

GRADUATE STUDENT
SYMPOSIUM
ÉTUDIANT DES CYCLES SUPÉRIEURS

2026

Education and Creativity: Facing the Uncertainties of the Future
Éducation et créativité : faire face aux incertitudes de l'avenir

21st March 2026 - Department of Education, Concordia University
1610 Saint-Catherine Street West, Montreal, QC H3H 1L9

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Message from the organization

Welcome to the 2026 edition of the Graduate Student Symposium of the Department of Education!

This year's theme is *Education and Creativity: Facing the Uncertainties of the Future*.

We have invited participants to reflect on the role of creativity in education amid ongoing social, technological, and institutional change. We seek to understand how creativity emerges, is negotiated, or is restricted within educational systems and knowledge production in the 21st century.

We are glad to see that the interest and participation is increasing each year. Thanks to the work of all our presenters and the attentive feedback from our reviewers, this year we have 38 great presentations, from three universities, that will foster insightful discussions on the theme. The topics intersect creativity with a broad range of educational aspects, and we carefully organized them into 12 sessions.

The opening keynote panel will allow us to start this discussion on the right foot. Nathalie Duponsel and Vivek Venkatesh, who are both alumni of Concordia's Department of Education, will discuss the different ways in which their work seeks to engage and stimulate creativity in education.

At the end of the symposium, faculty members from Concordia's Department of Education will share their experiences and offer ideas for creative approaches to research.

We would also like to thank our sponsors, whose financial support and generosity are essential to us, helping make this event happen:

- The Department of Education Interdisciplinary Graduate Student Association (DOIEGSA)
- Concordia's Centre for the Study of Learning and Performance (CSLP)
- Concordia's Department of Education
- Concordia's Arts and Science Federation of Associations (ASFA)

Finally, we would like to express our immense gratitude to our volunteers, without whom we would not be able to hold this event.

We wish you have a great symposium!



Adèle Aubin



Britney Vu



Vitor Yano

General schedule

Time	Activity			
9:00-9:30 AM	Registration and breakfast Room: FG 5.405 (Faculty Lounge)			
9:30-9:45 AM	Opening Remarks Room: FG 5.225			
9:45-10:45 AM	Keynote Panel: <i>Education and Creativity: Facing the Uncertainties of the Future</i> Room: FG 5.225			
10:45-11 AM	Short break			
11 AM-12 PM	Session 1: <i>Creativity and care in education</i> Room: FG 5.315	Session 2: <i>Cultural issues in STEM education</i> Room: FG 5.335	Session 3: <i>Rethinking digital technologies in education</i> Room: FG 5.245	Session 4: <i>Diversity, inclusion, and creative approaches</i> Room: FG 5.345
12:00-1:10 PM	Lunch Room: FG 5.405 (Faculty Lounge)			
1:10-2:30 PM	Session 5: <i>Creativity, self-regulation and self-efficacy</i> Room: FG 5.315	Session 6: <i>Critical perspectives on education and creativity</i> Room: FG 5.335	Session 7: <i>Creativity, play, and holistic education</i> Room: FG 5.245	Session 8: <i>Voice technologies in language learning</i> Room: FG 5.345
2:30-2:45 PM	Short break			
2:45-3:45 PM	Session 9: <i>Uncertain futures of cultural traditions</i> Room: FG 5.315	Session 10: <i>AI, gamification, and language learning</i> Room: FG 5.335	Session 11: <i>Creativity in literacy programs</i> Room: FG 5.245	Session 12: <i>Creativity and institutional practices</i> Room: FG 5.345
3:45-4:00 PM	Short break			
4:00-5:00 PM	Closing Panel: <i>Educational Research: Conversation with Faculty Members</i> Room: FG 5.225			
5:00-5:10 PM	Closing Remarks Room: FG 5.225			

Detailed schedule

Keynote Panel: *Education and Creativity: Facing the Uncertainties of the Future*

Room: FG 5.225

- 9:45** [Learning to Pivot: Creativity in the Making of Educators](#) – *Nathalie Duponsel*
[Social Pedagogy for Building Sustainable Resilience with Dispossessed Communities](#) –
Vivek Venkatesh
 Moderator: *Vitor Yano*

Session 1: *Creativity and care in education*

Room: FG 5.315

- 11:00** ["How Can I Support You?" Exploring Networks of Care in Cancer Land](#) – *Emma Corosky*
11:20 [Educators' Perspectives of Delivery of Trauma-Informed Practices in Canadian Schools: A Narrative Literature Review](#) – *Ella Blondin & Harriet Petrakos*
11:40 [Mo/re/thering: Reimagining, Learning and Assessment Through Creativity, Care, and Experience](#) – *Zari Kazandjian*

Session 2: *Cultural issues in STEM education*

Room: FG 5.335

- 11:00** [Equity in Education: School Culture and Mathematics Teachers' Digital Teaching Practices](#) – *Andrews Baada*
11:20 [Mathematics Anxiety in Second Language Education Contexts: A Study Utilizing Students Spatial Reasoning](#) – *Elisa Fogarty & Marta Kobiela*
11:40 [Meaning-Making in Physics Academia: What Do Undergraduate Students Leave Out?](#) – *Sandrine Lavigne*

Session 3: *Rethinking digital technologies in education*

Room: FG 5.245

- 11:00** [Apport des logiciels cartographiques dans le développement de la cognition spatiale et la conscience citoyenne à l'adolescence](#) – *Jusline Rodné-Jeanty*
11:20 [Exploring AI Disruption, Adaptive Expertise, and Creativity in Project Management Education: A Work-in-Progress Study](#) – *Tetiana Brandt*
11:40 [Rethinking Academic Writing Support with Corpus-Informed AI](#) – *Vivian Meurer Lameira*

Session 4: *Diversity, inclusion, and creative approaches*

Room: FG 5.345

- 11:00** [Invisible Barriers: The Challenge of Linguistic Integration for Adult Immigrants in Quebec, Case Dyslexia](#) – *María de los Angeles Acosta*
11:20 [Dyslexic Students' Experiences from Elementary to Secondary School in Quebec](#) – *Gabriella Buggé*
11:40 [Pictures as Pathways: Creativity, Communication, and Inclusion in Early Childhood](#) – *Selina Di Nitto*

Session 5: Creativity, self-regulation and self-efficacy

Room: FG 5.315

- 13:10** [Arts Based Research for Youth in Decision Making Research Project](#) – Marissa Gough
13:30 [Arts-Based Approaches to Eco-Anxiety in Climate Change Education](#) – Stephan Lucu
13:50 [Creativity and Teacher Disengagement: Making Sense of Teachers' Lived Realities in Uncertain Times](#) – Laura Taylor
14:10 [Et si l'autoévaluation de la créativité augmentait le SEP plutôt que la note ?](#) – Véronique Labelle

Session 6: Critical perspectives on education and creativity

Room: FG 5.335

- 13:10** [Why Problematic Media Requires Creative Pedagogical Approaches](#) – Mara Forloine
13:30 [Pedagogy Against Patriarchy](#) – Nicole D'Agnolo
13:50 [Thinking Outside the \(Disciplinary\) Box: Embracing the Unconventional in Higher Education](#) – Erika O'Hara
14:10 [When Inclusion Demands Imagination: Designing for Difference](#) – Carolina Choy Pedroza

Session 7: Creativity, play, and holistic education

Room: FG 5.245

- 13:10** [Children's Perceptions of Play and Learning with LEGO Bricks](#) – Arielle Pimienta
13:30 [How Can Insights from the Lived Experience of the City Help Young People Develop Creativity, Imagination and Resilience in Uncertain Times?](#) – Pavlik Frank
13:50 [School Principals' Perspectives on Outdoor Learning Leadership](#) – Katya Teague
14:10 [When the Goal is More than a Ball in the Net](#) – Silvia Lebensztajn

Session 8: Voice technologies in language learning

Room: FG 5.345

- 13:10** [Ancient Greek Language Education: How Artificial Voices Can Improve Students' Learning Experience](#) – Catherine Dufort
13:30 [Evaluating Text-to-Speech Performance in Plurilingual Education](#) – Evelise Rabassa
13:50 [Evaluating Text-to-Speech Synthesizers for French Pronunciation Learning](#) – Emma Hayter
14:10 [From One Voice to Many: Text-to-Speech for High-Variability Phonetic Training in Second Language Pronunciation](#) – Forcan Al-Shami & Walcir Cardoso

Session 9: Uncertain futures of cultural traditions

Room: FG 5.315

- 14:45** [Education Policy, Cultural Identity, and Social Cohesion in Quebec](#) – Aimee StHilaire
15:05 [Heritage Languages and Education: Can Heritage Languages and Cultures Be Taught Outside of the Typical Classroom Setting?](#) – Benjamin Lafontaine

Session 10: AI, gamification, and language learning

Room: FG 5.335

- 14:45** [AI, Pronunciation, and Accentism: Rethinking Computer-Assisted Pronunciation Teaching Tools](#) – *Hasan Ibrahim*
- 15:05** [AI-Supported Gamification in English Language Education: Designing for Motivation, Inclusion, and Uncertain Futures](#) – *Ariella Pardo*
- 15:25** [Game Over? Rethinking the Language Learning Classroom](#) – *Noelle Harris*

Session 11: Creativity in literacy programs

Room: FG 5.245

- 14:45** [Creativity or Just a Response: My Use of Teaching-at-the-Right-Level \(TaRL\) in Mitigating the Foundational Literacy Crisis in Nigeria](#) – *Gideon Abioye Oyedeji*
- 15:05** [Effectively Integrating Literacy Programs from Elementary through High School: Ensuring a Progression that Supports Students' Literacy Skills for Struggling Readers](#) – *Gabriella Buggé, Jackelyne Jauregui Dominguez, Gideon Oyedeji, & Voula Tsagaroulis*
- 15:25** [Translanguaging for Literacy Development](#) – *Rita Andraous*

Session 12: Creativity and institutional practices

Room: FG 5.345

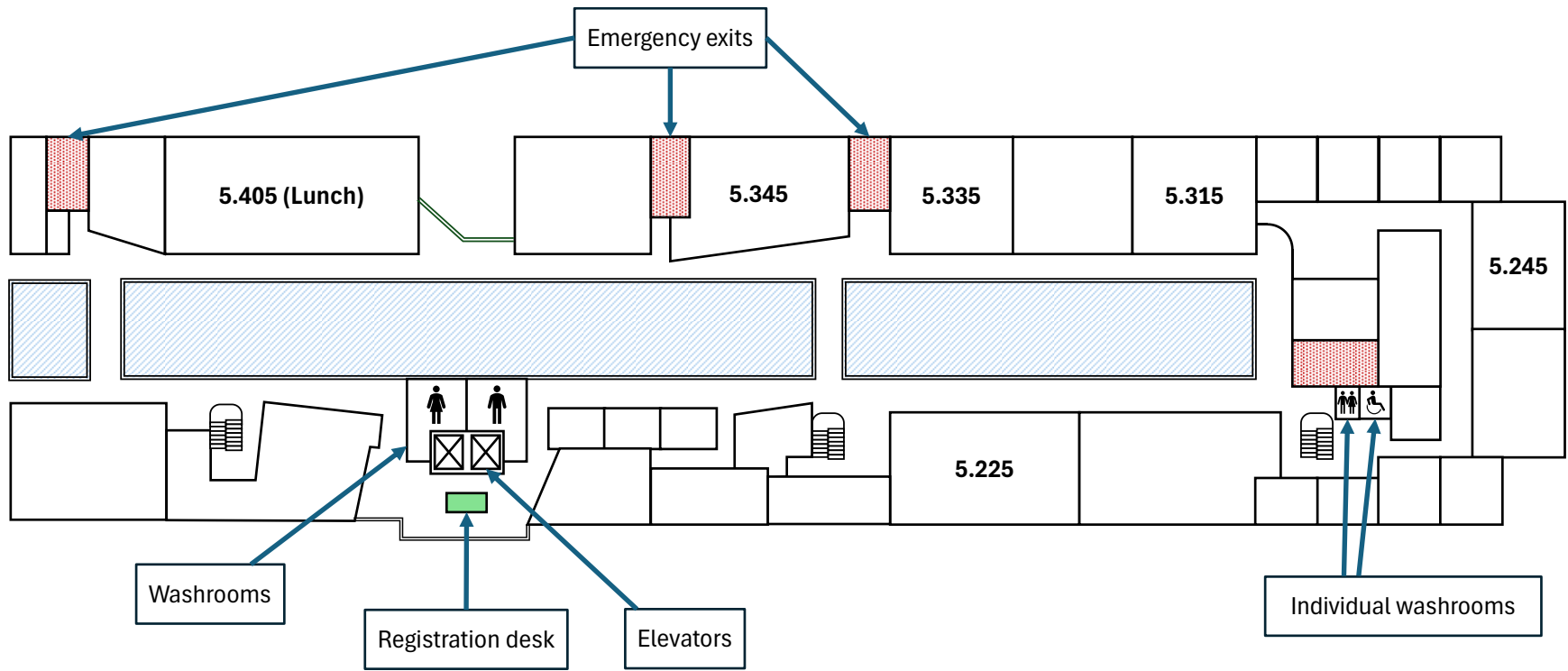
- 14:45** [Creative Freedom: Correctional Facilities and Vocational Education](#) – *Adam Piperni*
- 15:05** [Cutting Costs, Cutting Creativity? Military Education and Institutional Reform at the Royal Military College of Canada](#) – *Shona Couturier*

Closing Panel: Educational Research: Conversation with Faculty Members

Room: FG 5.225

- 16:00** [Panel with professors of the Department of Education, Concordia University](#)
 Panelists: *Casey Burkholder, Julie Corrigan, Sara Kennedy, Vitor Yano*
 Moderator: *Britney Vu*

FG Building – 5th Floor



Keynote Panel

Learning to Pivot: Creativity in the Making of Educators

Creativity in education begins with educators. In this keynote, I will explore how becoming a creative educator starts during training—not once educators enter the classroom. Reflecting on my own journey through a PhD program, I share how unexpected extracurricular experiences—collaborative projects, experimentation, and community engagement—were just as formative as formal coursework in shaping my approach to education, and that learning to recognize these opportunities as occasions of growth was key for my formation. In the talk, I will connect these experiences with insights from my research on maker-centered learning, which shows that creativity flourishes in environments that allow time to explore, experiment, and learn from failure. While these conditions are often discussed in relation to students, they are just as essential for educators. In a rapidly changing and uncertain world, future educators must begin cultivating creativity during their training so they can adapt, innovate, and empower their students to do the same.



Nathalie Duponsel recently completed her doctorate in Educational Technology at Concordia University. Her research focused on maker education and the benefits DIY, design, and maker activities have for student learning, as well as how schools can optimize conditions to facilitate teachers' use of maker- and design-based pedagogues. Nathalie is a certified teacher (Pre-K to Grade 6) and has taught at a variety of levels ranging from kindergarten to university. She is currently the coordinator of the Concordia University Innovation Lab which help students from all disciplines develop skills and confidence in innovation.

Keynote Panel

Social Pedagogy for Building Sustainable Resilience with Dispossessed Communities

In this presentation, I advance the foundations of a theory of social pedagogy within a framework grounded in humanism and community co-creation. I will outline my pessimistic unease surrounding the accelerating impact of identity politics on an uninspiring, narcissistic, and vapid form of social justice. Our collective apathy to the deleterious effects of structural and systemic societal imbalances has exacerbated existing intolerances and increased polarizations. Partisan politics that thrive on highly divisive debates catalyze the abuse and erosion of public trust through various disinformation campaigns, resulting in the dismantling of the democratic functioning of our shared society. Our team of researchers, community organizers, artists, and policy experts at Project SOMEONE and the UNESCO Chair in Prevention of Radicalization and Violent Extremism seek to refocus and reimagine the humanistic ideals of social cohesion. I will present examples of a range of arts and community initiatives that enable our partners to own and revolutionize their own understanding – as well as our collective understanding – of what it means to create pluralistic platforms for dialogue to combat the rhetoric of division and pave the way for restoring the principles of an inclusive society.



Vivek Venkatesh, PhD is Dean of the Faculty of Education and a James McGill Professor in the Department of Integrated Studies in Education at McGill University in Montreal, Canada. Since 2017, Vivek has held the UNESCO co-Chair in Prevention of Radicalisation and Violent Extremism. Vivek is a filmmaker, musician, curator and applied learning scientist whose research and research-creation programs focus on community resilience and pluralism through a resolutely public pedagogical approach.

His feature films include documentaries about underground cultural scenes including *Blekkmetal* (2015), *Where in the hell is the Lavender House?* (2019) and *Enslaved 25* (2025). Vivek's research-creation initiatives engage the multiple challenges of xenophobia at their roots through the development of four unique participative artistic projects: *BANAL*, *Halka*, *Landscape of Hate* and *Landscape of Hope*. All four projects expand knowledge mobilization activities far beyond traditional academic paths, and include film and music production, and curation of live performances by musicians, visual artists, filmmakers, and writers. These projects have reached more than 6,500 people at festivals in Canada, Norway, Mexico and Iceland.

Closing Panel



Sara Kennedy
Applied Linguistics



Casey Burkholder
Child Studies



Vitor Yano
Educational Studies



Julie Corrigan
Educational Technology

Book of Abstracts

Ordered by the first author's last name

Invisible Barriers: The Challenge of Linguistic Integration for Adult Immigrants in Quebec, Case Dyslexia

María de los Angeles Acosta

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This proposal addresses the critical gap between established language-learning frameworks in Quebec and the neurodiversity of its immigrant population. While proficiency in French is a mandatory pillar for social and economic integration in the province, current pedagogical models often rely on standardized, fast-paced methods that overlook the needs of adult learners with various forms of neurodivergence, specifically dyslexia.

Supported by the Linguistic Coding Differences Hypothesis (LCDH), this study argues that the difficulties faced by dyslexic adults in acquiring a second language (L2) are not merely a matter of academic effort but are rooted in neurobiological differences in phonological and orthographic processing. In the context of Quebec, the scarcity of specialized centers, materials, and digital tools tailored for neurodivergent adults creates a systemic barrier. When traditional educational institutions fail to align their teaching methods with the realities of learning disabilities, they unconsciously marginalize a significant portion of the immigrant population, delaying their ability to meet linguistic requirements and fully integrate into Québécois society.

By examining the intersection of traditional Second Language Acquisition (SLA) theories and the current lack of specialized resources in Montreal and beyond, this paper advocates for a shift in educational policy. It calls for the evolution of linguistic integration programs toward more inclusive, evidence-based practices that recognize dyslexia not as an “issue,” but as a reality that demands specialized attention in an increasingly uncertain and demanding social future.

From One Voice to Many: Text-to-Speech for High-Variability Phonetic Training in Second Language Pronunciation

Forcan Al-Shami & Walcir Cardoso
Concordia University

In many ESL contexts, pronunciation remains among the most under-supported dimensions of language learning, often constrained by limited instructional time, reliance on a single teacher's voice, and restricted exposure to phonetic variability (Cardoso, 2022; Collins & Muñoz, 2016; Farhat & Dzakiria, 2017). These conditions reflect educational uncertainties, as traditional instructional practices often fail to prepare learners for the variability of real-world communication (Thomson, 2018). Addressing this gap requires pedagogical approaches that rethink how rich linguistic input is delivered and accessed.

This proposed doctoral project explores Text-to-Speech (TTS) technology as a creative instructional response for implementing High-Variability Phonetic Training (HVPT) in ESL pronunciation pedagogy. Grounded in interactionist perspectives on computer-assisted language learning (Chapelle, 2003), it builds on prior research comparing learning outcomes between learners exposed to single-voice and multi-voice TTS input (Al-Shami & Cardoso, in print). Earlier findings suggest that TTS, regardless of input variability, can support early phonological awareness of English past-tense -ed allomorphy, a foundational stage in pronunciation development (Celce-Murcia et al., 2010). The proposed project extends this work by examining how these gains develop across subsequent stages of pronunciation learning, aural perception and oral production, while also exploring learners' acceptance and sustained use of TTS through the Technology Acceptance Model (Venkatesh & Davis, 2000).

Using a mixed-methods design, this study combines pre-/post-tests with surveys and interviews among Arabic-speaking ESL learners in Kuwait. By examining pronunciation outcomes alongside learner experience, it contributes to understanding how technology-mediated training can support future-oriented pronunciation pedagogy while acknowledging classroom constraints and learner engagement.

Translanguaging for Literacy Development

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Over the past decades, the global refugee movement has increased significantly, with many newcomers arriving in Canada as refugees with limited literacy skills due to interrupted schooling (UNHCR, 2023). Without sufficient literacy skills, newcomers face substantial barriers to securing employment, advancing further education, and participating fully in community life (Huang, 2024). Monolingual or other current teaching methods often fail to meet the diverse linguistic and educational needs of students with refugee experiences, particularly those with limited or interrupted formal education. These barriers hinder social connection, engagement with rigorous content, and simultaneous language and literacy development (Kendrick & Early, 2024). This study adopts translanguaging as a framework that recognizes learners' full linguistic repertoires as dynamic resources for oral meaning-making (Li, 2011). Within this framework, I aim to investigate how Arabic-speaking adult emergent literacy learners experience and engage with translanguaging tasks in language classes, as well as how they utilize their linguistic repertoire to accomplish communicative tasks. The translanguaging literacy approach enables emergent bilingual learners with low literacy to negotiate meaning, draw on lived experience, and perform literacy through spoken interaction (García & Kleifgan, 2019). As this study is still in the planning phase, I will present my tentative research proposal, outlining a qualitative methodology informed by participatory principles. This presentation outlines the proposed methods for examining how participants, specifically newcomers from refugee backgrounds with emergent print literacy, engage with translanguaging and oral literacy. It highlights the research design and planned approaches to investigate learner engagement.

Equity in Education: School Culture and Mathematics Teachers' Digital Teaching Practices

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The study explores how mathematics teachers' digital teaching practices are constructed in the classroom and how the school culture influences, shifts, and mediates these pedagogical teaching practices, focusing on how digital technologies are used to further widen or close the disparities gap between learners.

Situated in Africa, it aligns with Ghana's efforts to achieve SDG 4 by identifying cultural and structural barriers that hinder equitable digital education and providing inclusive and high-quality education. As Ghana strives to reduce educational inequalities and strengthen digital readiness, understanding the cultural and structural factors that shape teachers' use of technology becomes critical. This research contributes to broader SDG commitments, including reducing inequalities (SDG 10) and fostering peace, justice, and inclusive institutions (SDG 16).

Using the Cultural-Historical Activity Theory (CHAT) framework, the study examines how mathematics teachers navigate shifting habitus and doxa as they integrate digital tools into their instructional practices.

Case studies using semi-structured interviews were employed to explore practising high school mathematics teachers' perspectives. Data were analysed using thematic analysis.

The findings aim to provide evidence-based insights to support policy, professional development, and school-level reforms that promote equity in digital mathematics education.

Educators' Perspectives of Delivery of Trauma-Informed Practices in Canadian Schools: A Narrative Literature Review

Ella Blondin & Harriet Petrakos
Concordia University

Objective: Trauma-informed care (TIC) has become increasingly integrated into school-based mental health frameworks, as educators and school staff are often expected to support the mental health needs of students. However, its operationalization within Canadian and provincial teacher education program remains unclear. This synthesis of the literature examines the current landscape of TIC to address the ambiguity in guidelines that complicates systematic implementation for educators and policymakers.

Method: A narrative literature review was conducted using multiple academic databases and search engines, including ERIC, PsycINFO, PubMed, and Google Scholar. The review author conducted the search from August to October 2025, using peer-reviewed articles, reports, and policy documents to inform the review. Articles were synthesized to identify overarching themes regarding provincial and Canadian training models, implementation fidelity and program evaluation outcomes.

Findings: Results reveal that there is a wide range of trauma-informed programs, initiatives, and resources available to Canadian educators. However, there is substantial variability in their scope and accessibility across provinces and school divisions. Furthermore, implementation tends to be inconsistent and short-term, and program evaluation efforts focus on student outcomes and neglect the perspectives and professional experiences of educators.

Implications: These findings highlight a critical requirement for consistency and guiding support for educators to implement TIC to address students' mental health needs. Future research should prioritize rigorous evaluation efforts and multi-stakeholder evaluation methodologies to account for both student mental health outcomes and educators' implementation experiences.

Exploring AI Disruption, Adaptive Expertise, and Creativity in Project Management Education: A Work-in-Progress Study

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Concordia University

The rapid integration of Artificial Intelligence (AI) into project management systems is transforming professional roles, especially for early-career project managers, as traditional entry-level tasks become increasingly automated. These developments raise important questions for training and professional development. Particularly, how junior professionals can acquire the adaptive capabilities needed to navigate AI-mediated work environments. Situated within the field of Educational Technology, this work-in-progress study examines how project management education can better prepare novice professionals for evolving human-AI work contexts.

The study builds on a preliminary environmental scan conducted in 2025 that reviewed sixteen sources published between 2022 and 2025, including industry reports, books, empirical studies, and professional publications, to map the emerging discourse on AI in project management. To capture recent developments, an additional review of twelve empirical research articles was conducted in February 2026. The analysis identifies three recurring themes: human-AI collaboration and the evolving role of the project manager, AI-supported decision-making and predictive analytics, and the increasing automation of project management processes. Across these themes, the literature reveals limited attention to the competencies required for early-career professionals and the educational implications of AI-mediated project work.

Addressing this gap, the study proposes a conceptual direction for investigating how design-based learning environments, such as business simulations or serious games, can support the development of creative problem-solving and adaptive competencies among novice project managers. In this study, creativity is understood as the capacity to generate new approaches to complex AI-mediated project problems. The study contributes by synthesizing emerging research on AI-enabled project management and identifying educational gaps that can inform future learning design.

Dyslexic Student's Experiences from Elementary to Secondary School in Quebec

Gabriella Buggé

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Given a constructionist paradigm, my research asks, how do students with dyslexia, their parents, and educators navigate the shifting landscape of inclusive education during the transition to Grade 7 in Montreal English Public Schools? How do teachers encourage creativity in the classroom for students with dyslexia?

This qualitative case study utilizes nonprobability sampling to engage five to seven Grade 6 students from the Montreal English public system, alongside their parents, teachers, and principals. The primary deliverable is a multi-vocal narrative that bridges the gap between home (parents) and school (principals/teachers) expectations. Data collection occurs in school or home settings through semi-structured interviews. As mentioned by Tisdell et al. (2025), in a qualitative case study, researchers thoroughly examine a clearly defined system. O'Byrne et al. note that they opted for this method as it allows “both participant and researcher to have joint discovery, meaningful interaction and deep reflection” (O'Byrne et al., 2019, p. 1034). Richardson (2021) explains how they were able to adjust questions or add follow-ups depending on the participant's answers.

This approach aligns with the social model of disability and relies on definitions from the Department of Education in Northern Ireland (1998) and the Department of Education and Science (2002) in Ireland. The scope of this study is bounded specifically to the English Public School system in Montreal, focusing exclusively on students with a formal diagnosis of dyslexia (preferably by a neuropsychologist) undergoing the transition to Grade 7. While the small sample size limits statistical generalizability to the broader student population, the methodological goal is to provide deep, transferable insights into the lived experience of neurodivergence. Researchers have identified several strengths in young people with dyslexia, including creative thinking (O'Byrne, 2019). Students with dyslexia often draw on their creativity and imagination to better grasp new concepts (Richardson, 2021). Studies on adults with this learning disability show their creativity, rather than their ability to fit in (Richardson, 2021). Adults with dyslexia often excel in careers such as entrepreneurship, engineering, and the arts, thanks to their creativity (Richardson, 2021).

Effectively Integrating Literacy Programs from Elementary through High School: Ensuring a Progression that Supports Students' Literacy Skills for Struggling Readers

Gabriella Buggé, Jackelyne Jauregui Dominguez, Gideon Oyedeji, & Voula Tsagaroulis
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Our project investigates the effectiveness of structured literacy programs in supporting students' reading development from Grade 6 through Grade 8. The goal is to understand how specific instructional components influence literacy growth during the schooling transition. Though some struggling students become more engaged during the transition phase, achievement gaps often persist (Desrosiers et al., 2016). The Ministère de l'Éducation du Québec (2017) identifies early literacy as a foundation for lifelong learning; however, the current curriculum (from 2001) lacks systematic phonics instruction, decoding, and clear instructional progression (The Language Network Community of Practice subcommittee of the Directors English Education, 2024). These five dimensions of Fidelity of Implementation (FOI): (a) adherence, (b) dosage, (c) quality of delivery, (d) participant responsiveness, and (e) program differentiation will guide the analysis of how literacy practices are implemented. Few studies examine all five dimensions of fidelity simultaneously (Gonzalez et al., 2020). Guided by a multi-tiered system of support (MTSS), this mixed-methods study examines how instructional fidelity mediates the effects of structured literacy interventions. Classroom observations and student progress will be measured using DIBELS from Grade 6 (baseline) to Grade 8, with an interim Grade 7 analysis. Focusing specifically on literacy-based interventions, this study addresses persistent reading gaps that impact students before they enter high school. Findings will identify effective instructional practices and inform policies aimed at improving literacy equity in English schools across Quebec. By identifying effective practices, this project aims to inform educational policies and promote literacy equity in English schools across Quebec with a focus on extending elementary school effective practice.

"How Can I Support You?" Exploring Networks of Care in Cancer Land

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This project is interested in networks of care and support that assemble around people who care for people with cancer, with a particular focus on high intensity moments such as seeking diagnosis or engaging in intensive treatments like chemotherapy, surgery or radiation. It aims to go beyond institutionally available modes of supporting “cancer caregivers” to explore versions of support that are informal, community-based, collectivist, multidirectional and interdependent.

I define networks of support as assemblages of community members outside of the medical institution (friends, family, neighbours, colleagues and so on) who contribute in any way to the wellbeing of a person who is caring for someone with cancer. These networks are in constant flux and respond to the specific contexts in which they emerge. As such, I invoke Anna Tsing’s (2021) assemblage epistemology as the primary framework of the project. This framework understands knowledge as situated, contingent and emergent rather than universal, fixed and objective. Assemblage epistemology is invoked to insist on the legitimacy of lived experience as a form of profound and generative knowledge, and to account for the idiosyncratic nature of networks of care that assemble in response to the experience of fighting and living with cancer.

Methodologically, the project blends autotheory (Cavitch, 2022; Fournier, 202), Sophie Niang’s (2024) articulation of scavenging and Deborah Khodanovich’s (2025) Relational Citation System in order to generate vignettes that explore the nature and potential of collectivist, multidirectional care and support for and with cancer caregivers. The vignettes will eventually be assembled in the form of a zine that will be freely available at the Jewish General Hospital’s Hope and Cope center.

This project does not aim to prescribe a singular ‘best practice’ for care. Instead, it hopes to enact a form of knowledge mobilization by offering a collection of scavenged possibilities for collectivist response to the experience of fighting and living with cancer. "

Cutting Costs, Cutting Creativity? Military Education and Institutional Reform at the Royal Military College of Canada

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Established in 1876, the Royal Military College of Canada (RMCC) has historically provided officer education grounded in military knowledge, science, and engineering, adapting its academic offerings to meet the evolving needs of the Canadian Armed Forces (CAF). In 2025, following a series of external inquiries questioning the institution's academic credibility, RMCC underwent a comprehensive review by the newly established Canadian Military College Review Board (CMCRB). The resulting report recommended significant restructuring, including the elimination of several programs, the reduction of the core curriculum, and the consolidation of degrees into generalized Arts, Science, and Engineering streams.

This paper examines these reforms through the lens of education and creativity, arguing that institutional responses to uncertainty can unintentionally constrain creative and diverse forms of learning. Drawing on literature on creativity, leadership, and professional military education, the paper explores how narrowing curricular offerings limits opportunities for Officer Cadets (OCdts) to engage with multiple ways of knowing, critical inquiry, and interdisciplinary perspectives.

The analysis highlights tensions between standardization, institutional legitimacy, and the cultivation of creative capacity within military education. While the reforms aim to address concerns of credibility and efficiency, they risk undermining the development of adaptive and imaginative leadership skills that are increasingly necessary in complex and rapidly evolving security environments. Modern conflict and operational contexts demand officers capable of navigating uncertainty, thinking creatively, and responding to unforeseen challenges.

By examining federal government reviews of RMCC from the last 20 years and the existing literature on creativity and leadership, this paper contributes to broader discussions of how creativity is negotiated, restricted, or marginalized within educational systems under institutional scrutiny. It argues that preserving spaces for creativity and curricular diversity is essential for preparing future leaders capable of responding to uncertain and unpredictable futures.

Pedagogy Against Patriarchy

Nicole D'Agnolo

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This research examines the performance of masculinities within the “Man Box,” focusing on the Manosphere, an online grouping of anti-feminist and anti-progressive ideologies that frame feminism as a form of masculine dispossession. Platforms such as 4chan and Reddit normalize toxic masculinity through digital social codes including anonymity, irony, and algorithmic speed, amplifying a sense of aggrieved entitlement among alienated men. Within these spaces, hegemonic masculinity is not abandoned but reconfigured through tropes of beta masculinity, victimhood, and resentment. This performance reflects the contradictory experience of masculine power, where the pursuit of dominance produces alienation, suppressed empathy, and gender-based violence.

Grounded in a theoretical and conceptual analysis, this paper draws on Antonio Gramsci’s culture wars, Friedrich Nietzsche’s concept of resentment, bell hooks’ engaged pedagogy, Paulo Freire’s problem-posing education, and Judith Butler’s theorization of performativity and aesthetic practices. The educational significance of this study lies in its contribution to critical and feminist pedagogy, offering educators conceptual tools to address gendered extremism, digital masculinity, and affective harm within learning spaces. Creativity is central to this pedagogical approach; as hooks argues, teaching is a performative and imaginative act that disrupts rituals of domination and opens space for transformation. Engaging Butler’s notion of aesthetic practices, this research interprets how harmful language and gendered scripts can be appropriated, destabilized, and reworked to imagine alternative performances of masculinity beyond rigid binaries. The research concludes by advancing a pedagogy of radical openness that bridges digital studies and education, foregrounding creativity as a means of cultivating critical consciousness, relational accountability, and the capacity to live and think otherwise.

Pictures as Pathways: Creativity, Communication, and Inclusion in Early Childhood

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Educational frameworks often assume spoken language as the primary mode of communication and learning. For some autistic children, spoken language may be limited, creating uncertainty for children, families, and educators about participation and social interaction. When dominant ways of communicating no longer align with children's realities, alternative and creative educational responses are needed. This presentation will examine picture-based communication boards as tools to support communication, participation, and inclusion in autistic children aged two to five years with limited vocal output. These boards allow children to communicate through images rather than speech. They are selected for their accessibility, flexibility, and compatibility with play-based settings, and for their potential to address gaps in social interaction, particularly promoting turn-taking, a key skill emerging in the preschool years. The study presented will use a mixed-methods design. The quantitative component will employ a multiple baseline across participants to examine changes in social communication, measured as (1) the frequency of turn-taking exchanges and (2) the diversity of communicative acts, defined as the number of different things children request or express, following the introduction of the board during play. The qualitative component will involve semi-structured parent interviews, analyzed with thematic analysis, to explore caregivers' perspectives on the impact of communication supports and the types of interventions they find most meaningful and practical. This research aims to contribute to discussions of education and creativity by showing how flexible communication systems can support alternative forms of learning and participation in early childhood contexts.

Ancient Greek Language Education: How Artificial Voices Can Improve Students' Learning Experience

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Language education failed to be motivating when resting only on behaviorism, which promoted the move towards communicative approaches. However, ancient Greek classrooms still rely heavily on the highly behaviourist grammar-translation method (Humphreys, 2023). Since learners of ancient Greek mainly aim to read the language and not orally communicate with others, communicative approaches are not well suited. A way to improve students' motivation and bring a new dimension to ancient languages is by allowing spoken Greek to take a bigger place in the learning process (Lloyd & Robson, 2019).

The biggest challenges in incorporating pronunciation in the ancient Greek language classroom is the absence of native speakers, the limited resources that integrate audio features, and the scarcity of people who can speak the language fluently. These difficulties are alleviated by the access to speech technologies, especially artificial intelligence speech programs, which can provide oral output of ancient Greek.

Even though ancient Greek is no longer spoken, working towards the making of relevant aural input in sufficient quantity is now possible and has the potential to improve motivation, support the learning of grammar and vocabulary, and allow students to interact more meaningfully with the language.

Mathematics Anxiety in Second Language Education Contexts: A Study Utilizing Students Spatial Reasoning

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Mathematics anxiety, “the negative physical, emotional, and cognitive reactions triggered by maths-related tasks” (Li, 2025, p.1), is a common phenomenon. Beyond discomfort, mathematics anxiety can limit involvement in STEM fields (Barroso, 2021). In Quebec, immersion prompts learning math in an additional language, which can bring foreign language anxiety (Kiaer, 2021). Thus, both mathematics and additional language learning are anxiety-inducing, which is the focus of my research.

To combat mathematics anxiety, we must first change our view of mathematics. Math is often characterised as an independent, silent, or, as Pimm (1987) states, a language-free activity (Culligan, 2015); some challenge this by posing mathematics as a discursive activity, or math as a social activity (MSA), an activity conducted through “spoken, written or symbolic interaction” (Barwell, 2005, pp. 119-120). Engaging in MSA is an inherently creative and inclusive practice as opposed to traditional math teaching, and possibly less anxiety inducing, as we know that engaging in math talk creates more positive experiences for students (Petronzi et al., 2024).

Thus, my research questions are: How do students describe their math anxiety when engaging in MSA? (RQ1) How do students describe their language anxiety when engaging in MSA? (RQ2) How do students’ experiences in MSA compare to their other mathematics and language experiences? (RQ3) To answer these questions, interviews and a spatial reasoning task involving mapping will be used. Three French immersion students will complete the task collaboratively. Data will be analyzed through a thematic analysis (Clarke & Braun, 2017) to identify themes related to how students describe their experiences (RQ1+RQ2) and comparisons with MSA and other experiences (RQ3). My research design and expected implications will be presented.

Why Problematic Media Requires Creative Pedagogical Approaches

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Within educational settings, the use of problematic media offers both significant educational value and unique challenges. In this context problematic media means materials that contain biased representations, controversial themes, or historically harmful perspectives. When critically integrated into curricula, such media can support the development of critical pedagogy, encouraging students to examine how knowledge, power, and ideology operate within educational and social systems. Analyzing problematic media enables learners to engage with issues of representation, equity, and social justice while strengthening skills in critical thinking and reflective inquiry. Using Douglas Kellner and Jeff Share's (2019) understanding of Critical Media Literacy as a central framing device, this presentation examines the positive and negative effects of both the *German Method*, that is the approaches taken by German and Austrian governments to restrict access to certain Nazi era works, and the restriction in availability of works such as *Song of the South (1946)* by the Disney Corporation to highlight the complexities in approaching what is often reduced to a simple situation. While unquestionably offensive in nature, some of this work remains of high artistic and cultural importance. In our increasingly media centric world, being able to examine the tensions that are created by this dichotomy are increasingly important. The incorporation of problematic media thus requires creative curriculum design, contextual framing, and attention to student well-being to ensure the creation of an inclusive and respectful learning environment. For students, being able to access and analyze problematic media with the proper nuance and media literacy can serve as a powerful tool for preparing students to navigate and critique the sociocultural dimensions of our modern world.

How Can Insights from the Lived Experience of the City Help Young People Develop Creativity, Imagination and Resilience in Uncertain Times?

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In a context increasingly shaped by digital saturation, declining reading habits and reduced opportunities for public interaction, this paper explores how English Language Arts (ELA) education might foster creative and imaginative ways of knowing beyond purely textual or cognitive approaches. It proposes the city as a learning environment, one that exposes students to difference and unpredictability – and in doing so cultivates adaptability and creative openness during moments “when stability gives way to uncertainty.”

Drawing on both literary studies and urban theory, the paper develops a conceptual and practice-informed pedagogical framework that brings fiction and urban experience into dialogue. While engagement with stories enables students to imaginatively inhabit perspectives beyond their own, urban theorists such as Richard Sennett argue that exposure to difference in public space fosters tolerance, resilience and moral imagination. Together these perspectives suggest that creativity emerges not through standardization or control, but through encounters with ambiguity and openness – the unfamiliar.

The paper also draws on reflective classroom practice (Grades 7–11), including the use of urban-set texts, experiential writing and guided neighbourhood walks to illustrate how public spaces can function as an extension of classroom learning. Celebrating the city as a lived and metaphorical learning landscape offers a form of resistance that counterbalances outcome-driven models and enables students to connect classroom learning with their lived worlds in imaginative, relational and resilient ways.

Arts Based Research for Youth in Decision Making Research Project

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“If it is for youth, they should have a hand in decision making, therefore helping them to have agency over their situation and grow as people.” (Sean Wilson, 2008)

At the 2026 GSDE Symposium I will be presenting the research design for my MA to Doctoral research, a Participatory Research Action involving Poundmaker First Nation and local Indigenous decision makers to uncover Saskatchewan Indigenous Youth’s correctional involvement and cultural disconnection. The region’s spokesperson for Saskatchewan Indigenous Youth Criminal Justice, Craig McCallum emphasises an urgent need for further research and a creative approach to a pressing issue. Looking at the root causes of this crisis, we ask this vital question: What effect can reconnection to community, culture and support systems have on displaced and urban indigenous youth? In my presentation I introduce how using Indigenous frameworks requires an approach which highlights perspectives that keep the “teachings of our ancestors, culture, and tradition alive throughout the entire research process.” (Wilson, 2008). My presentation describes how this approach will require creativity and adaptability for effective knowledge creation which is at the heart of Education Research. In my research I will be adapting knowledge creation tools emerging in Education Research and integrating them through the lens of Indigenous paradigms. In my presentation I discuss working outside of hierarchy as a participant observer (Lachance, 2018), and introduce methodologies such as counter-storytelling (Kaomea, 2015) through Talking Circles offering participants a form of horizontal community care and self-recognition. To conclude I hold a brief demonstration of a reflexive image-based tool grounded in visual pedagogy (Cambre et al., 2023) that was developed using Indigenous symbology. All of these are approaches and tools which contribute to a narrative inquiry through Arts Based Research that will form a message directed at shifting Public Policy.

Game Over? Rethinking the Language Learning Classroom

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Gaming is a multibillion-dollar enterprise that shows signs of continuing to grow in upcoming years (Newzoo, 2022). Despite the multitude of users, this technology is under-utilized in classrooms (Li et al., 2024). At the same time, however, interactions with the target language (TL) are no longer limited to the classroom, thereby increasing the frequency of exposure to the TL, and learner autonomy. Such increased exposure, autonomy, and meaningful interactions have all been linked to learner's retention across diverse educational domains from STEM to social sciences (Boyle et al., 2016; Hung et al., 2018). Despite these demonstrated affordances, there remains limited guidance on how gaming can be systematically integrated into language classrooms (Ibrahim, 2022). In response to this gap, this paper takes into consideration the constraints and learning outcomes of standard language learning classrooms and provides a framework for implementing a game-based teaching environment. The presented framework includes different pedagogical strategies and guidelines to guide teachers to utilize game-based technology within the classroom. Where previous studies have focused on the efficacy of particular strategies for the targeting of specific skills, (e.g. vocabulary, willingness to communicate, motivation) this paper proposes a unified framework that could be practically employed by teachers. Organized by type of game (e.g. action, adventure, role-playing, simulation, and strategy – Reinhardt, 2019) different pedagogically supported guidelines and strategies for implementation are presented. This design connects pedagogical research to practical application to create a holistic game-based learning environment. This framework not only connects researchers to their intended audience but also creates an avenue for educators to confidently utilize game-based pedagogical approaches. In doing so, it facilitates the adoption and use of game-related technologies that support second language (L2) learning in practical classroom contexts. Moreover, by offering a collection of strategies and guidelines, this framework demonstrates how game-based approaches can stay aligned with curriculum objectives and learning outcomes. Building on this foundation, future research can then test efficacy of a language classroom modelled under this design.

Evaluating Text-to-Speech Synthesizers for French Pronunciation Learning

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Recent research in Computer-Assisted Language Learning (CALL) has been investigating the potential of Text-to-Speech synthesis (TTS; also known as speech synthesizers) for second language (L2) pronunciation instruction (e.g., Bione & Cardoso, 2020; Liakin et al., 2017; Papin & Cardoso, 2023). These synthesizers, available in applications such as Google Translate and Speechify, are programs that convert written text into spoken output (Cardoso, 2018; 2022). TTS systems offer interesting pedagogical potential in L2 learning settings, as they allow learners to select between multiple voices and dialects (Bione & Cardoso, 2020). This is a key feature of the High-Variability Phonetic Training (HVPT) method, a paradigm relies on the use of multiple speakers and phonetic environments to provide learners with variable input. To date, only one study has examined TTS synthesizers and their pedagogical benefits for L2 English learners within the HVPT approach (Al-Shami et al., 2024). However, the potential of TTS-assisted HVPT remains largely unexplored, particularly in the context of L2 French. I argue that Text-to-Speech synthesis can be integrated with the principles of HVPT (e.g., through features such as multiple voices, varied phonetic environments) to enhance L2 French pronunciation instruction. In this presentation, I will assess the pedagogical suitability of different TTS programs according to HVPT criteria, to determine if they provide the type of diverse input required for optimal L2 learning.

AI, Pronunciation, and Accentism: Rethinking Computer-Assisted Pronunciation Teaching Tools

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The recent surge in AI technologies has heralded a paradigm shift in myriad domains. The field of ESL (English as a second language) has not been exempted from these novel technologies' influence. This influence has partially manifested in a variety of AI-powered CALL (computer-assisted language learning) tools aimed at second language learners of English. Many of these tools position themselves as avenues for creative approaches to language learning that exist outside of the field's traditional paradigms. A sizable subset of these tools specifically deals with pronunciation teaching, and these tools are the focus of my dissertation. The question of accent bias has long plagued the field of pronunciation teaching, and this thesis aims to address the manifestation of this question in these novel AI-powered CAPT (computer-assisted pronunciation teaching) tools. To that end, this research will be split into three phases that address different aspects of this question. Phase (1) will involve 20 L2 learners who will use two different AI-powered CAPT tools for a period of two weeks, who will be interviewed after that period. Phase (2) will involve a variety of L1 speakers of English from various accent backgrounds, who will use the feedback mechanisms of these tools. An analysis will determine whether the feedback of these tools centers intelligibility or the promotion of certain "native" accents. Finally, Phase (3) will consolidate the findings of the previous phases to produce a rubric that can be used to evaluate CAPT tools from an accent-aware perspective. This research aims to investigate the question of accent bias tools to help educators and learners make more informed decisions, and to help CAPT tools designers create more equitable and productive tools that could serve as catalysts that affirms creativity as a central tenet in the future of language education.

Mo/re/thering: Reimagining, Learning and Assessment Through Creativity, Care, and Experience

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In an educational system dominated by standardized outcomes and product-driven assessment, relational learning, experiential process-oriented education and creativity are often constrained and undervalued. This proposed research addresses this gap by exploring Mo/re/thering as a care-based pedagogical framework that reimagines teaching and learning as a relational, process-oriented, and ethically responsive practice within K-12 art education. Drawing on care ethics (Noddings, 2013) and relational theories of learning as well as experiential learning (Eisner, 2003; Kindler, 1999; Lindsay, n.d.) Mo/re/thering, beyond gendered or biological notions to emphasize three interconnected dimensions of pedagogy: Mo (mindful attention to process), Re (responsive relational presence), and More (a responsibility to do more through care).

Grounded in my experience as a K-12 art educator, this study will investigate how Mo/re/thering-informed, experiential practices could be enacted in classrooms to encourage creativity, critical thinking, problem-solving, and mindfulness and how they could shape student engagement, learning, and classroom culture. Using a qualitative case study approach, data will be collected over 8–12 weeks through classroom observations, semi-structured teacher interviews, student conversations, and classroom artifacts. Iterative thematic analysis (Braun & Clarke, 2006) will identify emerging patterns in relational care, experiential engagement (Dewey, 2015), and learning processes.

By foregrounding care as a creative, experiential, and critical practice, this research will illuminate how process-oriented pedagogy can cultivate future-ready learners, capable of navigating uncertainty, thinking creatively and critically, solving problems, and engaging mindfully with learning and the world around them. This study will contribute to conversations on alternative approaches to assessment and relational, creativity-centered education.

Et si l'autoévaluation de la créativité augmentait le SEP plutôt que la note ?

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Dans un contexte où la créativité est de plus en plus reconnue comme compétence transversale du 21^e siècle se pose la question de son évaluation. Comment documenter cette compétence sans en réduire la richesse ? Plus encore, comment concevoir des dispositifs évaluatifs qui ne se limitent pas à « évaluer » la créativité, mais qui participent également à son développement ? Dans cette perspective, cette communication porte une attention particulière au rôle du sentiment d'efficacité personnelle (SEP) de l'apprenant. Le SEP, défini comme la croyance en sa capacité à réussir une tâche donnée (Bandura, 1997), joue un rôle majeur dans l'engagement, la persévérance et la performance en contexte créatif (Tierney et Farmer, 2002). L'autoévaluation, largement utilisée dans les milieux éducatifs, constitue une porte d'entrée privilégiée pour explorer l'articulation entre créativité et SEP. Elle engage l'apprenant dans une réflexion métacognitive sur ses propres démarches, tout en influençant sa perception de compétence (Darfler et Kalantari, 2022; Haase et al., 2018; Long et al., 2022). Cette communication s'appuie sur une recension des écrits menée dans 14 bases de données et ciblant les études menées à l'enseignement postsecondaire. La recension a permis d'identifier un corpus restreint abordant conjointement ces trois dimensions : évaluation, créativité et SEP. L'objectif est d'examiner comment l'autoévaluation de la créativité tient compte, de manière explicite ou implicite, des déterminants du SEP. Cette communication orale propose d'établir des repères pour la recherche et la pratique enseignante invitant à repenser l'évaluation de la créativité en tant qu'apprentissage et levier de motivation.

Heritage Languages and Education: Can Heritage Languages and Cultures Be Taught Outside of the Typical Classroom Setting?

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In 1979, the influential Speak Mandarin Campaign pressured the Chinese Singaporeans to replace Chinese “dialects” and forced them to speak Mandarin to encourage Singapore’s economical growth and academic success. Consequently, they were banned within Singaporean society and began to dramatically decline. The purpose of this paper is to present a literature review about the Speak Mandarin Campaign that caused both negative language attitudes towards Chinese “dialects” and their loss. The results demonstrate that the decline of “dialects” holds true. Chinese Singaporeans have tendency to put greater priorities on academic subjects (math, chemistry, etc.) and to dismiss creative approaches to ensure the preservation of their cultural identity. My observation is that there is a considerable lack of creativity within the field of education. Findings from this literature review have significant implications regarding the uncertainty about the future of multilingual societies’ linguistic profile. Lessons learned from the Singaporean community will be relevant to other contexts where linguistic diversity tends to be disregarded.

In the symposium *Education and Creativity: Facing the Uncertainties of the Future*, I will explain that learning heritage languages does not entail academic failure but rather develops linguistic abilities. Heritage languages bring many cognitive and social benefits, such as juggling with different linguistic systems of rules. Since this symposium encourages discussions about uncertainty and creativity, promoting heritage languages within the field of education in creative ways would keep students’ curiosity to learn more about their heritage culture and language, and (to a larger extent) transmit them to future generations.

Rethinking Academic Writing Support with Corpus-Informed AI

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This paper reports on an ongoing research project that investigates the integration of corpus-based pedagogical resources and generative artificial intelligence to support academic writing in English. In line with the theme of creativity in education, the study explores how pedagogical resources and generative artificial intelligence can be creatively integrated to support discipline- and section-sensitive language use in academic writing, without positioning AI as a substitute for human authorship.

Grounded in Corpus Linguistics, Genre Analysis, and English for Academic Purposes, the project draws on research that conceptualizes academic writing as highly formulaic and dependent on the appropriation of recurrent lexico-grammatical and rhetorical patterns characteristic of specific disciplines and research article sections (Hyland, 2008).

The study brings together three complementary resources developed within the INPACT project: (i) a corpus-informed MOOC for academic writing, (ii) a corpus consultation tool that provides access to lexical bundles and rhetorical patterns, and (iii) an AI-driven writing assistant, currently under development. The AI component is designed not as a text generator, but as a pedagogically oriented assistant that offers contextualized feedback and corpus-based recommendations, combining Large Language Models with Retrieval-Augmented Generation strategies to ensure alignment with authentic corpus evidence.

At this stage, the research focuses on corpus curation, linguistic and rhetorical annotation, and AI architecture design. An experimental framework is being developed to later examine the isolated and combined effects of corpus instruction, corpus consultation, and AI-supported feedback on academic writing development in higher education.

Meaning-Making in Physics Academia: What do Undergraduate Students Leave Out?

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Physics education has sought to reach broader audiences by easing cultural and institutional barriers to access. While these efforts have brought society closer to physics, we ask whether physics could instead move closer to people by embracing greater epistemic diversity. Indeed, the prioritization of certain epistemic views may advantage some students over others by recognizing particular ways of knowing, thereby discouraging some students from continuing in the discipline. This ethnographic study explores the entanglement of academic norms and students' meaning-making within an undergraduate physics program at a Tier-1 university in North America. I observed eight undergraduate physics students working on homework in an informal campus space. Approximately six hours of video recordings, collected over the course of two weeks, were analyzed. Drawing on Karen Barad's theory of agential realism, I applied the concepts of intra-actions, agential cuts, and entanglements to analyze and render participants' meaning-making processes. The results reveal a diversity of practices and material elements mobilized by students during their meaning-making. However, this diversity largely disappears in the work submitted for evaluation. This suggests that epistemic views embedded within academic norms may constrain students' creativity and personal expression within the discipline. I argue that this epistemic prioritization is not only detrimental to students—potentially pushing some away by limiting their agency—but also undermines physics itself, since creativity is essential to scientific progress.

When the Goal is More than a Ball in the Net

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Much has been said about the importance of sports in children's educational development, particularly regarding improvements in motor, cognitive and socioemotional skills; however, far less attention has been given to education within the context of professional sports.

Brazilian soccer culture often values athletic ability over formal education and is widely perceived as a pathway for socioeconomic mobility among underprivileged populations. Unfortunately, fewer than 1% of young athletes who begin professional training reach the professional level sustainably. Moreover, many of those who do succeed lack the educational background necessary to manage their financial assets and navigate life effectively after retirement.

Competitive soccer begins between 6 and 9 years old. Young athletes progress through six age categories, with the under-20 level representing the final stage. This developmental pathway functions as a funnel, marked by a harsh and continuous process of selection and elimination. Throughout, athletic training consumes the majority of the athletes' time, often relegating formal education to a secondary role. Those eliminated from the system frequently find themselves without clear educational or professional direction.

How can primary and secondary education be creatively integrated into professional soccer clubs? How can the holistic development of young athletes be supported while helping clubs, families, and future generations recognize the critical importance of educational development alongside athletic professionalization? This presentation explores institutional, pedagogical and organizational approaches to provide long-term alternatives and sustainable life pathways beyond professional sports.

Arts-Based Approaches to Eco-Anxiety in Climate Change Education

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With climate change unfolding all around us, today's youth are being asked to envision futures that feel uncertain and unpredictable. As a science teacher, I have seen how learning about climate change can provoke anxiety, disengagement, and a sense of inevitable doom among students. These responses are emerging within a broader geopolitical context marked by instability and the growing politicization of climate science in the United States, where climate research and education are increasingly contested or denied. In this moment, Quebec and Canada have an opportunity to lead by offering climate education that is both scientifically robust and emotionally attentive.

In many science classrooms, climate change is approached through information-heavy, solution-oriented instruction that prioritizes students' cognitive understanding. While well intentioned, this approach often leaves little room for students to process the emotional weight of the very real climate crisis. Research suggests that when emotional dimensions are overlooked, students may experience heightened eco-anxiety or withdraw from engagement altogether.

This paper explores creativity as a pedagogical response to uncertainty in climate change education. Drawing on the Circumplex Model of Affect and research on hope and agency, this ongoing study examines how arts-based practices, such as collage, poetry, and storytelling, can support students in articulating climate-related emotions that are often marginalized in science classrooms. Rather than seeking to resolve uncertainty, these practices help students tolerate emotional complexity, remain engaged, and develop more meaningful relationships with socio-scientific issues.

Thinking Outside the (Disciplinary) Box: Embracing the Unconventional in Higher Education

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In higher education, efforts to creatively respond to problems can be stifled by cultural expectations within one's disciplinary field. In this presentation I share a portion of my master's thesis literature review which explores the barriers and facilitators that professors have to decolonizing curriculum via multi-/interdisciplinarity. I have found that a professor's academic cultures (their disciplines and institutions) play a significant role in cultivating a knowledge hierarchy, maintaining disciplinary boundaries, and fostering a competitive work environment which hinders creative change-making.

Although many professors display a preference for decolonization and a desire to become more epistemologically pluralistic (Hapazari & Mkhize, 2021; Pearse & Keane, 2023; Skopec et al., 2021; Turner et al., 2015), this has also been viewed as a distraction from necessary content (Skopec et al., 2021) and more appealing for professors who see themselves as risk-takers (Turner et al., 2015). Institutions can support their professors by providing resources, validation, and career security (Turner et al., 2015) but, when this is not provided, professors must often make changes themselves – drawing from their personal time and energy (Johnson & Mbah, 2024). This can affect both new academics who are encouraged to 'play it safe' by their seniors (Kinchin et al., 2016) and successful scholars who work in more closed, bounded institutional cultures (Pearse & Keane, 2023).

Addressing our uncertain futures requires us, as academics, to undo much of our prior conventions which have been established through colonial habit and expectation. I posit that one response to the rigid, hierarchical boundaries found in academic cultures is, therefore, to embrace the unconventional: the creative.

Creativity or Just a Response: My Use of Teaching-at-the-Right-Level (TaRL) in Mitigating the Foundational Literacy Crisis in Nigeria

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L2 learning and the challenges of foundational literacy in Africa have become an important subject of inquiry. This examination is especially justified because many children complete elementary school without developing reading abilities in either their L1 or L2, a problem that is even more severe in rural areas. Hence, the current study explored ways to address this problem by implementing TaRL, a pedagogy developed to help children acquire reading skills. Language Learning from familiar to formal (L2F2) model of TaRL was implemented in four rural schools in Nigeria, using the TaRL reading assessment tool to assess its effectiveness in providing literacy skills. Vygotsky's 1978 sociocultural theory of cognitive development serves as the theoretical framework for this study, specifically regarding how the Zone of Proximal Development was operationalized. The study employed a quasi-experimental, one-group pretest–posttest design; 330 learners in grades 4–6 were randomly selected to participate in the implementation over 75 days. Using a pretest–posttest comparison, the research investigated learner progress in both English and Yoruba. In English, 9% of learners read paragraphs and stories, 7% were at word level, and 85% were at beginner or letter level at pretest; at posttest (n=247), 14% read paragraphs and stories, 17% were at word level, and 69% were at beginner or letter level. In Yoruba, 89% of learners were at beginner or letter level at pretest, decreasing to about 78% at posttest; readers (paragraph and story) increased from 7% to about 13%, and those who could identify words increased from 3% to 9%. Although this pilot used only one group, the findings show very promising potential. I therefore argue that consciously building learners' reading skills in their familiar language aids literacy development in a formal language. If TaRL is improved to support this model (L2F2) adequately, it can support literacy acquisition at scale.

AI-Supported Gamification in English Language Education: Designing for Motivation, Inclusion, and Uncertain Futures

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This presentation shares the beginning of my master's thesis, shaped by my daily work as an English teacher and instructional designer. In my classrooms, I meet students who are imaginative and capable, yet also anxious about writing, speaking, and now about the growing presence of AI in their learning. These experiences led me to ask how technology might support students without taking away the human, creative heart of English education. The purpose of my thesis is to explore how AI-supported gamification could help build motivation, engagement, and emotional safety, especially for learners who struggle with anxiety or neurodiverse needs.

My thinking is guided by self-determination theory, universal design for learning, and research on gamified and socio-emotional learning. I approach creativity as something lived and negotiated in classrooms, not something produced by a tool. My thesis considers what happens to creativity when English learning is increasingly shaped by algorithms and automated feedback. The research is guided by the following questions: In what ways can AI-supported design foster more inclusive and creative approaches to English language learning? How might these tools extend teachers' pedagogical possibilities while also posing risks to learner agency and authentic voice?

The project is planned as a design-based inquiry. Next steps include creating small prototype activities that combine AI tools, game elements, and reflective socio-emotional practices, followed by conversations with educators and learners. Although I have not yet begun data collection, I hope this work will contribute a learner-centered framework for thinking about AI in English education, one that prioritizes student agency, voice, and well-being while we face an uncertain future.

When Inclusion Demands Imagination: Designing for Difference

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This project examines how inclusive education in Quebec can move from policy aspiration to classroom structure through creative pedagogical redesign. According to 2022 data from Statistics Canada and the Institut de la statistique du Québec, approximately 21% of Quebec's population aged 15 and over live with a disability. Rising prevalence across mobility, mental health and learning-related domains challenges standardized schooling models built around assumptions of uniform learners.

Quebec's 1999 Policy on Special Education and the 2006 Advisory Board brief affirm that educational success must be differentiated and that students with special needs should be integrated into regular classrooms whenever possible. However, implementation authority rests with autonomous school boards, leading to uneven implementation and a persistent gap between policy language and classroom practice.

Grounded in critical disability studies and Universal Design for Learning, this ongoing qualitative study integrates policy analysis, interpretive synthesis of demographic data and action research in classroom settings. Disability is conceptualized as relational, emerging when institutional design fails to anticipate diverse cognitive and sensory profiles. Inclusion is therefore framed as anticipatory redesign.

Preliminary findings suggest that structure itself is a creative intervention. Visual schedules, sand and digital timers make time visible and support transitions for students on the autism spectrum. Step-by-step narrative sequencing clarifies what we are doing, when and where. Tools such as bouncyballs.org translate classroom noise into visual feedback. First-Then boards, manipulatives and adapted materials redistribute cognitive and motor demands.

These practices are not accommodations layered onto fixed curricula. They reconfigure participation, temporality and access. In Quebec's decentralized educational context, inclusion requires not simply integration, but structural imagination enacted at the level of the classroom.

Children's Perceptions of Play and Learning with LEGO Bricks

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Play is a crucial component of children's healthy growth and development. There are many different types of play, each with its own characteristics and benefits. Friedrich Froebel, the pioneer behind the concept of kindergarten, was a strong supporter of play in early childhood among many other scholars and reinforced the idea of children's self-directed activities. The aim of this research was to provide children with the opportunity to build creatively or recreate model card structures using LEGO bricks, in order to explore how they perceive and experience play and learning. Four children in Grade 1 were chosen to participate in four LEGO play sessions and one drawing session. The researcher took on the role of a participant-observer, facilitating conversations with the children to learn more about their ideas, thoughts, and perspectives on LEGO building. Incorporating children's narratives was a key component of this study, as it illuminated their perceptions of play and learning and how these experiences shape cognitive, social, and motor development. The results indicate that teachers should integrate hands-on experiences and intentionally designed play activities within their classrooms, as constructive play serves as a powerful mechanism for learning and creativity. When these experiences are complemented by opportunities for dialogue, both between children and in child-to-teacher interactions, they create space for reflection, knowledge-sharing, and collaboration, thereby deepening the learning process.

Creative Freedom: Correctional Facilities and Vocational Education

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This presentation explores how mobilizing creativity through opportunities within vocational education for incarcerated individuals can reduce recidivism, ensure speedy introduction inside the labor market, provide lasting, secure employment and promote a sense of accomplishment. In a context where “65% of people entering Canadian prisons have less than a Grade 8 education or level of literacy skills, and 79% don’t have a high school diploma...” (Decoda Literacy Solutions, 2024) vocational education can drive concrete social change not only in the lives of the students but also to their communities. There is an urgent need for such initiatives especially concerning incarcerated youth particularly young males who have experienced great difficulty in reintegrating themselves within society upon initial release from incarceration. Statistics have also unfortunately shown slightly less than half of those young adults released succeed in maintaining their freedom.

In this exploratory paper I examine possible approaches for providing vocational opportunities for youth behind bars in Montreal. As an educator with a D.V.S. I have firsthand experience of life changing aspects of trade-based learning as well as the empowering nature behind its creative aspects. Vocational education offers a wide range of schooling in creative fields such as Masonry, Professional Cooking and Hairstyling, that provide students with not only knowledge but an outlet for creativity as well. There are numerous benefits to consider with regards to vocational education for incarcerated youth, not least of these would be promoting a shift in the correctional institutes’ emphasis away from retribution to rehabilitation.

Evaluating Text-to-Speech Performance in Plurilingual Education

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In contemporary language education, linguistic diversity and the mediation of learning through digital tools challenge long-standing monolingual assumptions about language use, instruction, and assessment. Plurilingual approaches respond to these shifts by foregrounding learners' flexible and dynamic use of multiple linguistic resources (García & Wei, 2014). Within this evolving educational landscape, Text-to-Speech (TTS) technology—capable of producing speech across multiple languages and varieties (Bione & Cardoso, 2020; Cardoso, 2022)—has emerged as a potentially valuable instructional resource. However, its suitability for plurilingual contexts involving mixed-language discourse remains underexplored.

This study investigates how TTS performs in instructional scenarios where multiple languages are used within a single text, focusing on its pedagogical affordances and limitations rather than purely technical accuracy. Adopting a mixed-methods design, synthesized speech outputs are evaluated by 50 raters for intelligibility and naturalness through transcription tasks and rating scales (Derwing & Munro, 2015), following established procedures for voice evaluation (Bione & Cardoso, 2020). Semi-structured interviews and focus groups complement these measures by examining how learners and educators perceive TTS-mediated speech in relation to plurilingual meaning-making and classroom use.

Data collection is ongoing. Preliminary findings suggest that TTS generally produces intelligible and natural output in plurilingual contexts, while frequent language switching presents challenges for maintaining prosodic coherence. Situated within plurilingual and digital multimodal frameworks (García & Wei, 2014; Tour et al., 2024), this work highlights how emerging technologies both enable and constrain pedagogical practices, contributing to ongoing discussions about adaptive and equitable language education in times of linguistic and technological uncertainty.

Apport des logiciels cartographiques dans le développement de la cognition spatiale et la conscience citoyenne à l'adolescence

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La géographie scolaire permet aux élèves de connaître les lieux, mais aussi elle leur offre la possibilité de développer leur esprit critique sur le territoire selon une approche spatio-temporelle. Pour cela, les outils géomatiques deviennent une référence et c'est pourquoi certaines écoles secondaires cherchent à les intégrer dans leur cadre curriculaire. Du géographe aux élèves, la géomatique se démocratise surtout vers les années 2000 et fait référence à l'usage des technologies numériques pour acquérir, traiter, visualiser et communiquer l'information géographique (les globes virtuels, les outils de géolocalisation et les Systèmes d'information géographique) (Genevois, 2016). L'intégration des technologies spatiales à l'école secondaire, entre autres, implique d'identifier, de gérer et d'exploiter les possibilités offertes par ces technologies dans l'apprentissage fondamental, en vue d'applications concrètes (García de la Vega, 2019). Dans le cadre du GSDE 2026, nous présentons les résultats de notre recension des écrits sur l'apport des logiciels cartographiques dans le développement de la cognition spatiale et la conscience citoyenne des élèves du secondaire en géographie. Les écrits proviennent des bases de données spécialisées en éducation, telles que ERIC. En se référant aux recherches antérieures, ce travail consiste à faire une analyse critique de l'impact des logiciels cartographiques sur le raisonnement géographique des élèves qui chercheront à appréhender les problèmes spatiaux.

Education Policy, Cultural Identity, and Social Cohesion in Quebec

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This proposed doctoral research examines whether and how the Quebec education system shapes the capacity of minority populations to maintain, support, and transmit cultural identity within their communities. Situated within education policy analysis, the study investigates education policy as both a mechanism of cultural support and a potential source of cultural shrinkage, understood as the narrowing of cultural practices, autonomy, and intergenerational transmission (Apple, 1992; Roscigno et al., 2007). Education is conceptualized as a central site of socialization and identity formation (Bourdieu & Passeron, 1977; Denzin, 2010), operating within Quebec's distinct socio-political and linguistic context (Arnopoulos & Clift, 1983; Taher et al., 2024).

Using a comparative policy evaluation framework, the research analyzes the alignment between Quebec education policies and legal protections for minority communities, including Section 23 of the Canadian Charter of Rights and Freedoms, the Charter of the French Language, and the First Nations Education Council Regional Education Agreement. Particular attention is given to whether contemporary policies reflect continuities with earlier colonial systems of education through language regulation, curriculum control, and limits on educational autonomy (Battiste, 2013).

Methodologically, the study employs a two-phase qualitative design. Phase one consists of document and archival analysis of education legislation, policy texts, and regulatory frameworks. Phase two adopts a community-based participatory action research approach (Davies, 2023; Kovach, 2021), centering the voices of Indigenous and minority community members to assess perceived policy impacts on cultural practices related to language, religion, family, tradition, and community life (Akagawa & Smith, 2018).

The anticipated findings aim to identify policy affordances and limitations, highlight areas for reform, and contribute to debates on decolonization and educational autonomy in Quebec's education system (Battiste, 2013; Katz, 2018).

Creativity and Teacher Disengagement: Making Sense of Teachers' Lived Realities in Uncertain Times

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Amid growing uncertainty in educational systems shaped by intensification, accountability, and emotional labour, teacher disengagement has become an increasingly visible yet largely misunderstood phenomenon. This study examines teacher disengagement as an affective and systemic response to conditions in contemporary schooling, asking how creativity might offer new ways to understand and respond to this disengagement. Drawing on emotional labour frameworks from research on caring professions, the study conceptualizes emotions as relational and institutional labour. However, this is important work that sustains educational systems while remaining largely invisible and undervalued.

Using an arts-based and narrative inquiry methodology, this research engages practicing teachers in creative processes, including visual, written, and metaphorical forms of expression, to explore how disengagement is felt, negotiated, and made visible in everyday professional life. Data sources include collages, reflective narratives, and interviews.

Preliminary interpretations suggest that teacher disengagement functions less as withdrawal and more as a signal of misalignment between institutional expectations and lived realities. Creative methods can enable participants to articulate forms of knowing often excluded from dominant educational discourse, opening space for collective reflection and alternative possibilities. This study highlights the educational importance of creativity as both a method and a response, positioning it as a vital resource for engaging with uncertainty and reimagining a more sustainable teaching profession that fosters well-being.

School Principals' Perspectives on Outdoor Learning Leadership

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As the global community scrambles to mitigate the impact of climate change and biodiversity loss on future generations, another type of loss threatens the well-being of children today: an 'extinction of experience'. Termed by ecologist Robert Pyle, this decline in interactions with nature not only deprives children of associated health and developmental benefits, but it also diminishes positive attitudes and behaviours toward nature, creating a feedback loop of apathy and disconnect. Public schools have the potential to democratize childhood opportunities for outdoor play and learning, and principals hold a unique position within those schools. While the benefits of outdoor learning and the barriers to its implementation as experienced by teachers have been well documented, little research has explored how principals view their role, influence and responsibility in creating opportunities for outdoor learning. This qualitative phenomenological study explores how principals perceive and experience their role in shaping outdoor learning opportunities, and how they navigate their education ecosystem to create more of these opportunities for students. Split across two focus groups, six participants shared their lived experiences as elementary and secondary principals interested in making outdoor learning more accessible for students in Quebec. An analysis of this data, to be conducted in Spring 2026, will provide preliminary findings that contribute to a collective understanding of how principals may be able to leverage their position within an education ecosystem to increase children's access to outdoor learning in public schools.