**Schedule-at-a-Glance Thursday, March 22**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am - 9:30 am</td>
<td>Registration &amp; Light Breakfast 5-210</td>
</tr>
<tr>
<td>9:30 am - 10:30 am</td>
<td>Opening Welcome, Dean Julia O’Sullivan 5-210</td>
</tr>
<tr>
<td>10:30 am - 12:00 pm</td>
<td>Research Methods 5-170 Science Education 5-280 Youth Culture 5-250 Teaching Practices 5-260 Intern'l Development Ed 5-240 Workplaces 5-160 Poster Presentations 5-230</td>
</tr>
<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Lunch 5-210 Professional Development Workshop 5-250</td>
</tr>
<tr>
<td>1:00 - 2:30 pm</td>
<td>Diverse Epistemologies 5-150 LGBTQ Issues in Education 5-160 Corporatization of Higher Education 5-280 Visual Arts &amp; Design 5-250 Food &amp; Nutrition 5-240 Issues of Violence &amp; Gender 5-170 Social Media &amp; Tech Communities 5-260</td>
</tr>
<tr>
<td>2:30 pm - 2:45 pm</td>
<td>Coffee Break 5-210</td>
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<tr>
<td>2:45 - 4:15 pm</td>
<td>Critical Pedagogy 5-150 Health &amp; Identity 5-160 Math Education 5-260 ESL/EFL 5-240 Teacher Identity 5-280 Multimedia 5-250 Womens’ Studies 5-170</td>
</tr>
<tr>
<td>4:45 pm - 5:00 pm</td>
<td>Graduate Students’ Association (GSA) Presentation Muriel Fung Student Achievement Awards</td>
</tr>
<tr>
<td>5:00 pm - 6:00 pm</td>
<td>Keynote Address, Library Deborah Britzman, Distinguished Research Professor, York University, Faculty of Education</td>
</tr>
<tr>
<td>6:00 - 7:30 pm</td>
<td>Reception, OISE Community Lounge, 12th Floor South Music: Richard Piasetski Jazz Band</td>
</tr>
</tbody>
</table>

**Schedule-at-Glance Friday, March 23**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30 am - 9:00 am</td>
<td>Registration 5-230</td>
</tr>
<tr>
<td>9:00 am - 10:30 am</td>
<td>Familial Dynamics 5-230 Digital Technology 5-250 Special Education 5-170 Teacher Inquiry 5-260 Student Experiences in Higher Ed 5-280 Language Use 5-240 Anti-Racist Education 5-160</td>
</tr>
<tr>
<td>10:30 am - 10:45 am</td>
<td>Coffee Break 5-210</td>
</tr>
<tr>
<td>10:45 am - 12:15 pm</td>
<td>Innovative Teaching 5-280 Immigration 5-260 Ecologies of Learning 5-230 Organization-al Change 5-250 Holistic Education 5-160 Student Engagement 5-240 Aboriginal Community 5-170</td>
</tr>
<tr>
<td>12:15 pm - 1:30 pm</td>
<td>Lunch 5-210 Professional Development Workshops 5-250</td>
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<tr>
<td>1:30 pm - 3:00 pm</td>
<td>Educational Reform 5-260 Looking Within 5-230 Spaces of Identity 5-170 History &amp; Philosophy 5-250 Mental Health 5-160 Institutional Policies 5-240 Teacher Education 5-280</td>
</tr>
<tr>
<td>3:15 pm - 3:45 pm</td>
<td>Wrap-up 5-210</td>
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We are committed to ensuring that the Dean’s Graduate Student Research Conference is welcoming and accessible to all conference participants. Given our diverse community, we understand that access involves the presenter, the audience, and the built environment. Our hope is that participants will explore ways to make this event more accessible for all.

Following are tips for conference participants:

• Clear the aisles and the area near the doorway of obstacles (garbage bins, extra chairs).

• Make aisles accessible so participants using wheelchairs, scooters, and other mobility devices do not have to sit in the back of the room.

• Do not block your face with your hands or papers or turn your back to the participants when speaking. People may be depending on lip reading.

• Repeat questions aloud before answering them.

• Consider that the pace and volume of your voice may affect others’ access to your presentation.

• Read everything out loud on the screen and describe all images.

• Avoid use of all capital letters which is difficult to read.

• Avoid using dark ink on dark paper or backgrounds, fancy fonts, or extremely small print. Have a copy of large print materials in bold, 18 point font available.

• Paper and electronic copies of your PowerPoint slides or presentation often make your work more accessible to others.

• Please participate in OISE’s commitment to minimizing scents in the environment.

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Erin Sperling
Stephanie Springgay
Trish Starling
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Hewton Tavares
Reed Thomas
Andrew Curtis Tye
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Shehzad Uddin
Nina Vitopoulos
Kelly Warmington
Taunya Wideman-Johnston
Jennifer N Wyatt
Rachel York-Bridgers
Laura Zeglen-Hunt
Jingshun Zhang
Daniel Zingaro
Thursday, March 22, 2012

9:00 am  Registration and Light Breakfast, Room 5-210

9:30 am  Opening, Room 5-210

Welcome, Dean Julia O’Sullivan

10:30 am – 12:00 pm
Concurrent Sessions:

I/ Rethinking Research Methods: 21st Century Approaches
Room 5-170

Mapping your literature- Cooperative and Systematic Learning
*Jingshun Jason Zhang*

The Knowledge Mobilization Movement: Bridging the Gap between Research and Practice
*Pamela J. Osmond*

Developing and launching an online hub to facilitate the exchange of advanced applied knowledge in education: The case of the OERE
*Shasta Helene Carr-Harris, Stephanie Tuters*

Rethinking the Application of Statistical Methods in Educational Research—The effective selection of statistical methods
*Jingshun Jason Zhang*

2/ Science Education: Teaching, relationships and identity
Room 5-280

Social structures in science education and teacher identity: A literature review
*Darren Glen Hoeg*

Perceptions of the western science teacher in a post-colonial context
*Lydia Burke*

Urban Science Education in Toronto Inner City Schools: What Happens After Grade 10 Science?
*Brandon John Zoras*

Relationships between Students’ Understanding of Nature of Science and Assessment and Learning Activities
*HyeRan Park*
3/Youth cultures and experiences  
Room 5-250

Career Aspirations Of Black Girls In Toronto: Family, School And Community Involvement In Developing Goals And Aspirations In The Hairstyling Professions  
Donna Kakonge

The Pedagogy of Violence  
Loren Delney

Slam School Critical Book Review  
Mobeen Uddin

Graffiti and the Curriculum of Life  
Naushaad Suliman

4/Teaching Practices  
Room 5-260

Overcoming the Monster: Relational Thinking with Plot Structures  
Christine Annette Portier

Keeping students interested: Engaging teaching practices in the Grade 9 Applied Mathematics classroom  
Limin Jao

The Utilization of Semiotic Inquiry in the Elementary Classroom  
Emma Anne Patricia Cooper

Teachers’ Understandings of Student-Centred Learning Approaches  
Natasha A. Jamal

5/International Development Education  
Room 5-240

Public versus Private Schools in Nepal: a Comparative Analysis  
Luke Yorkden-Chamberlain

Commonalities of Mondraon Corporation Cooperativa (MCC) Spain, The Grameen Bank Bangladesh and The Big Carrot Cooperative Social Ventures Canada  
Kazi Rouf
Understanding the Teacher Performance Evaluation process from the perspective of Jamaican public schools teachers
Andrew Campbell

Basic education and sustainable development in the era of globalization: Does Nigeria mortgage her future in accepting international assistance for her primary education projects?
Michael Onyedika Nwalutu

6/Workplaces: Equity inclusion, workers’ rights and support structures
Room 5-160

Social support for wellbeing and employment outcomes of individuals experiencing chronic long-term unemployment: Exploring the work integration social enterprise experience in Canada
Andrea Chan

*Exploring the health effects of precarious employment at a multi-billion dollar, internet based company*
Emily Elise Marmoreo

Working from the Margins: Race, Space and Employment Equity in Academic Positions
Susan S Lee

Socially Responsible Investment in Pension Plans: A Case Study of the Ontario Teachers’ Pension Plan
Mike Modeste

7/Poster Presentations
Room 5-230

When the Bond Breaks: Variables That Influence Grief in Companion Animal Loss
_Dawn M Cowling, Margaret Schneider_

The Effects of the Stepping Stones to Literacy Early Reading Program on the Reading Achievement of Kindergarten Students with Attention Problems
_Julia Lucie Sandra Ferrari, Rhonda Martinussen_

Narrative and Art for Sustainability
_Rachel York-Bridgers_

The moral self and social justice in adolescence
_Jessica A Taylor_
Race, Gender and Interuniversity Athletics: Black Female Student-Athletes in Canadian Higher Education
Danielle Gabay

Thinking of the Reader’s Mind: Its Correlates with Theory of Mind, Executive Functions and Language at 5-years-old
Katie Schmidt

Techniques and Strategies Used in Cognitive Behavioural Therapy for Older Clients
Robert Roopa

Disruptive and deceptive: Lie-telling about committing transgressions in children with and without conduct problems
Sarah Lynn Anderson, Megan Brunet, Kang Lee

The different pathways of “promoting” Children’s Rights attitudes in the Family and School Environment: Findings from Urban and Rural China
Sharon To

Tiffinday: Creating Shared Value through Innovative Partnerships
Tammy Rogers

The Development of Social Perspective Taking in Contexts of Social Justice: How Do Adolescents Perceive Social Group Differences?
Richard Rubenstein

Do You Know How Your Student Is Feeling During Class? -A Narrative Study of a Student’s Anxiety in a Language Classroom
Sawako Akai

How Good is the Good Food Market? An Exploration of Community Food Security
Ashley Rachel Masland Booth

Chromium Cries from a Steeltown Student
Simon C De Abreu

12:00 pm – 1:00 pm
Lunch, Room 5-210

Professional Development Workshop
Room 5-250

Open Access and You: Why getting your work online is a good idea
Stian Haklev, PhD student CTL
1:00 am – 2:30 pm
Concurrent Sessions

8/Diverse Epistemologies in Multicultural Canada (4)
Room 5-150

Latina Feminist Thought in Pedagogy
*Alexandra Arraiz Matute*

Acknowledging and Bridging the East-West Cultural Divide in the Classroom
*Saralyn F. Covent*

Critical Life History Research with Refugee Youth: Learning from stories of schooling in Canada and Abroad
*Mark Sinke*

A (Canadian) Story worth Telling
*Pooja Dharamshi, Ayla Raza*

9/LGBTQ Issues in Education
Room 5-160

Opting Out: A History of the Triangle Program, Canada’s Only Classroom for LGBTQ Youth
*Katherine Joyce*

Challenges in Teaching Teachers About LGBTQ Youth: A Self-Study in Social Justice and Instructional Practices
*Christine Bellini*

It’s a sin!: A Foucauldian analysis of LGBTQ teachers’ experiences of queer phobia in Catholic schools in Ontario
*Jeff Daniel Lloyd*

Beyond “The Bedrooms of the Nation”: A Needs Assessment of Canadian Adolescents with Gay and Lesbian Parents
*Kenneth David McNeilly*

10/Corporatization of Higher Education: Issues and Debates (4)
Room 5-280

Student Satisfaction: Examining the Role of Students as Customers
*Eddie Mark*
AACSB Accreditation of Business Schools in Canada  
*Dragan Stojanovic*

Neoliberal Universities and the Crisis of the Humanities in Bangladesh  
*Sardar Anwaruddin*

How do MBA students experience Commercialization-Two comparative case studies  
*Ching-Hsiao Chiang*

11/Visual Arts and Design  
Room 5-250

Representation and Affect in Visual Arts  
*Natalie Beth Kauffman*

The Pedagogical Impulse  
*Arden Hagedorn*

Design thinking and process: Nurturing talent in arts education  
*Bernie Murray, Robert Durocher*

Going paperless in the EAP class: A sociocultural analysis of teacher and student learning  
*Sreemali Herath*

12/Food and Nutrition: Discussing Sustainability and Implications for Education  
Room 5-240

Food, Sustainability, and Critical Realism  
*Daniel James Atkinson*

Coming to the Table - Learning Care for the Land  
*Anne M Vallentin*

Nourishment starts in the kitchen: Exploring youth activism through food security  
*Erin Sperling*

13/Examining Issues of Gender & Violence  
Room 5-170

Eradicating violence against women: the role of religion  
*Julie Xuan Ouellet*
“Ghar Dhi Izzat” – The honour of the family: Challenging and exposing discourses of honour-related violence and its impact through the voices of second-generation Punjabi women of Canada
*Mandeep Kaur Mucina*

Gender-Based Violence in Middle Schools: Heterosexism, Gender Performance and a Process of Embodiment
*Traci Laine Scheepstra*

Learning from Rape Crisis Volunteers: Remembering the Past, Envisioning the Future
*Lia Gladstone*

**14**/Social Media and Technological Communities of Learning
Room 5-260

Social Media Use and Academic Achievement: Study Proposal
*George Chiran*

Understanding of Students’ Active Learning in a Computer-mediated Multiliteracy Program - Three Different Tales of Students’ Active Learning based on Critical Case Study
*Kyungmee Lee*

Designing an Introductory Course for Open Source Software Communities of Practice
*Joan Sarah Touzet*

Collaborative writing processes in a computer-supported classroom
*Meng-ying Lin*

**2:45 pm - 4:15 pm**
Coffee Break, Room 5-210

**2:45 pm - 4:15 pm**
Concurrent Sessions

**15**/Critical pedagogy: New directions in teaching and learning
Room 5-150

Caring and Understanding as “Nearly as Possible”: Towards Culturally Responsive Caring Across Differences
*James C. Eslinger*
Small Minds, Big Ideas: Creating an Anti-Oppressive Primary Classroom  
*Trish Starling*

A Practitioner Research Project on Teachers’ Conceptions on Culturally Relevant and Responsive Pedagogy  
*Manu Sharma*

Collaborative Learning and Communities of Practice: The Fashion Studio  
*Bernie Murray*

16/Health and Identity  
Room 5-160

Get Ready, Get Set... and Move: Promoting Life-Long Healthy Active Living through Effective Physical Literacy Implementation  
*Melinda Tam*

Fat Boys in Physical Education  
*Rogerio Bernardes*

An Evaluation of Ontario’s Daily Physical Activity Policy in the Toronto District School Board  
*Laura Zeglen-Hunt*

The Inner-Witnessing State in Ancient Indian Scriptures: Implications for Counselling and Psychotherapy  
*Rameet Singh*

17/Transforming Math Education  
Room -260

Vygotsky’s theory of zone of proximal development: Implications for culturally relevant mathematics education  
*Baolong Fu*

Beliefs about Mathematics Anxiety and Strategies to Help Students in the Classroom  
*Megan Clark*

A Teacher’s Role in the Mathematics Classroom: A Case Study of a Grade One Teacher  
*Limin Jao*

Math Picture Books: An Expert-Novice Pilot Study  
*Mimi Kam*
Teaching culture, learning language, An investigation on the effects of target culture literacy on the linguistic ability of ELL students
*Afarin Foroughymehr*

Intercultural Rhetoric in Practice
*Amir Azizmohammadi*

Use Of Repetition And Discourse Markers By Second Language Learners
*Maksym Antonenko*

Integration of immigrant teachers in public schools in Ontario and the role of School Culture
*Syeda Rufeeda Bukhari*

How Racial Minority Teachers Can Value Concepts of Identity
Robin Liu Hopson

Let’s Talk about Teacher Race
*Amanda Gebhard, Robin Hopson*

The Place of Identity in the Teaching Experience of an Educator
*Rachael Nicholls*

“Voice and Choice:” An Elementary Teacher’s Beliefs and Practice of Culturally-Relevant Pedagogy in Mathematics Education
*Allison Ritchie*

Shooting Back or shooting down? From virtual witness to digital harassment
*Tara La Rose*

Nickelodeon U: Images of Academia in Film and Television
Timothy John Buell

Decolonizing the Cypriot Woman: Moving Beyond the Rhetoric of the Cyprus Problem
*Sophia Papastavrou*
Epistemic Trust in the Graduate Student: An Eco-Pragmatist Account
Lynne Alexandrova

21/Womens’ Studies/Gender
Room 5-170

Successful Jewish girlhood? It starts at school
Rebecca Starkman

Negotiating Gender for HIV Prevention in the Peruvian Amazon
Yasmin Lalani

CBC radio Q and national identity: Hegemony or transformation? A Critical Discourse Analysis of gender norms
Annie Rovers

4:45 pm - 5:00 pm
OISE Library

Graduate Students’ Association (GSA)
Presentation of Muriel Fung Student Achievement Awards

5:00 pm - 6:00 pm
Keynote Address
OISE Library
252 Bloor St W

Deborah Britzman, Distinguished Research Professor, York University, Faculty of Education:
The adolescent teacher: a psychoanalytic discussion on the emotional situation of education

6:00 pm - 7:00 pm
Wine and cheese reception with Richard Piasetski Jazz Band
OISE Community Lounge, 12 Floor South
Friday, March 23, 2012

8:30 am, Registration, Room 5-210

9:00 am – 10:30 am
Concurrent Sessions:

22/Familial Dynamics: Transitions in the Home and in Education (3)
Room 5-230

Exploring Conceptualizations of Safety in Discourse around Midwife-Attended Planned Home Birth in Ontario: Medical and Midwifery Perspectives
Shawna DiFilippo

Muslim Immigrant Parental Involvement
Hinna Yusuf

Home in transition: Family dynamics and language practice
Yamin Qian

23/Digital Technology Use in the Classroom
Room 5-250

Using Digital Tools for Narrative Writing
Subesha Singatajah

An investigation of the role of paper-based artifacts in a technology-rich classroom
Rebecca Mary Cober

Engaging the English Language Learner through Technology
Kelly Kanela Tsioros Maggirias

The Micropolitics of Digital Learning in School: Power, Conflict and Cooperation
Lesley Wilton

24/Special Education
Room 5-170

Effectively accommodating “learning disabled” students in mainstream classrooms
Francesca Imbrogno

Applied Behavioural Analysis in the Classroom
Dominique Hemens
Self-Regulated Learning: Multiple Entry Points for Teachers
Stephanie John

25/Self-Directed Teacher Inquiry as a Means to Inform Teaching Practice
Room 5-260

Self-directed teacher inquiry: exploring the dynamics of synchronous and asynchronous collaborative learning
Monica Anne Batac

Self-directed teacher inquiry: exploring practicing teachers’ interpretations and integration of social and emotional learning
Jaclyn Parsons

Teaching English As A Foreign Language And Using English As A Medium Of Instruction In Egypt: Teachers’ Perceptions Of Change
Hana Abdelmomen El-Fiki

26/Student Experiences in Higher Education
Room 5-280

International Cooperation in Cambodia’s Higher Education during the Transition Period
Phirom Leng

Using Complexity Theory to Make Sense of Social Phenomena in Higher Education
Margaret Lemay

A New Way of Learning - Implications on Universities and Students
Aisha Fatima Khaja

27/Discourses: Making meaning and learning through specific forms of language use
Room 5-240

(Re)defining ‘Anti-Poverty Activism’ in Weston-Mount Dennis: Discourse, Power, and the Subject
Erin Oldynski

“Whose story is it anyway?”: Researching and (re)presenting African-descended women’s lives
Adwoa Ntozake Onuora

Whose story is it? : Shaping research-informed theatre for knowledge translation in health care
Julia Gray

Studio-based Pedagogy: Design Culture in Fashion
Bernie Murray
28/Anti-Racist/Post-Colonial Education
Room 5-160

Education as a Colonial Tool: The Experiences of Three Brown Youth
Ayla Raza

Engaging Teachers With Latino Backgrounds In Creating Latino Communities Through School Activism: Reflections On Canadian Schools
Ximena Cecilia Martinez

Problem place, problem people: Racial discourses in the public education materials of an urban planning project in Hamburg, Germany
Julie Chamberlain

From Student to Soldier - A Psychocultural Interpretation of how Israeli and Palestinian children are indoctrinated into shaping and negating the ‘Other’
Neil J Orlowski

10:45 – 12:15
Coffee Break, Room 5-210

10:45 – 12:15
Concurrent Sessions

29/Innovative Approaches to Teaching
Room 5-280

Metacognitive Strategies for Reading Comprehension in the Secondary English Classroom
Samantha Catherine Scheepers

Mouth Open & Stories Will Jump Out: Oral Storytelling & Wonder Tales in the Classroom
Kimberley Tamara Fry

Rethinking Literacy: Incorporating Children’s Drawing in Classroom Instruction
Freshtah Yasseen

The Literacy Needs of Urban Students: A Literature Review
Pooja Dharamshi
30/Immigration
Room 5-260

The Implications of Gerontophobia for Immigration and Settlement in Canada
Hewton Tavares

The Stages of Becoming Canadian
Jeffrey Myers

“Good for Them and Good for Us”: Localism & capitalism in Canada’s skilled immigration policies
Soma Chatterjee

Fight the Power: Situated Activist Learning
Joe Curnow

31/Ecologies of Learning
Room 5-230

Ecologizing education / Educationalizing ecology
Ramsey Rasheed Affifi

The Value of School Architecture Research
Nathalie Carrier

Eco-Pedagogy: The Garden as a Place of Learning
Nikki Rotas

Re-engaging students with nature: Using local settings as a context for learning
Tanya Juliana Williamson

31/Organizational Change, and Educational Reform
Room 5-250

Rethinking Developmental Management and Organisational change - a complexity informed perspective
Keita Demming

Institutional Change at Three Ontario Colleges
Kevin Ramdas

Macro-Level Educational Reform from a Social Network Perspective: The Case of High School Philosophy
Shasta Helene Carr-Harris
33/Developments in Holistic Education
Room 5-160

Presence and flow in language teaching-learning environment: Engaging mind, body and spirit
Merlin Charles

How can teachers address religion in an inclusive public school classroom?
Alice Chan

Contemplating Teaching: Meditation and Reflection in the Pedagogical Process
Jennifer Motha

34/Student Engagement: Student-teacher relationships and considerations
Room 5-240

Creating a Co-Curricular Record: Challenges, Deliberation, and Compromises
Kimberly Laura Elias

Cyber-bullying in schools: An examination of middle school teachers’ perceptions
Shehzad Uddin

Teacher-student authority relations in elementary classrooms committed to democratic pedagogies
Diane Hamilton

35/Aboriginal Community/Culture
Room 5-170

Making Connections between Schools and Prisons: One Teacher’s Reflection
Amanda Gebhard

Reclaiming Indigenous Languages and culture following the Residential School Era
Safia Badmah Gahayr

Understanding Home-School Relationships within an Indigenous Community in an Urban Public School
Mandisa Rosetta Bromfield
12:15 pm – 1:30 pm
Lunch, Room 5-210

Professional Development Workshop

What I Learned from Assessing Post-Doc Applications for SSHRC
Tara Goldstein

Professor Tara Goldstein, CTL, shares insights on what makes a strong application for post-doc funding from SSHRC.

Moving towards democratic classrooms for students at the University of Toronto through Teaching Assistant Workshops: The Centre for Teaching Support and Innovation (CTSI)
Kazi Rouf

In the fall of 2011 U of T’s Centre for Teaching Support and Innovation (CTSI) facilitated seventeen workshops for graduate students. The author attended eleven of them. The session will share insights gained from the Teaching Assistant Training Program workshops and from his classroom experiences in other universities. The democratic discussions and exercises undertaken led to the mutual growth, appreciation, deliberation, hope and autonomy of the students who attended.

1:30 pm – 3:00 pm
Concurrent Sessions

36/Educational Reform: Evaluation, Fundraising, and Book Banning
Room 5-5-260

Process Evaluation and Effectiveness of the Reconnecting Youth Program
David Cameron Hauseman

The Results and Implications of Fundraising in Elementary Public Schools: Interviews with Ontario Principals
Ioanna Vana Pistiolis

The Challenge of Challenging Books
Phil Gold

37/Looking Within: Learning from individuals and their narratives (4)
Room 5-230

They sat in your seats: The student-authored narrative as class text
John R Currie
Colouring Outside the Lines: An Abstract View of Learning
*Gabriella Elisabeth Lancia*

From Deficit Thinking to a Pedagogy of Hope: A Journey of Critical Reflection
*Sarah Elizabeth Bates*

Creating my identity: A self-study of my personal and professional life with a chronic illness
*Taunya Wideman-Johnston*

38/Spaces of Identity Construction: Classroom, Diaspora, Academy and Leisure
Room 5-170

Productive Trauma: The Role of Anger and Melancholia in Minority Identity Construction
*Emerald Lee*

Scholarly and Identity Politics: A Methodological Shift for Building Alliances across Caribbean and South-Asian Studies and among Diasporic Indo Canadian Women
*Preeia Surajbali*

A More Complete Picture: Making Connections Between Sociology and Psychology in Development of the Self and Identity
*Lucy El Sherif*

‘Making’ Our Way Through: DIY and Crafting Communities in Toronto
*Arden Hagedorn, Stephanie Springgay*

39/History & Philosophy: From the centre to the margins
Room 5-250

No More Excuses: The Potential of Digital Archives in Teaching Ontario’s African-Canadian History
*Patricia Kmiec*

Dissident Sexuality & Social Movement Community: Sketching the Lesbian-Feminist Present of Contemporary Queer Resistance
*Jaclyn Isen*

The Utility of Theories of Truth – Teaching Philosophy in Light of the Robust/Deflationary Debate
*Joseph Longo*

Reading Outside the Book: The Value of Alternative Pedagogical Tools in Teaching Introductory Philosophy
*Julia Kathleen Lowe*
Mental Health of Undocumented Adolescents
Faria Kamal

Towards a good and happy life for all: Considering positive psychology and wisdom interventions in the face of social and economic inequalities
Christine E. Guthrie

Collegial and Managerial Tension: Administrators at a Canadian Research University
Chad Nuttall

Seven Issues to Consider When Designing Training Curricula
Jennie Phillips

Academic Productivity and Compensation Models for Academic Physicians in Canada: Results of a Survey of Academic Leaders of Canadian University Departments of Anesthesia
Wendy U Kubasik, Daniel W Lang

Green Social Micro-Credit Programs for Bio Green Social Micro-Enterprise Development for Disadvantaged People
Kazi Abdur Rouf

Organizational Knowledge-Creating Theory as Grounds for a Conceptual Framework for Initial Teacher Education in Canada
Alexander Antropov

The effectiveness of one-month TESOL pre-service teacher education programs in changing student teachers’ prior learning experiences and beliefs
Danielle Coelhlo Michel Freitas

Educating teachers for diversity: An analysis of a teacher education coursework syllabi
Victorina Baxan

Teacher Candidates’ Struggles: Instructors’ Perspectives
Marija Glisic
3:15 pm - 3:45 pm
Wrap-up
Room 5-210
Notes