b></p>		
		<p>CERA / ACCÉ Presidential Address (Lyn Shulha, Queen's; Serge Demers, Laurentian)</p> <p>Lynn Shulha Queen's University</p>		
Day 3	Timeslot 17	<p style="text-align: center;"><b>Symposium</b></p> <p style="text-align: center;"><b>What Are They Thinking? Examining Students' Test-Taking Decisions</b></p> <p style="text-align: center;"><b>Welch Hall 209</b></p>		
		<p>What Are They Thinking? Examining Students' Test-Taking Decisions</p> <p>Amanda Ferguson OISE/UT</p>		
Day 4	Timeslot 19	<p style="text-align: center;"><b>Multipaper Session</b></p> <p style="text-align: center;"><b>Parental Involvement, Cultural Values and Choice in Education Contexts</b></p> <p style="text-align: center;"><b>Welch Hall 8G</b></p>		
		<p>Le choix de l'école secondaire de langue française de l'Ontario. Dynamiques compétitives et choix des familles</p> <p>nathalie belanger Université d'Ottawa</p>		
		<p>How to Help Maintain Cultural Values in Immigrant Families? A Study from Vietnamese Community</p>		

Xuan	Nguyen	PhD student in Educational Studies Faculty of Education University of Windsor
Social Stratification and the Role of Subject Choices in Ontario Secondary Schools		
Kerrie	Proulx	People for Education

Day 4 Timeslot 20

Multipaper Session		
Focus on Classroom Assessment		
Welch Hall 8G		
Teacher Candidates' Beliefs about Inclusive Classroom Assessment		
Pei-Ying	Lin	University of Saskatchewan
Connecting Formative Assessment and Mathematical Knowledge for Teaching		
Allison	Chapman	Queen's University
Epistemic Beliefs and Assessment Practices: Effects on Learning Strategies and Academic Achievement		
Marianne	Chevrier	McGill University

Multipaper Session		
Measurement Tools and Quantitative Analysis Techniques II		
Welch Hall 147		

Written Profiles as a Teacher Education Admission Procedure: Considering G-theory Analyses		
Laurie-ann	Hellsten	University of Sasaktchewan

The Validity and Relevance of the New Environmental Paradigm Scale for Measuring Student Environmental Thinking: An Item- Response Theory (IRT) Investigation		
Chris	Campbell	UBC

Occurrence of Bimodal Classroom Achievement in Ontario		
Timothy	Sibbald	CERA

Multipaper Session		
Exploring Methodology & Method in Educational Research II		
Welch Hall 8G		

Applying the Spiral Structure of a Repertoire of Questions to De- Motivating Contexts in Education		
George	Carani	McGill University

Innovative Research Tools for the Promotion of Equity and Community Engagement in Education: GIS Mapping Technologies		
Paul	Favaro	Peel District School Board & York University

Transcription: Constructing Representations of Data While Navigating Cultural Boundaries		
Susan	Tilley	Professor Faculty of Education Brock University

Examining Portfolios Using Duoethnography: An Approach for Promoting Professional Development and Reflective Learning in Higher Education		
Stefanie	Sebok	Canadian Educational Research Association

A Metasynthesis of Qualitative Studies of Student Evaluations of Faculty of Colour at Canadian and US Universities -what can we learn?

Lerona  
Dana Lewis McGill University

**Symposium**

**All Aboard! Open to Learning through Evaluative Thinking in the Ontario Public Education System**

**Welch Hall 8G**

Day 4 Timeslot 22

All Aboard! Open to Learning through Evaluative Thinking in the Ontario Public Education System

Keiko Kuji-Shikatani Ontario Ministry of Education

CERA-SIGEM

**Multipaper Session**

**Perspectives éducatives et communicationnelles en muséologie/Educational and communicational perspectives in museology**

**Welch Hall 147**

Day 3 Timeslot 13

Les sciences de l'éducation, de l'information et de la communication en muséologie/ The sciences of education, information and communication in museology

Bernard Schiele Université du Québec à Montréal

L'éducation et la communication : Approches plurielles pour comprendre le musée et ses publics/ Education and communication: Multiple approaches to understand the museum and its publics

Anik Meunier UQAM

**Multipaper Session**

**Quand la guerre entre au musée : quels impacts et mémoires ? / When war enters the museum : which impacts and memory ?**

**Welch Hall 147**

Impossible memory, forgetting, and disaster: Alicia Framis' challenge to the memorial museum/ Mémoire impossible, oubli et désastre: Le défi d'Alicia Framis posé aux musées de la mémoire

<p>Day 3 Timeslot 14</p>	<p>Mario Di Paolantonio York University</p> <p>Etudier les impacts des guerres au musee</p> <p>André Kirouac Naval Museum of Quebec</p> <p>La patrimonialisation de camps d'internement: quel dispositif testimonial ?</p> <p>Virginie Soulier Universite du Quebec a Trois-Rivieres et l'Universite de Perpignan Via Domitia</p>	
<p>Day 3 Timeslot 16</p>	<p><b>Multipaper Session</b></p> <p><b>Le musée forum: identités, échanges et engagements ?/The museum as forum: Identity, exchanges and engagements ?</b></p> <p><b>Welch Hall 147</b></p> <p>Women in Science, Engineering and Medicine Symposium at the Redpath Museum as a platform of critical exchange and learning/ Le symposium Femmes en science, médecine et ingénierie et le rôle du musée Redpath comme plateforme d'échanges critiques et d'apprentissage</p> <p>Ingrid Birker Musée McCord</p> <p>Canadian national identity, museum and trans-national hybrid identities/ Identité nationale canadienne, musées et identités hybrides trans-nationales</p> <p>Stephanie Anderson Redmond UBC</p> <p>Science museums, controversies and public engagement: Brazilian and Canadian experiences/ Musées de sciences, controverses et engagement des publics: Expériences du Brésil et du Canada</p> <p>Ana Maria Navas Iannini CTL - OISE, University of Toronto</p>	
<p>Day 3 Timeslot 17</p>	<p><b>Symposium</b></p> <p><b>Groupe d'experts: Comment les musées sont-ils financés ?/ Panel session : How are museums financed ?</b></p> <p><b>Welch Hall 147</b></p> <p>Discours sur le financement des musées au Québec/ The funding of museums in Quebec</p> <p>Jason Luckerhoff UQTR</p>	
	<p><b>Multipaper Session</b></p>	



**Expérience de l'art : de l'interprète aux visiteurs/ On the art  
experience: from the interpreter to the visitors**

**Welch Hall 147**

**Day 4 Timeslot 19**

The art encounter as desiring-assemblage: Thinking with Deleuze  
and Guattari/ Penser la rencontre de l'art avec le concept du désir  
selon Deleuze et Guattari

Marie- Berard University of British Columbia  
France

Des visiteurs adultes de type grand public peuvent-ils être vraiment  
créatifs dans un musée de beaux arts ?/ Could adult visitors of the  
'general public' type be really creative in a fine art museum?

Colette Dufresne- Université de Montreal  
Tasse

**Multipaper Session**

**L'apprentissage dans les expositions ou un site/ Learning in  
exhibitions or a site**

**Welch Hall 147**

**Day 4 Timeslot 20**

Chercher à comprendre les « fabrications culturelles » des enfants  
en visite dans les musées : Un accès aux modes d'appropriation de  
l'exposition dans le cadre des loisirs/Making sense of the 'cultural  
fabrications' of children visiting museums: Looking at modes of  
engagements with exhibitions in informal contexts

Thérèse MARTIN Laboratoire GERiCO - Université Lille 3 -  
France

Rewriting object labels for deeper learning: A case study from the  
Egyptian Museum in Cairo

Sara Hashem McGill University

La dynamiterie de Paulilles ou la transposition pédagogique sur un  
ancien site industriel/The dynamite factory of Paulilles or the  
educational transposition on a closed industrial site

Christine Salles Université de Perpignan Via-Domitia  
(France)

**Multipaper Session**

**Approches scolaires de la maison au musée/ Approaches for  
schools, at home to the museum**

**Welch Hall 147**

Day 4	Timeslot 22	Engaging new communities in museums: Opportunities and challenge of working with home learning families/ Rencontrer d'autres publics: Les opportunités et défis de travailler avec les familles qui choisissent la scolarisation à domicile Stéphanie Chong UBC
		Médiation culturelle et communication scientifique. Comment apprendre dans un musée ? Perspectives dans le domaine de la sortie scolaire/ Cultural mediation and scientific communication. How to learn in museums? New perspectives in school visits Lionel Sanchez Université de Perpignan (France)
		Re-imagining heritage communities: An exploration of how community museums can assist middle school students in deepening their historical consciousness/Imaginer de nouveau les communautés d'héritage: Comment encourager la conscience historique chez les élèves du primaire Cynthia Wallace-Casey University of New Brunswick (Fredericton)

Day 4	Timeslot 23	Special Event --- Welch Hall 147
		GISEM/SIGEM AGM- Assemblée générale

CIESC

Day 1	Timeslot 1	Multipaper Session TBA Welch Hall 317
		Alternative Public Schools as an Ideal Type for Education: A Comparison of Colombia and Canada Annette Ford University of Toronto/OISE
		Can be texting be a "gateway drug" for literacy?: Report from a cell phone based literacy intervention in Bangladesh Kazi Anwar OISE - University of Toronto
		Comparative and international perspectives in pedagogical and technological innovation Grazia Scoppio Royal Military College - Kingston

Multipaper Session TBA Welch Hall 327	Multipaper Session TBA Welch Hall 317
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Day 1	Timeslot 2	Educational Development for Small Island Developing States: Globalized Education Leading to Brain Drain Mark Currie University of Prince Edward Island	Global Citizenship and Local Diversity: Opening up and Foreclosing Critical Potential in Alberta Social Studies Karen Pashby OISE/University of Toronto	
		Aligning the International with the Local: An Exploratory Study of the International Baccalaureate Diploma Programme in Ontario Public Schools Wendy Baker University of Western Ontario	Teacher Education for Democracy: Case Studies of Democratic Practice in Post-Soviet Ukraine Serhiy Kovalchuk Ontario Institute for Studies in Education, University of Toronto	
		Teaching and learning global matters in local classrooms: What can be learned from teacher-led inquiry-into-practice projects? Mark Evans University of Toronto	Building State-Wide Charter School Systems? Research Offering Organization and Leadership Parameters for International Education System Leaders, Innovators and Governments Eugene Kowch CASEA	
Day 1	Timeslot 3	Symposium --- Welch Hall 327		
		Student Experiences from a Global Campus Kumari Beck Simon Fraser University		
Day 1	Timeslot 4	Symposium --- Welch Hall 327		
		International Service Learning: Listening to the Voices of Local Host Communities Marianne Larsen University of Western Ontario, Faculty of Education		
Day 1	Timeslot 5	Multipaper Session TBA Welch Hall 327		
		Engaging student voice as a strategy for educational change in the Chinese context Le Chen Faculty of Education, UWO	CIESC Symposium Proposal Title and Abstract: Challenging dominant discourses on education of non-dominant language minorities in Asia Stephen Bahry OISE/UT	
		Constructing a Canadian Identity in Canada Dianne Gereluk University of Calgary		
		Dignity of difference: Learning and pedagogical issues.		

Ali Abdi University of Alberta, Faculty of Education,

Day 2 Timeslot 7

**Symposium**  
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**Welch Hall 303**

Reflexivity in Language and Intercultural Education: Rethinking Multilingualism and Interculturality in Complex and Transnational Spaces

Julie Byrd Clark The University of Western Ontario

**Multipaper Session**  
**TBA**  
**Welch Hall 311**

Refugees in Atlantic Canada story-telling through photography

Susan Brigham Mount St Vincent

Academic trajectories of immigrant secondary students in a region of Quebec : Results of a longitudinal study

Marilyn Stenibach Université de Sherbrooke

Through the "thick" and "thin" of urban schooling: Voices and moods of migrant children in China

Yao Xiao Department of Educational Studies, University of British Columbia

Day 2 Timeslot 10

**Symposium**  
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**Welch Hall 303**

From research design to research in action: Graduate students' perspectives on global education research.

Allyson Larkin King's University College, at the University of Western Ontario

Day 2 Timeslot 11

**Multipaper Session**  
**Negotiating Identity**  
**Welch Hall 311**

The Tension Between Chinese Immigrant Parents and Their Children

george zhou University of Windsor

"Where do you come from?" Navigating Identity Formation in 2nd Generation West African Youths in Alberta

Frances Kalu University of Calgary

Day 2 Timeslot 12

**Multipaper Session**  
**Student Perspectives and Transitions**  
**Welch Hall 311**

How Do They Feel? Experiences of International Students in a Master's Program

**Symposium**  
**Attaining Equity and Equality through English Language Education: A Need but a Quandary in Sri Lanka**  
**Welch Hall 305**

The legacy of English in postcolonial Sri Lanka

Day 3	Timeslot 13	Xiaobin Li Brock University	Enoka Makuloluwa Brock University, St Catharines / University of Colombo, Sri Lanka		
		Reasons for Dropping out in the Secondary Level Vocational Education in Brazil	The English language education within the primary and secondary education in Sri Lanka		
		Rosemary Dore Federal University of Minas Gerais (UFMG)	Fathiya Nalim TESL Toronto / York University		
		The Transition from Vocational Training to Higher Education: A Brazilian Perspective	Supremacy of English and higher education in Sri Lanka		
		Paula Sales CSSE CIESC	Dulani Suraweera OISE/University of Toronto		
Day 3	Timeslot 14	<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>			
		The Internationalization of Canadian Higher Education at the Institutional Level: Current Initiatives and Future Prospects Rashed Al-Haque Western University			
Day 3	Timeslot 15	<b>Special Event</b> --- <b>Welch Hall 207</b>			
		CIESC Annual General Meeting			
Day 3	Timeslot 17	<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 305</b>		<b>Multipaper Session</b> <b>TBA</b> <b>Welch Hall 311</b>	
		What's With All the Confusion? Discussing the discrepancies in evaluation of international education aid programs through an examination of the means, methods and mindsets of evaluators Mark Sinke OISE/UT		Indigenization and Neo-liberalization in Zimbabwe: Assessing the Evolving of Euro-American Ideas in Education. Munyaradzi Hwami University of Alberta	
		The Education of Former Child Soldiers: A Review of Prospects and Constraints Richard Maclure Faculty of Education University of Ottawa		Rural youth within changing conditions of economy, learning, and education in post-Soviet Kyrgyzstan Rakhat Zholdoshalieva University of Toronto	
		Possibilities and limits in non-formal transnational education: Spaces of participation in internationally-conceived youth programs of the Haitian reconstruction Gary Pluim Ontario Institute of Studies in Education (OISE)		Ethics and Complicity in Global Education: A practical comparison of Spivak and Deleuze Kari Grain University of British Columbia	
		Orient(aliz)ation: Critical analysis of study abroad preparation			

Shelane Jorgenson University of Alberta

Day 3	Evening	<p align="center"><b>Special Event</b></p> <p align="center">---</p> <p align="center"><b>Walker Complex Upstairs Reception Area</b></p>
		<p>CIESC Reception</p>

Day 4	Timeslot 19	<p align="center"><b>Symposium</b></p> <p align="center">---</p> <p align="center"><b>Welch Hall 303</b></p>
		<p>Making and Unmaking the Global Citizen: "Race, Nation, and Teaching Students to "Know" and "Help" Others</p> <p>Leila Angod OISE/UT</p>

<p align="center"><b>Multipaper Session</b></p> <p align="center">TBA</p> <p align="center"><b>Welch Hall 311</b></p>		
Thursica	Kovinthan	University of Ottawa - Faculty of Education
Mohamad	Ayoub	University of Windsor
Neda	Asadi	University of Alberta

Day 4	Timeslot 20	<p align="center"><b>Multipaper Session</b></p> <p align="center">TBA</p> <p align="center"><b>Welch Hall 303</b></p>
		<p>Changing the Subject: Resisting Epistemic Colonialism and Prioritizing Rwandan Canadian Community Leadership in Knowledge Production and Education regarding the 1994 Genocide Against the Tutsis</p> <p>Marie Jolie Rwigema University of Toronto</p>
		<p>A critical decolonizing feminism: Re-centering Black/African Canadian women's knowledges</p> <p>Thashika Pillay University of Alberta</p>
		<p>Rupununi Red Road: Environmental Clubs at the Intersection of Environmental Education, Positive Youth Development, and Indigenous Knowledge</p> <p>Julie Comber University of Ottawa</p>

<p align="center"><b>Multipaper Session</b></p> <p align="center">TBA</p> <p align="center"><b>Welch Hall 311</b></p>		
Michelle	Nicoloson	University of Oulu, Finland
Melody	Viczko	Western University
Jie	Zheng	McGill University

<p align="center"><b>Multipaper Session</b></p> <p align="center">TBA</p>	
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<p align="center"><b>Multipaper Session</b></p> <p align="center">TBA</p>	
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	<b>Welch Hall 311</b>	<b>Welch Hall 303</b>	
<b>Day 4 Timeslot 21</b>	A Critical Democratic Perspective on Safe School Policies in Ontario, Canada and New York State, U.S.A.  Gordon    Djong    OISE (Ontario Institute for the Studies in Education) of The University of Toronto	Entre l'équilibre, l'esquive et le dialogue dans la gestion du phénomène religieux par les administrateurs scolaires en C.B.: une perspective comparée  Marianne    Jacquet    Simon Fraser University	
	Educators in Canada and the United States Walking the Fine Line of Social Justice  Brenda    McMahon    The University of North Carolina at Charlotte	Chinese Canadian Youth in Alberta Schools: Barriers that Affect their Integration  Dan    Cui    University of Calgary	
	Finland and Canada: Comparative cross-case analysis of bullying prevention policies  Stephanie    Tuters    OISE U/T	Secular notions of citizenship: A comparison of Quebec's Ethics and Religious Culture (ERC) and Hong Kong's Ethics and Religious Studies (ERS) curricula  Casey    Burkholder    McGill University	
	Impact of Different Class Setting and Teachers' Assignment on Pedagogical Strategies  Zhaoyun    Wang    Ontario Institute for Studies in Education, University of Toronto	Invisible Children: Low German Mennonite Youth in Southern Alberta  Rae Ann    Van Beers    University of Alberta	
<b>Day 4 Timeslot 22</b>	<b>Symposium</b> --- <b>Welch Hall 311</b>		
	Ethics, internationalization and higher education: epistemic difference and the public/social role of the university  Vanessa    Andreotti    UBC		
<b>Day 4 Timeslot 23</b>	<b>Symposium</b> --- <b>Welch Hall 303</b>	<b>Multipaper Session</b>  <b>TBA</b>  <b>Welch Hall 311</b>	
	Democracy and education, and education for democracy: A comparative study of the experiences and implications of teacher-education students  Paul    Carr    Departments of Sociology and Interdisciplinary Studies Lakehead University	How internationally engaged are you: Stories of Faculty Members in an Internationalizing University  Olivia    Zhang    Simon Fraser University Zhihua	
		Internationalization of higher education in China: A case study of international branch campuses  Jing    Xiao    University of Alberta	
		The Complexities of International Research Collaboration  Clara    Tascon    Western University Canada	

Day 1	Timeslot 1	<b>Symposium</b> --- <b>Welch Hall 327</b>
		Panel: Restorative justice in Education: The Stories Within Dorothy Vaandering Memorial University, NL



Day 1	Timeslot 3	<b>Multipaper Session</b> TBA <b>Welch Hall 317</b>
		Canadian Civic Engagement: Teacher Pedagogy and Youth Engagement Lorna McLean University of Ottawa
		Digital Storytelling for Transformative Global Citizenship Education Hoa Truong-White Member of CSSE
		The digital sphere: A new paradigm of civic life and civic education Roxanne Desforges McGill University
		Democratic citizenship pedagogy in rural high school Civics classrooms in Southern Ontario Joanne Pattison-Meek PhD Candidate, Ontario Institute for Studies in Education of the University of Toronto
		Educational and adaptation experiences of racialized black children of immigrants in Canada: The formatting of a black underclass in Canada? Filsan Hujaleh University of Ottawa



		<b>Multipaper Session</b> TBA <b>Welch Hall 317</b>
		In With the Old: The History Debates and the Remaking of a National Narrative in the Quebec History and Citizenship Curriculum Anthony Di Mascio Bishop's University
		Caught in a transnational nexus: Teacher practices and experiences in a context of divergent student ties to the homeland





Day 1	Timeslot 4	Naomi Lightman OISE, University of Toronto
		Radical feelings in the "liberated zone": Active Chinese Canadian citizenship in Richmond, BC
		Yao Xiao Department of Educational Studies, University of British Columbia
		Radical feelings in the "liberated zone": Active Chinese Canadian citizenship in Richmond, BC
		Berhanu Demeke Department of Educational Studies, University of British Columbia
		Inclusion Within Limits: Language, Colonialism and the Making of Canada Through Deixis
		Bryan Smith University of Ottawa

Day 2	Timeslot 9	<b>Symposium</b> --- <b>Welch Hall 303</b>
		Reclaiming key signifiers: Thinking and doing global citizenship 'otherwise'
		Vanessa Andreotti University of Oulu

Day 2	Timeslot 11	<b>Multipaper Session</b> TBA <b>Welch Hall 303</b>
		Fostering Ecological Literacy: A Case Study of Two English Classes
		Velta Douglas Ontario Institute for the Study of Education, University of Toronto,
		Engaging Aboriginal Perspective in the Curriculum: Apertures as Pathways into New Imaginative Possibilities
		David Scott University of Calgary
		Global Citizenship and Help: A Critical Rhetorical Analysis of Free The Children
		Lynn DeCaro Brock University
		A Journey of Her Own: A critical analysis of learning experiences among immigrant women: assessing transformative learning and women's resilience in community-based education programs
		Julia Fursova The Canadian Society for the Study of Education St. Francis Xavier University
		Autobiography and the Rediscovery of Citizenship
		Wisam Abdul Jabbar University of Alberta

Day 3	Timeslot 14	<b>Roundtable</b> <b>Faculty Poster/Roundtable Session</b> <b>Lowenberger Dining Hall</b>	
		Working with immigrant and refugee families in Canadian education contexts Courtney Brewer Nipissing University	
Day 3	Timeslot 16	<b>Special Event</b> --- <b>Welch Hall 207</b>	
		CERN Annual General Meeting	
Day 4	Timeslot 22	<b>Symposium</b> --- <b>Welch Hall 303</b>	
		The Nuances of Blackness and/in Education Awad Ibrahim University of Ottawa	
Day 4	Timeslot 24	<b>Symposium</b> --- <b>Welch Hall 303</b>	
		Sites for Ecoliteracy: Exploring the Cultural Conundrum through International Case Studies Velta Douglas Ontario Institute for the Study of Education	
<b>OTHER SPECIAL EVENTS</b>			
Day 1	Timeslot 1	<b>Special Event</b> --- <b>Academic South 202</b>	
		Knowledge Mobilization Opening/Registration	
Day 1	Timeslot 4	<b>Special Event</b> --- <b>Welch Hall 209</b>	<b>Special Event</b> --- <b>Welch Hall 207</b>

Teacher-Researcher Spotlight

School Board-University Collaboration Spotlight

Day 2 2:00-4:00pm

Special Event  
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Rodman Hall  
Celebrating Community Arts Zone: Projects in Niagara that link the arts with literacy



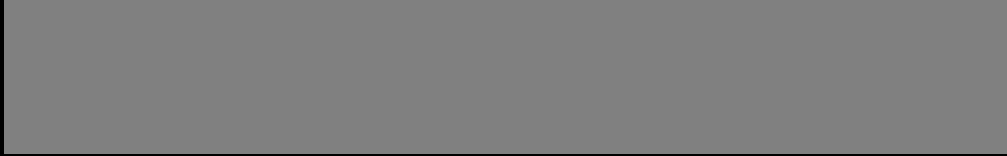
Day 2 Timeslot 7

Special Event  
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Welch Hall Atrium  
OISE Reception



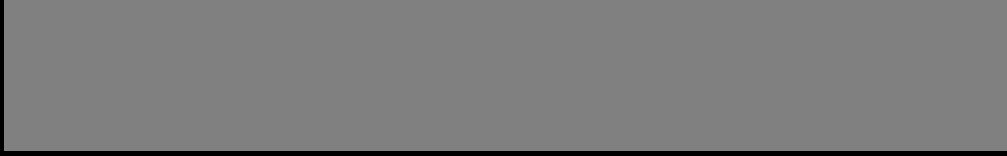
Day 2 Timeslot 9

Special Event  
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Welch Hall Atrium  
Joint PHD Reception



Day 2 Timeslot 10

Special Event  
Equity Issues Congress Panel  
Academic South 202  
The Nuances of Blackness and/in the Canadian Academy



Day 2 Timeslot 11

Special Event  
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Welch Hall Atrium  
UBC Reception

