

Concordia Department of Education Graduate Student Symposium

25 March 2023

Centre for the Study of Learning and Performance
1211 St. Mathieu Street, Tiohtià:ke / Montreal, Québec, Canada H3H 2S2

Time		
09:00 – 09:45	Registration	
10:00 – 10:45	Keynote Address: Mapping social and environmental relations: Institutional ethnography as an interdisciplinary method of inquiry <i>Dr Mitchell McLarnon</i> Assistant Professor, Department of Education, Concordia University	
11:00 – 12:30	Paper Presentation Session 1	Paper Presentation Session 2
	Lacking a Pair of Shoes: Education Between Resonance and Alienation <i>Neslihan Sriram, Jayanthan Sriram</i> Considering Montreal's Underground as an Epistemic Site: A Rhythmanalysis <i>Eija Loponen-Stephenson</i> How would Freire respond to the Brazilian anti-Freire movement? <i>Vitor Yano</i> Institutional Experience: Interviews with Museums <i>Jacky Lo</i>	(re)Generation: Reflections on a Youth-Led Solidarity Education Initiative <i>Jenna Rose</i> Enhancing Youth and Adult Education in Brazil through Creative Literacy Classes <i>Patricia Rodrigues Chagas</i> Enhancing tolerance for ambiguity in the art room. <i>Nancy Long</i> Listening to, and Collaborating with marginalized youth to combat online / offline hate-speech <i>Natasha Doyon</i>
14:00 – 14:45	Lunch Break	Poster Presentation Session
		Revolution in revolution: Creative art therapy as an intervention for Iranian international students hurt by the occurring revolution in late 2022 <i>Elaheh Khademi</i>

		<p>Life on the Edge: An interdisciplinary design-based research project and the development of a new survey tool to measure the self-determination theory dual-process model for digital game-based learning <i>Liam Byrne, Stephanie Trigonakis, Muhammad Shahrom Ali, Amanda Sidiras</i></p>
<p>15:00 – 16:30</p>	<p>Paper Presentation Session 3</p>	<p>Paper Presentation Session 4</p>
	<p>Student communication time during a teacher planned ESL class <i>Audrey Lamontagne</i></p> <p>An Analysis of Recruitment Biases for TEFL in South Korea <i>Ines Taibi</i></p> <p>Beyond the walls of classrooms: exploring the pedagogical, effectiveness, and acceptance of text-to-speech-based shadowing on the development of Mandarin tones <i>Sue-Anne Richer</i></p> <p>Teaching Collaboration in the University Context <i>Stacey Cann</i></p>	<p>L'intelligence artificielle - un curieux dernier rempart de la confiance <i>Adèle Aubin</i></p> <p>Language power-levelers: analysing the strategies employed by self-regulated learners in the digital wilds <i>Dana Kirkpatrick</i></p> <p>Exploring AI and AR in the Art Class <i>Jihane Mossalim</i></p> <p>A Tangled Pile of Threads: Craft Making for Mindfulness <i>Sarah Pearson</i></p>

Keynote Address

10:00 – 10:45

Mapping social and environmental relations: Institutional ethnography as an interdisciplinary method of inquiry

Dr Mitchell McLarnon,

Assistant Professor, Department of Education, Concordia University

Paper Presentation Session 1

11:00 – 12:30

Lacking a Pair of Shoes: Education Between Resonance and Alienation

Neslihan Sriram, Jayanthan Sriram

This presentation argues that the lives of women, caught in patriarchal family structures, tend to suffer from similar intergenerational forms of oppression. Using the method of oral history interviewing, the intergenerational conflict of two women, a mother and her daughter, is depicted. The mother, born and raised in Turkey, migrated to Germany later in her life. As a mother of eight tasked with child-rearing without chances of working outside the house, her life is mirrored to the life of the only child of the family who achieved a higher education and pursues an academic career. Both women talk of gender issues, poverty, class disparities and racism in conflation with education in the context of German and Turkish culture. The concepts of resonance and alienation by Hartmut Rosa are explored to detailed discussions of both narratives. The application of these theoretical concepts reveals the significance of education to break the chain of oppression.

Considering Montreal's Underground as an Epistemic Site: A Rhythmanalysis

Eija Lopenen-Stephenson

The curriculum of the mobile reading group approaches the Montreal underground transportation system as an epistemic site and pedagogical platform to translate abstract theories through performance-based activities into somatic knowledge. The mobile reading group provides an entry point into the realm of Henri Lefebvre's concept of Rhythmanalysis, a method for analyzing the rhythms of human movement in urban spaces, where they stem from, as well as the physiological and psychological effects they have on city dwellers. Instead of the traditional reading group structure where participants are mostly stationary, sitting in a circle or around a table, the mobile reading group framework ties together content and action. It is a practico-sensory and intellectual proposition designed to synchronize corporeal and conceptual learning. During this workshop the participant's body, senses, and internal rhythms such as heartbeat and respiration, the architectural environment, the time of day, the didactic material, and technology are equally vital players in the epistemological formations that emerge. The pedagogical structure of this project responds to Andy Clark and David J. Chalmers' "Extended Mind Thesis" (EMT) which posits that human cognition is not contained in the brain or body, but that some objects in the physical external world can be part of cognitive processing, functioning as extensions of the mind itself. Though Clark and Chalmers focus more on hand-held objects as extensions of cognition, this workshop proposes that our urban architectural surroundings possess the same and perhaps much greater effect on our cognitive processes.

How would Freire respond to the Brazilian anti-Freire movement?

Vitor Yano

Paulo Freire is considered one of the world's most notable thinkers in the field of education. For many people in Brazil, his home country, he is reason for a great pride, but this is far from being unanimity. In the last decade, an increasing political polarization led to a conservative and far-right fanaticism that includes notable attacks against Freire's work and ideas. In this paper, I

analyzed the Brazilian anti-Freire movement using his own framework, as an imaginative exercise on how he would dialogue with its arguments. For that, I reviewed the main discourses expressed by representatives of the movement and used content analysis to extract and categorize them, observing that some are based on partial interpretations of his thoughts, and others have no relation to his work. Thus, I organized them in three categories: ideological disagreement, contradiction, and groundless. Next, I analyzed the arguments, referring to Freire's thoughts throughout his works. Finally, I concluded that the arguments end up confirming his theories. The resistance to changes in traditional education, still predominant in the Brazilian educational system, reflects the fear of freedom that Freire talked about. For the oppressors, Freire's education for freedom is dangerous due to the changes it makes possible. At the same time, while the oppressed reproduce the dominant ideology, they are part of this reactionary movement. This does not only confirm Freire's reading of the world, but also reinforces the need of a pedagogy that ultimately leads to the overcoming of the contradiction oppressor-oppressed.

Institutional Experience: Interviews with Museums

Jacky Lo

Considering the history of disabled bodies in the field of Art Education, the narratives are very much left out, yet the field is known for its advocacy in tackling social justice issues. Today, issues such as inclusion, diversity, accessibility, and equity have been increasingly conscious in many systems and spaces in our daily lives including museums and galleries. Despite accessibility efforts like entrances and routes, public art, audio guides, pay by donation days, and programming in museum spaces, the systems and museums that houses these artworks are often discouraging to the public. This paper explores the question, "What kinds of barriers physical or non-physical discourage the public to go to museums?" To conduct this research, two museums (The Metropolitan Museum of Art (MET) in New York and Musée des Beaux-Arts de Montréal (MMFA)) were visited multiple times in attempt to find answers through the experience in these spaces. Barriers such as background knowledge, economic accessibility, space and architecture, and surveillance were considered and measured in the data analysis. The research is examined by the methodological process of critical ethnography and the data will be explained through the lens of critical social theory and museology in the form of research creation.

Paper Presentation Session 2

11:00 – 12:30

(re)Generation: Reflections on a Youth-Led Solidarity Education Initiative

Jenna Rose

This paper explores a program improvement effort, specifically about how a solidarity education initiative might offer a potential avenue for integrating progressive feminist ideologies into the classroom. Throughout the 2021-2022 school year I carried out a solidarity education initiative with the grade 8 class at a local private school. The initiative began with learning about systemic oppressions, and culminated in the collaborative creation of a cellphilm about the environment. My goal was to offer a critical social justice education to the class, equipping them with the theoretical tools to understand and navigate the world, and find their places in it. With this initiative, we also aimed to begin changing the broader social culture at the school (one which is challenged by a structure that upholds the heterocentric and Eurocentric status quo). By creating a program separate from, but integrated with, the standard teacher-led curriculum and alongside sympathetic and actively supportive teachers, we can start to make inroads. In this paper, I first examine the challenges and successes of the solidarity education initiative. Secondly, I discuss the power dynamics at play: student(s)-facilitator; student(s)-student(s);

student(s)-teacher/parents. Finally, I reflect on my own accountability as an educator, and the conflicting tensions among the different groups to which I was accountable.

Listening to, and Collaborating with marginalized youth to combat online / offline hate-speech

Natasha Doyon

My presentation will focus on my methodology that is an arts-based action research into online hate with new immigrant and refugee youth in Montreal. My research is based on their lived experiences and resilience. I secondly aim to understand the experiences of stakeholders (teachers, tutors, facilitators, social workers) who, from positions of power and privilege, work with marginalized people within multicultural environments; and by attaining such understanding to help them improve the services they provide. Throughout this qualitative research self-reflection and transformation are part of the collaborative aspects of the methodologies itself.

My approach is arts-based action research, which means that it is participatory, and I am using a methodology that is participant-centered. It will call upon the participants as producers and consumers of social media, and, as such, examine the linkages between social media and well-being, and empower participants through digital citizenship skills. My specific interest is in understanding how an arts-based action research approach may create opportunities to interrupt, question, and reconsider the dominant cultural narratives promulgated by the media, and the structural and embodied racisms that maintain stereotypes of Others.

Enhancing tolerance for ambiguity in the art room.

Nancy Long

Adhering to the notion that taking risks and making “mistakes” is part of the artistic learning process, my research seeks to explore how high school students and their teachers (the research participants) can use such moments as learning opportunities by enhancing the participants’ skills in tolerance for ambiguity. In promoting creative endeavours from ambiguous places, that is, self-doubt, inexactness and multiple interpretations, the general art curriculum is open to possibility. This serves as an occasion for the participants to question and amend existing curricular structures, such as the emphasis on individual productivity and narrow outcomes that the hidden curriculum perpetuates in art class, and in and outside of school. This research project will involve a qualitative study using Design-Based Research (DBR) as my methodological approach, supported by tenets of Critical Pedagogy, Design Thinking and critical reflective practices. The aim is to iteratively design and implement, as a co-researcher with the participants in two secondary school classrooms, tools to help students and teachers engage with moments of ambiguity, thus working under a pedagogy of ambiguity. Applying such a method encourages that taking risks and making mistakes do not need to be couched in taboos, fear of penalty, and avoidance. The research will also serve as an opportunity to reflect on my attempts at approaching a high school art class from a critical pedagogy lens.

Enhancing Youth and Adult Education in Brazil through Creative Literacy Classes

Patricia Rodrigues Chagas

Introduction: The Youth and Adult Education (EJA) program in Brazil aims to provide educational opportunities to individuals who did not complete basic education. However, traditional education methods fail to connect with students, leading to low motivation and interest. This study aims to understand the impact of creative classes on learning in the EJA program.

Statement of the Problem: Brazil has high illiteracy. The EJA program faces challenges like political interests, untrained teachers, poor environments, and traditional methods. This study

aims to comprehend the impact of these challenges and the potential positive impact of creative classes on the literacy learning process in the EJA program.

Purpose of the Study: The study intends to perform a systematic examination of the literature to comprehend the potential positive impact of creativity on the literacy acquisition process within the EJA program.

Research Question: 1. How do creative classes positively influence the literacy learning process in the EJA program?

Preliminary Literature Review: The literature review aims to evaluate the adverse effects of political interests, untrained teachers, substandard learning environments, and conventional teaching methods on the EJA program. Building upon Paulo Freire's method, which was interrupted by the military regime, this research endeavors to shed light on these challenges.

Conclusion: The study aims to improve EJA using creative pedagogy by addressing obstacles including political influence, insufficient teacher support, poor learning environment, and traditional teaching methods to provide relevant education for adult learners.

Poster Presentation Session

14:00 – 14:45

Revolution in revolution: Creative art therapy as an intervention for Iranian international students hurt by the occurring revolution in late 2022

Elaheh Khademi

Handling the challenges during an occurring revolution in International students' country of origin could vary from person to person. This research aims to study how creative art therapy intervention will help students who have suffered from the revolution consequences to overcome the emotional harm and improve their academic life. Gore & Jhadav (2021) demonstrated that mental health issues like depression, stress, and anxiety could impact students' academic performance. Improving interpersonal skills (Emotional Intelligence) can help them perform better in their personal and academic lives. Hence, experiencing the ongoing cultural and political revolution does not exempt international students from dealing with educational challenges caused by emotional damage. Art therapy is considered a tool to help students and educators raise awareness of mental health and well-being issues (Hannigan, 2019). The art hives can provide an excellent opportunity for accelerating emotional intelligence. Furthermore, it is anticipated that conducted art therapy sessions can help students reinforce personal development as well as be in the present moment and communicate with the group and get help and support to get on the right track academic paths. This study should open space for considering the art hives and creative art intervention in the curriculum of international students' academic programs. It is anticipated that this research can also find a meaningful relationship between art-hives' intervention and students' academic success. My personal experience is one of the reasons why I want to do a research on creative and conductive art therapy as intervention.

Life on the Edge: An interdisciplinary design-based research project and the development of a new survey tool to measure the self-determination theory dual-process model for digital game-based learning

Liam Byrne, Stephanie Trigonakis, Muhammad Shahrom Ali, Amanda Sidiras

Life on the Edge is an educational tower-defense video game that aims to instruct undergraduate biology students on the intricacies of cell biology by providing them with an interactive and visually stimulating environment to play in. The game has been redesigned by a collaborative interdisciplinary team of researchers and students drawn from the fields of biology, design, educational technology, and computer science from MacEwan University Concordia University. The game development process is complemented by research to evaluate the game's effectiveness in enhancing students' game-based learning experiences.

This research is focused on understanding how diverse features of games can impact students' satisfaction and learning experience. Using the conceptual lens of Self-Determination Theory (Ryan & Deci, 2000), a survey tool has been developed to measure student players' perceived levels of fulfillment in their basic psychological needs of autonomy, competence, and relatedness. A dual-process model has been postulated in which there will be a sequence of positive relations between perceived need support, need satisfaction, and engagement, as well as negative ones between need thwart, need frustration, and disengagement in learning contexts (Jang et al., 2016; Li et al., 2018). The survey tool has been designed accordingly, and it is hypothesized that learning outcomes will be positively associated with engagement and negatively with disengagement. In this session, we will briefly introduce our iterative and ongoing design-based research project offering opportunities for us, students, to work as a design, development, and research team and collaborate with professors from various disciplines. We will also share how we develop a new survey tool to measure student game players' game-based learning experience based on the dual-process model.

Paper Presentation Session 3

15:00 – 16:30

Student communication time during a teacher planned ESL class

Audrey Lamontagne

This in-progress research study demonstrates how much time students are provided inside an English as a second language (ESL) classroom to communicate about their personal experiences. Classroom sharing is important since it provides an insight for those who might never have to experience building a new social life, moving away from loved ones and arriving in an unfamiliar country. The classroom transcripts from the House of Friendship, a Montreal community-based organization staffed by volunteer teachers from the community and preservice teachers from Concordia's BEd program in TESL will be analyzed for both teacher-to-student communication and student-to-student communication. The coding will identify how much time students have to discuss their own ideas, feelings and experiences as compared to information about the teachers' planned topic. Since the research is still in progress, we have no conclusion at the moment; however, we hypothesize that the research will yield low communicative space for students to talk about their personal experiences and ideas inside the classroom. Therefore, this study could potentially identify teacher techniques to listen to their students' voice and help them understand the importance of student communication, especially for international students who have moved to a new country and have to start a new life without friends or family to support them.

An Analysis of Recruitment Biases for TEFL in South Korea

Ines Taibi

Teaching English as a Foreign Language (TEFL) is a field that was once saturated by educators who identified as white male native speakers of English from countries part of the inner circle. This very narrow scope has broadened over the years, but to what extent? As society changes, people are acknowledging the validity of various Englishes, since there are more non native speakers of English than native speakers. Some are also experiencing the potential benefits one could have when being taught by these non native speakers when they are trained to teach EFL. Still, due to a systemic issue in the recruitment process plaguing many regions worldwide, preference is given to white male teachers with American or British accents. Focusing on recruitment biases in a highly competitive market in East Asia: South Korea, this paper will describe how these biases lead to the alienation of competent EFL teachers. The affected teachers tend to either be part of the outer circle, the expanding circle or the inner circle but with certain accents and/or ethnic backgrounds. In fact, many of the biases are linked to stereotypes and expectations dating from historical and colonial mindsets. Biases can be boiled

down to two barriers: voice and appearance. If a teacher manages to pass the barrier of voice by having the desired accent, the second barrier, appearance, might still prevent them from getting hired. For this reason, it is important to go over these biases and challenge whether these views are still as relevant today as the recruiters seem to believe they are. Indeed, although the logic behind recruiters' desire to hire native speakers to teach English is understandable, recent studies have shown that, rather than accent, students value the teacher's personality and expertise. This suggests that the recruitment criteria are outdated and that the biases preventing many qualified individuals from getting hired should be reworked to fit the current educational landscape.

Beyond the walls of classrooms: exploring the pedagogical, effectiveness, and acceptance of text-to-speech-based shadowing on the development of Mandarin tones

Sue-Anne Richer

This study examines the pedagogical effectiveness and learner's acceptance of using a combination of text-to-speech synthesis (TTS; text reader) and shadowing (S; the repetition of a word or phrase immediately after hearing it; Lambert, 1994) in the self-regulated learning of tones #1 and #4 in Mandarin Chinese. The research was guided by the following research question: can the proposed combination of TTS and Shadowing (or TTS-S) help L2 learners raise their awareness and improve their perception and production of the target Mandarin tones over a period of six weeks? By means of pre-/post-tests (to assess effectiveness in pronunciation) and a survey based on the Technology Acceptance Model (TAM; Venkatesh et al., 2003) – to assess learners' acceptance of the technology, ten beginner-level participants were asked to complete: (1) an awareness task in which they verbalize their metacognitive knowledge of Mandarin tones; (2) ABX tasks to assess their perception of Mandarin tones; (3) a production task to evaluate the production of the target tones; and (4) a TAM-informed survey to assess the suitability of the tool and the participants' acceptance of the proposed technology for L2 pronunciation learning. We will report findings from: (1) t-tests for assessing improvements in phonological awareness, aural perception, and oral production in pre-/post-tests; and (2) descriptive statistics (means, standard deviations) for determining learners' acceptance of the proposed TTS-S-based self-regulated environment to learn Mandarin tones (TAM survey). The presentation will end with a discussion of the study's pedagogical implications.

Teaching Collaboration in the University Context

Stacey Cann

Collaboration is a skill that is not often actively taught within art school (or a Bachelor of Fine Arts program), this led me to wonder both how artists and art students learn within a collaboration, and what is it that they actually learn, if anything. There is an extremely low rate of continuation within the arts after graduation with a Bachelor of Fine Arts, with most students finding employment in an unrelated field (BFAMFAPHD, 2014, p.3). Could stronger social connections through collaboration help build the skills, both artistically and professionally, necessary to create resilience within the artistic profession? If so how do we teach students to nurture successful collaborative practices? What are the features of successful and unsuccessful collaborations? Are collaborative skills even more valuable since educational disruptions due to Covid? Using interviews with professors and artists I will present the theoretical basis and preliminary data collected for this study.

Paper Presentation Session 4

15:00 – 16:30

L'intelligence artificielle - un curieux dernier rempart de la confiance

Adèle Aubin

Han (2017) déplore l'implantation d'un nouveau genre de panoptique où, au moyen d'un réseau hyperconnecté, chaque individu est maintenant surveillant et surveillé. Curieusement, cette exigence de la transparence ne s'applique pas à l'intelligence artificielle (IA) dont l'utilisation grandit, malgré les nombreux enjeux éthiques qui s'y rattachent et un fonctionnement s'apparente pourtant à une boîte noire. M'appuyant sur des principes de philosophie de la technologie, j'explique cette incohérence en m'appuyant d'abord sur la théorie de Latour (1988) selon laquelle la majorité des gens font confiance aux scientifiques quand ils s'entendent, en tant que communauté, sur la validité d'un fait ou d'une technologie. Ensuite, je fais appel à Ellul (2008) et son postulat selon lequel la technique et l'efficacité qu'elle peut apporter sont devenues des principes cardinaux en Occident, vu le progrès social auxquelles elles sont associées. Ainsi, mon analyse tente de mettre en lumière l'importance du dialogue qui doit s'opérer entre les experts et la population générale afin de remettre en question cette primauté de l'efficacité de l'IA. Pour ce faire, le travail est double : il faut (1) davantage sensibiliser la population générale aux enjeux de l'IA pour lui donner la confiance d'utiliser sa voix et (2) former les futurs travailleurs de l'IA à une plus grande écoute des préoccupations énoncées par la population. Cette vision appelle à une redéfinition des programmes de formation en IA pour que ceux-ci incluent et valorisent la dimension sociale de leur domaine au lieu d'en faire une simple contrainte périphérique.

Language power-levelers: analysing the strategies employed by self-regulated learners in the digital wilds

Dana Kirkpatrick

The rise of digital literacy has highlighted the relationship between online gaming and language development within the "digital wilds" (e.g., Sauro & Zourou, 2019; Sylvén & Sundqvist, 2012). However, research on the strategies employed by self-regulated learners in these environments is necessary to define and describe the profile of successful learners who have overcome distractions, information overload, and navigated the difficulty of tracking down reliable source material. Thus, this study examines the self-directed strategies that English as a second language learners employ when engaged in Massively Multiplayer Online games and their online communities. The research was guided by the following research question: what are the prominent learning strategies utilised by successful autonomous language learners in the digital wilds? Using a mixed methods approach, participants partook in semi-structured interviews which asked about their participation in online gaming communities outside their L1. They reflected on their learning motivators and strategies through the course of their online English interactions. Audio and/or video data were transcribed and coded for instances of hesitation, recasts, and repairs to verify English competency improvements using both surveys and longitudinal (early/late) analyses. Qualitative findings were coded for themes related to self-regulated strategies (e.g., Lee et al., 2020), while quantitative data from Critical Discourse Analysis (e.g., Van Dijk, 2001) were matched to learner profiles to inform us whether there is a correlation between themes and survey responses, or themes and instances of improvement between pre-test and post-test results. The presentation will end with a discussion of the study's pedagogical implications.

Exploring AI and AR in the Art Class

Jihane Mossalim

This project is part of my MA research in Art Education; it presents a unique way of exploring emerging technologies such as artificial intelligence (AI) and augmented reality (AR) in portrait making while using more familiar traditional art-making media such as oil paint on canvas. In an art class or art setting where traditional media of creations have more or less stayed the same for many years, emerging technologies can often be perceived as intimidating for many

people, including students and teachers alike. By introducing these emerging technologies through the use of traditional and thus, more familiar tools and media, the user can be eased into that unfamiliar field, facilitating its approach in the art making and creation process. Through the presentation of my own work and art lessons at the elementary level, I am considering the following questions: What happens when artificial intelligence (AI) and augmented reality (AR) are paired with traditional art-making tools and what benefits can students gain from using AI and AR in the art room? As emerging technologies are increasingly made accessible and available to the public, I believe it is our duty as educators and researchers to find ways in which these technologies can be used responsibly and to their full potential, while keeping in mind and promoting the more hands-on, traditional art-making approaches. In the end, we might have to reconsider and/or broaden our notion to the question of what constitutes art making skills and what sort of skills should be taught in the art class.

A Tangled Pile of Threads: Craft Making for Mindfulness

Sarah Pearson

Craft much like Mindfulness has the power to support self-reflection, strengthen emotional regulation, and promote a heightened sense of attention. Borrowing from concepts related to Mindfulness-Based Art Therapy (MBAT) and Dialectical Behavioural Therapy (DBT) this paper explores the therapeutic capacity of craft within art education. Mindfulness is often utilized as a treatment for stress, anxiety, depression and more, however, within the context of this paper craft making and learning processes are considered as mindful preventative care. These ideas are taken up in crochet; exploring the difference between holistic and ordinary craft while emphasizing spontaneous creation and the importance of being fully immersed in the process of making rather than the outcome. This lends itself to questions about craft learning, leisure, and motivation as well as the wellness benefits of education beyond school age and outside of formal learning settings. Questions such as these prove to be more prevalent than ever with recent renewals of interest in craft during and post-pandemic. Contemporary engagements with craft, therefore, present unique opportunities to expand on the therapeutic and redemptive potential of making and learning processes.