

**2014**

Graduate **Symposium**  
Department of Education

**Complete Program**

Friday, April 11<sup>th</sup>

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## GSDE 2014 at Concordia University – April 11, 2014

### A MESSAGE FROM THE CONFERENCE COMMITTEE

Bienvenue À / Welcome to:

The Graduate Symposium in the Department of Education, 2014!

As graduate students in Education, we're so excited to expand our networks, and to meet all of the presenters, speakers, alumni and community members who have joined us for our annual interdisciplinary symposium.

This year, the conference committee selected the theme *Reshaping Education: Connections, Communities and Criticality*. This theme reflects an ongoing quest for interdisciplinary connections and accountability as practitioners and academics in the field of education. This year, we're proud to note that in addition to our guests from other universities, all four of Concordia's graduate programs are represented throughout the day: Applied Linguistics, Child Studies, Educational Studies and Educational Technology.

Whether you're presenting, moderating, volunteering or simply attending, we hope that you find today's program to be a fulfilling experience. The program is special in a number of ways:

- First, as in years past, the Symposium is a platform to celebrate work from graduate students studying education. Our work is showcased in a variety of formats that represent the diverse reaches of the field.
- Second, we're continuing the tradition of welcoming back alumni panelists, and offering professional development workshops.
- New to this year's program is a featured Sustainability in Education panel discussion.
- Last, but certainly not least, we are thrilled to host keynote presentations by Dr. Daniel Dupont and Dr. Awad Ibrahim.

The number of names on our thank-you list is simply too enormous to include within these pages. We would like to recognize the volunteers for their hard work and acknowledge the support of our generous sponsors. We would also like to thank the organizers of the EGSS conference at McGill, who helped us to establish a peer feedback process.

It has been a great pleasure to organize GSDE 2014. We'd like to thank each and every one of you for supporting the Education community here at Concordia.

Enjoy the Symposium!

The GSDE 2014 Organizing Committee

KEYNOTES

Daniel Dupont, PhD

Associate Consultant for CEFRIO

*(Centre facilitant la recherche et l'innovation dans les organisations)*

### **Assessing Personnel Digital Competencies to Enhance Business Productivity through Action Research**

This case study keynote illustrates how education and business research processes can be applied together in corporate settings. We will examine lessons learned from a research initiative by CEFRIO, a network of university, industry and government researchers who collaborate to support organizations' adoption and use of digital technologies.

Motivated by the premise that digital capacity has an impact on business productivity, CEFRIO examined digital capacity in small and medium-sized businesses. This study focused on how businesses can enhance their digital capacity by integrating personnel development into their business plans, with the ultimate goal of increasing productivity. An action research approach was used to identify the competencies and assess them.

Employees' digital competencies, such as collaboration in digital environments, were assessed in 15 small and medium-sized businesses in the Aeronautic and Clothing industries. We will examine how digital competencies were assessed on the job and in employees' personal lives, and how these data contribute to a more accurate understanding of their competency levels.

We will discuss:

- Why we chose an action research approach;
- How we defined the digital capacity variables and identified winning conditions;
- How we assessed digital competencies using interviews and online surveys;
- What we learned from an instructional perspective; and
- Implications of this research for non-corporate settings.

#### *About Daniel Dupont*

Daniel Dupont works with EduConsillium to develop, implement, and manage training and education to improve performance in changing organizations. He has been at the forefront in the development of Human Resource Technology practices and in the implementation of distance education technology. Over the last 25 years, he has held senior roles in large corporations as well as multiple governmental and public organizations.

Awad Ibrahim, PhD  
*Professor, University of Ottawa*

## **From Hong Kong to Brazil to the Arab Spring: What can the Global Hip-Hop Nation Teach us about Citizenship?**

Using Brazil, Japan, Hong Kong and Arab Spring as examples, my aim in this presentation is to explore the semiotic meaning of Global Hip-Hop Nation. This is a Nation, I am contending, that has its own linguistic and cultural passport. You gotta know the code: from graffiti to b-boying/b-girling, DJ-ing, and MC-ing. Only then do you become a citizen of the Global Hip-Hop Nation. So, I am asking: how does one get this passport, that is, how one access this Nation and get his/her passport stamped?; and what are the political, linguistic and cultural implications of becoming a citizen of this Global Nation? Once your passport is stamped and you become a “citizen” of this Global Nation, I am concluding, then you have access to cultural and linguistic codes that only citizens of this Nation have access to. In the case of Brazil, especially in the favelas, thanks to Hip-Hop “race” can be talked about and addressed as a social issue (problem if you like). In the case of Japan, the citizens of this Global Hip-Hop Nation impacted the Japanese language in such a way that the Japanese language has rhymes now where it did not have before the introduction of Hip-Hop in Japan. In the case of Hong Kong, the devalued Cantonese language is now front and center, again, thanks to the impact of Hip-Hop in Hong Kong. In the case of the Arab Spring, finally, I am arguing that the whole Arab Spring Revolution started with a Hip-Hop song. In conclusion, I will draw broad lessons for civic engagement and citizenship education. I will also address local projects I initiated in Canada dealing with civic engagement, spoken word and young people. Are you ready? Hip-Hop is taking over. WORD!

### *About Awad Ibrahim*

Awad Ibrahim is a Professor at the Faculty of Education, University of Ottawa. He is a Curriculum Theorist with special interest in cultural studies, Hip-Hop, youth and Black popular culture, social foundations (i.e., philosophy, history and sociology of education), social justice and community service learning, diasporic and continental African identities, ethnography and applied linguistics. He has researched and published widely in these areas. Among his books, *The rhizome of Blackness: A critical ethnography of Hip-Hop culture, language, identity and the politics of becoming* (Peter Lang, 2014); *Provoking curriculum studies: Strong poetry and the arts of the possible* (Routledge, 2014; with Nicholas Ng-A-Fook and Giuliano Reis); *Critical Youth studies: A reader* (Peter Lang, 2014; with Shirley Steinberg); *The Education of African Canadian Children: Critical Analyses* (Canadian Scholars' Press, 2015; with Ali Abdi); *Global linguistic flows: Hip-Hop cultures, youth identities and the politics of language* (Routledge, 2009; with Samy Alim and Alastair Pennycook).

SUSTAINABILITY SESSION

Sustainability Curriculum Project

With the goal of quantifying the extent of sustainability coverage and highlighting areas for improvement in the undergraduate curriculum at Concordia University, the Sustainability Action Fund has partnered with the Academic Plan 2012-2016 to conduct this Sustainability Curriculum Project. This report represents the first step of this project, and involved analyzing all available descriptions of courses offered by the Faculty of Arts and Science. The methodology employed in this analysis is described in detail and provides a template for future evaluations of new courses in Arts and Science as well as extending to the other Faculties at Concordia.

About the presenters

**Mikayla Wujec (Coordinator of the Sustainability Action Fund)** holds a BA from Concordia University in Human Environment, with a minor in Biology. She has worked with non-profit organizations in Urban Agriculture in Toronto, Ontario, and has worked with environmental NGOs in Montreal, including at the Commission for Environmental Cooperation. She has also worked for Sustainable Concordia and at the Concordia Food Coalition, and is a LEED Associated Professional. Her interests include urban agriculture, diving, biking, cooking, and reading just about everything.

**Christina Bell (Researcher)** is completing a BA with a double major in Liberal Arts and Political Science at Concordia University. Originally from Hamilton, Ontario, she has worked in Montreal with the Concordia Greenhouse and completed an internship with the City Farm School. Her interests include writing, gardening, and cycling, and she is very excited to contribute to the growth of sustainable learning at Concordia!

Panel Discussion: Education for Sustainability

Education has a major role to play as a force for the future. As UNESCO states:

*It is widely agreed that education is the most effective means that society possesses for confronting the challenges of the future. Indeed, education will shape the world of tomorrow. Progress increasingly depends upon the products of educated minds: upon research, invention, innovation and adaptation. ...Education, to be certain, is not the whole answer to every problem. But education, in its broadest sense, must be a vital part of all efforts to imagine and create new relations among people and to foster greater respect for the needs of the environment.*

Source: UNESCO (1997) *Educating for a Sustainable Future: A Transdisciplinary Vision for Concerted Action*, **paragraph 38**.

Education can ensure that all citizens, young and old, are knowledgeable about the changes that are needed, capable of envisioning alternative futures, committed to democratic ways of achieving them, and sufficiently skilled and motivated to work actively for change. This is Education for Sustainable Development.

**The objectives of this panel discussion are:**

- To clarify the emerging concept of Education for Sustainable Development;
- To discuss the broad scope of actions needed to reorient Education for Sustainable Development.

*relations among people and to foster greater respect for the needs of themagine and create new.*

*About the panelists*

**Heather de Lagran** is a full-time MA student at Concordia University, and is completing her second year in the Educational Technology program. A former Geography teacher and Environmental Enterprise Program Manager, she is passionate about the environment and social need, which has led her to several projects as a freelance instructional designer and researcher, working for organizations such as Alianza por el Agua and the Global Water Initiative, Catbird Productions and Define the Line. Heather is currently completing an internship as an Ed-Specialist at Equitas—International Centre for Human Rights Education.

**Peter Graham** studied Economics and Geography at the undergraduate level and Community Economic Development, Interdisciplinary Social Sciences and Educational Studies at the graduate level. His continuing focus has been Sustainable Development. He has been involved with the Green Party of Canada as Elizabeth May's first shadow cabinet critic for Finance and as a candidate in three federal elections. He is a part time lecturer at Concordia University's School of Community and Public Affairs (SCPA).

**Constantinos Yanniris** is a full time PHD student at McGill University after 10 years of teaching experience in Greece, Egypt and Canada, Constantino is convinced that outdoor environmental education can be effective for the advancement of various educational goals including environmental literacy. At McGill, his research focuses on the institutional, structural and pedagogical characteristics that constitute efficient environmental education systems. The aspiration is that this positive set of attributes will help shape sustainability education guidelines for the decades to come.

**Saul Carliner (Moderator)** is Associate Professor of Education who specializes in Educational Technology for workplace learning and education. Carliner serves as the Provost Fellow for e-Learning and Director of the Education Doctoral Program. A long-time community leader, Carliner has chaired an international professional organization, museum membership auxiliary, civic transit board, several allocations committees for community foundations, and served on boards of several arts, professional and community organizations.

## WORKSHOPS

### Networking Agility

Face-to-face networking remains an essential vehicle for self-promotion, field visibility, and employment acquisition. The effective networker knows that encounters can be swift, and stakes high, so 'networking agility' – knowing how to act and what to say – can help you make promising connections and ensure the follow-up that you want.

The tone of the workshop will be light-hearted and non-threatening. Humorous non-examples will illustrate the behaviours that could diminish your professional image and possibly lead to a missed opportunity or even a negative reputation.

### About the facilitator

Di Vita, Loretta-President  
(Decorum Consultation Inc.)

Loretta Di Vita (BFA, MA Ed Tech) is an expert in management and employee development with more than 20 years of experience in the field. She has worked as a training and protocol advisor for numerous multi-national companies in Europe and in North America, and has customized and implemented training programs for thousands of employees and executives on the subjects of business protocol, image development, communications, interpersonal skills and customer service. In 2000, Decorum Consultation was established to provide contemporary business protocol training and professional development services. Decorum Consultation's business activities have been the subject of numerous newspaper articles, television interviews and radio programs. Loretta is a frequent contributor to several print publications.

### Sustainability and Social Justice

Taking a global social justice perspective Dr. Naseem and Dr. Arshad-Ayaz will challenge different ideas of sustainability and engage with the workshop participants in problematizing what we are told is sustainable, making larger connections to the world that surrounds us and the role that education can play in this ever-changing dialogue. We hope that you will attend with curiosity regarding questions like:

- What is sustainability?
- How is sustainability connected to issues of social justice?
- Who decides what sustainability means?
- What role does education play in sustainability?
- What is our role as global citizens in sustainability?

### About the facilitators

Ayaz, Naseem  
(Concordia University)

Dr. Naseem holds a Ph.D. in comparative and international education from McGill University. His research interests include peace education, social media, feminist theory and philosophy, post-structuralism, diversity in classroom, and democratic and citizenship education. Dr. Naseem has also taught at the Quaid-i-Azam University, Islamabad, Pakistan in the departments of International Relations and Defense & Strategic Studies. Dr. Naseem holds the prestigious Georg Arnhold Research Professorship on Educating for Sustainable Peace (2013-14) at the Georg Eckert Institute in Braunschweig, Germany. He also co-chairs the Peace Education Special Interest Group of the Comparative and International Education Society (CIES).



Ayaz, Adeela Arshad  
(Concordia University)

Dr. Arshad-Ayaz's research and teaching practice draws from a number of theoretical traditions, including critical theory, critical pedagogy, feminist theory, post-colonial, and other global discourses. Her previous anthropological background and work experience directs her analyses to focus on the social, cultural, historical, political and economic dynamics of a particular context that affect teaching and learning. In the area of comparative and international education her research demonstrates the importance of context in providing an understanding of *not* what works in education but what works under what context.

ABSTRACTS

Ambigaibahan, Thanusha  
(Concordia University)

**Engaging in Grand Conversations: Investigating the Role of Literature Circles to Support Reading Comprehension and Engagement in Elementary School**

Recent studies have shown that engaging in dialogues about books has positive effects on the reading comprehension of children in elementary school (IES, 2010). Conversing with peers about texts can also motivate children as readers; in fact, lack of motivation inhibits children from becoming skilled readers (Logan, Medford & Hughes, 2011).

This internship project (in progress) involves engaging students in rich talk about texts via “literature circles”. Following a student-centered model and rooted in sociocultural theory, literature circles are aimed at fostering a deep understanding of texts. The learners are eight second- and third-graders who are coming together for 20 weeks, to discuss and respond to fictional texts.

Assessments to date suggest that many students have difficulty understanding inferential questions about texts. In addition, a reading attitude survey indicates that some are indifferent towards reading. By fostering engagement of these learners with one another, and by teaching various comprehension strategies, I anticipate that students’ motivation, enjoyment of reading, and reading comprehension will improve. To date, students have expressed enthusiasm in participating in the circle, and formative assessment suggests they are learning new reading comprehension strategies. In the proposed presentation, the rationale for the project, the results from ongoing assessments, and other documentation of the learning process will be shared.

Reshaping our education begins by maximizing our students’ potential, enabling the development of important skills, engaging them in active learning, allowing them to connect with their peers, and above all, challenging them to become inquisitive thinkers. This project aims to do just that.

Amigud, Alexander  
(Athabasca University)

**Connecting the Dots: Three Strategies to Align Identity of Learners with the Academic Work They Do**

Physical separation of students, instructors, and academic support staff creates the gap of anonymity and limited control over the remote learning and testing environment.

The ability of academic institutions to conduct authorship and identity validation at various points during a course is necessary for preserving not only the perceived credibility but also for public safety. With the growing scope of distance education programs that permeate critical areas such as healthcare and airspace, universities have a moral obligation to employ secure measures to verify learning outcomes.

Password protection remains the most common and cost effective form of authentication, however it is ineffective in providing identity assurance or establishing authorship of electronically submitted materials. Password protection is not designed to validate one’s identity or authorship of submitted materials, but rather act as a gatekeeper granting access to anyone with the right user name and password combination.

This presentation will highlight the findings of a multiple case study of five universities with large distance education programs, but will focus on a model of remote learner authentication. The presentation will argue that for a remote learner authentication to be complete, both criteria of identity and authorship need to be confirmed with a reasonable degree of certainty.

Babaei Chafjiri, Mehdi  
(McGill University)

**Identity, Successful Language Learning, and Highly Educated Adult Immigrants in Québec**

Montréal receives a large number of job-seeking adult immigrants. Many of these immigrants are highly educated, with masters and doctoral degrees, and their higher education contributes to points in Québec's selection system for choosing immigrants. The Québec government has adopted various policies and programs to establish French as the main spoken and written language in Québec to facilitate immigrants' integration process. Yet integration challenges, along with the high rate of unemployment among highly educated immigrants still feature in major media headlines (Paperny, 2012). A major barrier to these immigrants' integration in Québec seems to be their perceptions of their French language proficiency as insufficient. However, there are examples of immigrants who are successful in learning French in Québec and are able to construct strong L2 speakers' identities. I will explore the experiences of fifteen highly educated adult immigrants who perceive themselves as good French language learners. Also, I will examine the process of their identity construction in relation to the Québec society. I draw on the poststructuralist's notions of "imagined communities" (Anderson 1991; Norton 2001) and identity approach to second language learning (Norton, 2000), and will address the characteristics of "good language learning" (Naiman, N., Fröhlich, M., Stern, H. H., & Todesco, A., 1978; Rubin 1975). The researcher's reflexive journal as a former language learner in the Québec Francization programs coupled with a variety of ethnographic and qualitative tools of inquiry will be used. This study may have important implications for policy makers and educators to address the issues of inclusion and exclusion in Québec.

Bois-Ouellet, Amelia  
(Concordia University)

**Conception d'un Site Web Interactif et Éducatif en Santé pour les Aînés: Recension des Bonnes Pratiques**

Introduction: L'algorithme clinique Algo a été développé pour guider les intervenants non-ergothérapeutes lors de l'aménagement sécuritaire de la salle de bain des aînés. Selon les cliniciens qui se sont appropriés l'Algo l'adaptation d'une version 'client' présente le potentiel d'être un outil d'éducation précieux pour la population vieillissante, notamment puisqu'il est constitué de questions simples compatibles avec des sites web interactifs et éducatifs.

Objectif: Identifier les bonnes pratiques lors de la conception de sites web interactifs et éducatifs en santé destinés aux aînés.

Méthodologie: Quatre bases de données (ERIC, AgeLine, MedLine et CINAHL) ont été interrogées avec les mots-clés suivants : Internet\*, health\*, health education\*, instructional design\*, product design\*, web design, older computer users\*, usability (date de création-2014).

Résultats: Un total de 47 références ont été retenues. Les écrits indiquent que la conception d'un site web en santé doit s'appuyer sur la connaissance des utilisateurs cibles afin de développer un produit convivial, significatif et crédible. De plus, les écrits précisent des recommandations spécifiques aux aînés pour l'ergonomie du site, la présentation de l'information (ex. ne pas surcharger le canal sensoriel) et une méthodologie à préconiser lors du développement d'un site afin de répondre aux besoins réels des utilisateurs.

Conclusion: Afin de s'assurer que les aînés puissent bénéficier du côté pédagogique d'une version électronique de l'Algo, il apparaît essentiel d'inclure un échantillon typique d'utilisateurs potentiels pour s'assurer que les chercheurs ont bien intégré les pratiques proposées dans les écrits sur la conception des sites interactifs et éducatifs.

Bouchoucha, Ibithel  
(Université de Montréal)

### **The Gender Representations in School-Textbook in Tunisia: Which are the Identification Patterns Proposed to the Children, Girls and Boys?**

Tunisia has made important improvement towards equality between women and men. But the mentalities are still influenced by a traditional social model. These perceptions are directly and indirectly transmitted to younger generations. The school handbooks play an important role in the transmission of norms, behaviors and values that should influence the personality, the aspirations and the perceptions of young people.

Textbooks depict men and women in two different spaces, separated culturally; women are virtually invisible in economic life. In fact, the illustrations and the examples given in the textbook confined the young generation in a very limited area which influence directly or indirectly their future perception. Using descriptive and comparative analysis for different variables that define the characters (gender, age, activities, attributes, relations ...) we try, in this work, to study what gender representations are valued in textbooks, in particular the identification patterns proposed to the children, girls and boys, and how they are able to favor traditional value and norms and maintain an unequal gender model. We will try also to see if the new socio-cultural and political context after the revolution had an effect or not on gender representations in school textbooks. Our data is collected from a series of textbooks used by the pupils in primary school in 2002-2003. To compare the situation before and after revolution we collect data from textbooks revised after revolution (2011-2012).

Bouhlal, Fatma  
(Concordia University)

### **Intermediate ESL Integrated-Skills and Grammar Textbooks: Trends and Limitations**

Researchers have pointed to the importance of English language textbooks in facilitating the teaching and learning processes in second or foreign language classrooms (Rudby, 2003; Nation & Macalister, 2010). When selecting a specific textbook, different criteria and constraints come into play. These criteria include program objectives, the desired learning outcomes, learners' needs and interests, as well as the popular teaching approaches. Against this backdrop, the author evaluated five intermediate integrated-skills course books and their corresponding grammar practice workbooks in order to assess their appropriateness for a general English course at a French CEGEP in Quebec. All ten books were published in Quebec between 2004 and 2012. Three major trends are highlighted: first, most of the course books share a clear emphasis on reading and speaking activities at the expense of guided writing opportunities. Second, the grammar workbooks adopt a deductive approach that consists of explicit presentation followed by mechanical exercises and fewer consciousness-raising tasks. Third, by investigating the presentation of modal verbs, in both the integrated skills and grammar practice textbooks, the author reported that there is more focus on form and accuracy than use and pragmatics. Despite the established need for providing learners with input that fosters their pragmatic development (Kasper & Rose, 2002), the ELT materials analyzed exhibit a troublesome lack of appropriate pragmatic treatment of modal verbs. The findings for integrated skills and grammar course books are discussed and can be useful for general English instructors in French CEGEPs in their selection of textbooks and grammar tasks.

Caron-Piché, Joanne  
(Université de Montréal)

### **La Différenciation Pédagogique : Les Pratiques d'Enseignantes en Classe Spéciale Dédiée aux Élèves Ayant un Trouble du Langage**

Jusqu'à présent, les enseignants différencient peu malgré un développement assez considérable de connaissances sur les outils de différenciation (Prud'homme, Dolbec et Guay, 2011). De plus, le niveau de connaissances concernant les pratiques de différenciation est assez inégal chez les enseignants : très peu démontrent une compréhension et une utilisation conforme des pratiques au cadre de différenciation établi par la recherche (Paré, 2011).

La multitude de définitions, certaines étant semblables et certaines contradictoires, rend difficile l'étude du

phénomène : les cadres de référence étant aussi différents (Grenier, 2013). De plus, ce phénomène étant très complexe, l'utilisation d'une multitude d'outils de collecte de données est nécessaire (Kirouac, 2010). L'activité enseignante doit d'être étudiée par une approche pluridisciplinaire pour constater toutes les dimensions constitutives de celle-ci (Altet, 2003). En nous reposant sur le modèle d'analyse de l'activité enseignante de Goigoux (2007), nous tenterons la mise en perspective des dimensions de la pratique de la différenciation pédagogique.

Les études québécoises en différenciation se concentrent en lecture et en écriture au primaire en classe ordinaire; la recherche dans une autre discipline ou en classe spéciale étant inexistante. Le but de la présente étude vise à mettre en lumière la mise en œuvre de la différenciation pédagogique en classe spéciale dédiée aux élèves présentant un trouble du langage. Le recours à l'étude de cas multiples permettra une meilleure théorisation du phénomène étudié (Stake, 2006). Les données seront recueillies par des observations en classe, des entretiens d'explicitation et le recours à l'analyse vidéoscopique (Maubant et al., 2005).

Cerreta, Suzanne  
(Concordia University)

### **Speaking Your Speech: A Pronunciation Module for English Second Language Actors**

Previous scholarship has posited intelligibility in second language speech over native-like pronunciation (Munro & Derwing, 1995, 1997, 1999). However, in certain professions, native-like speech can be a source of marketability, and thus motivation. This module presents a pronunciation teaching methodology tailored to the needs and artistic strengths of actors seeking to work in the English speaking market. The curriculum takes influence from Nation and Macalister (2010) and their principle of the four strands, (meaning-focused input, meaning-focused output, language-focused learning, and fluency), the principle of spaced retrieval (Dempster, 1996), and elements of the SIRGPA pronunciation method (Parrino, 1998). Additionally, I incorporate the physical, sensational, and musical strengths inherent to actors, through a simple system called the Spring Board Method. In this presentation, I will address the need for theatrical speech reform by demonstrating the current module. Meant to accompany formal voice training in a two to four year conservatory of acting, this module connects the research and theory of applied linguistics with theatrical performance of English speech.

Chaury, Patrick  
(Concordia University)

### **Learning Kanji (Chinese Characters) as an Alphabetic Reader: Perceptions, Strategies and Motivation**

One of the main hardships for learners of Japanese as a Foreign Language (JFL) is the acquisition of kanji (Hatsuta, 1989). The goal of the present qualitative study was to investigate how advanced students of JFL perceive kanji, employ learning strategies to acquire them, and maintain motivation. One specific area of interest was how these three aspects – perception, strategies, and motivation – evolve throughout the learning process of readers whose first languages are alphabetic, as they generally begin with no prior knowledge of logographic characters. In order to answer these questions, two in-depth semi-structured interviews were conducted with an advanced learner of JFL. The data, which were analysed with in-vivo and focussed coding, revealed that this highly self-regulated and intrinsically motivated student employs a variety of learning strategies. Furthermore, the phenomenological framework allowed the emergence of an unanticipated theme; namely, the value of instruction in kanji acquisition. It appeared that teaching methodologies have had a direct impact on the evolution of the participant's perception of kanji and motivation. The present study suggests that the link between teachers' and students' attitudes that was identified by Dewey (2004) is not limited to the beginner level and may impact learning over the long term. Given the recent increase in the number of characters included in the official kanji list published by the Japanese Ministry of Education, it is urgent to test various teaching methodologies in order to shed light on the all-important question of maintaining learners' motivation to take on challenging material.

Corona, Stefanie  
(Concordia University)

**Facilitating Knowledge Transfer Through Membership in a Community of Practice**

Does membership in a community of practice facilitate knowledge transfer in higher education institutions and social services organizations? Communities of practice are found in a multitude of professional contexts including organizations, government and education with a shared domain of interest in which members interact and learn together. Communities of practice emphasize the nurturing, sharing and exchanging of tacit knowledge (knowing how) as opposed to explicit knowledge (knowing what). The purpose of this study is to explore if membership in a community of practice facilitates knowledge transfer in higher education institutions and social services organizations. Members in a community of practice have the opportunity to develop personally and professionally by sharing information and experiences with the group. The characteristics of communities of practice which support knowledge transfer will be examined. This study will be designed with a quantitative methodology. Data will be collected using a questionnaire with closed-ended and open-ended questions.

Crowther, Dustin  
Trofimovich, Pavel  
(Concordia University)  
Saito, Kazuya  
(Waseda University)  
Isaacs, Talia  
(University of Bristol)

**L2 Comprehensibility Revisited: Investigating the Effects of Learner Background and Speaking Task**

The current study investigated first language (L1) and task effects on listener judgment of comprehensibility in second language (L2) speech. The participants were 60 university-level adult speakers of English from four L1 backgrounds (Chinese, Romance, Hindi, Farsi), with 15 speakers per group, performing picture narrative and TOEFL integration tasks. Ten native English listeners used continuous sliding scales to evaluate the speakers' audio recordings for comprehensibility, as well as 10 linguistic variables drawn from the domains of pronunciation, fluency, lexis, grammar, and discourse. While comprehensibility was associated with several linguistic variables (segmentals, prosody, fluency, lexis, grammar), the relative strength of these associations also varied as a function of speakers' L1 and speaking task. While a four-way distinction between groups existed for the picture narrative (Chinese and pronunciation variables, Hindi and lexicogrammar variables, Romance a combination of both, and Farsi neither), a more consistent association with prosody, fluency, and grammar was found across groups for the TOEFL integration task. These results overall suggest that speakers' L1 and speaking task play an important role in listener judgments of L2 comprehensibility and that instructors aiming to promote L2 speakers' communicative success may need to expand their teaching targets beyond segmentals to include prosody-, fluency-, and lexicogrammar-based targets.

Dagher, Rola  
(Concordia University)

**The Effect of Technology on Students' Achievement and Motivation: The Case of Grade Four Students Experiencing New Software Designed to Teach Computer Subject Matter**

The purpose of this study was to investigate the effect of computer assisted instruction (CAI) and traditional instruction on the achievement of fourth-grade computer students. One hundred and nineteen students were selected and randomly divided into two groups: an experimental and a control group (60 and 59 participants respectively). Using a posttest-only control group design and a t-test for independent samples, it was found that the students who were instructed by using the Computer Literacy Series software, developed by the researcher, achieved significantly higher scores on the posttest than students who were instructed using the traditional learning method ( $t = 2.14, p = 0.05$ ). In addition, results of the affective questionnaire administered to CAI users showed motivation towards using the Computer

Literacy Series software. It was concluded that the designed software was significantly effective in raising the achievement and motivation level of students who used technology as a means to enhancing their content knowledge of Computer as subject matter. Limitations of the current study and recommendations for the future research were also discussed.

Della Porta, Sandra  
Leach, Jamie  
Persram, Ryan  
Scirocco, Alyssa  
Abuhatoum, Shireen  
Howe, Nina (Discussant)  
(Concordia University)

### **Children's Informal Learning in the Context of Close Relationships**

Close and intimate relationships with parents, siblings, and friends are important contexts that provide opportunities for children's learning across a variety of domains. The purpose of this symposium is to highlight the role of close relationships during reciprocal (conflict, play) and complementary (teaching, parent-child conversation) interactions in affording opportunities for children's informal learning in five studies. The first study 'Contextual elements of family conflict: Power, topic, and social domain' (Della Porta, Howe, Persram & Ross) highlights how family members learn to use varied power tactics during different conflict contexts. The second paper, 'Family member's use of alliances during naturalistic polyadic conflicts' (Persram, Howe, Della Porta, & Ross) investigates how the formation of alliances during family conflicts provides informal learning opportunities for influencing conflict outcomes. The third paper, 'Children's construction of shared meanings during play with siblings and friends' (Leach, Howe, & Dehart) focuses on the role of reciprocal interactions during two relationship contexts for the development of a shared understanding regarding play scenarios. The fourth paper, 'Siblings' understanding of teaching' (Abuhatoum, Della Porta, Howe, & Ross) investigates children's understanding of the role of knowledge during naturalistic sibling-directed teaching. Finally, Scirocco, Recchia, Wainryb, and Pasupathi's paper, 'Mother-child conversations about hurting friends and siblings as unique contexts for children's moral development' investigates how mothers socialize their children to make sense of harmful actions towards others. Nina Howe will provide a short discussion regarding the overriding theme of the role of close relationships in children's informal learning in all five papers.

Fenelon, Patrick Shannon  
(New Brunswick University)

### **How Romeo "Friended" Juliet: Using Facebook to Enhance Literary Character Study**

Students now use Facebook and other social media at such a consistently high level that it has changed how they read, write, and communicate; in turn, social media has broadened how literacy is conceptualized to include digital literacies (Kist, 2010; Tsitouridou & Vryzas, 2011). However, bringing social media into the classroom has been a slow process and instructional practices often still rely on traditional methods for teaching literacy. This proposed study analyzes how using Facebook can enhance character study involving two literary works; Shakespeare's *Romeo and Juliet*, and Hinton's *The Outsiders*. As such, this research seeks to answer the question, to what extent does using Facebook as an instructional strategy influence students' understanding of characterization in literature? The findings from this study will be compared to current research to help determine whether social media effectively supports literacy instruction. This research reflects the symposium's theme given the connections between classroom learning and students' usage of social media towards enhancing engagement in learning in the digital era. This presentation will outline the research

methodology to be employed, and encourage participant feedback on the proposed primary data collection methods.

García Fuentes, César  
Smith, George  
(Concordia University)

### **A Cup of Coffee, Please. Politeness Strategies in Canadian Service Encounters**

In pragmatics research, the use of politeness strategies (Brown & Levinson, 1987) has widely been studied in a variety of contexts. Among these, service encounters (commercial transactions for goods or services) has been one area of interest. Existing research on politeness in service encounters has shown that politeness strategies may differ across cultures (Kong, 1998; Traverso, 2006); however, research on politeness in Canadian service encounters has been surprisingly scarce. The present study was thus an attempt to provide a picture of what politeness looks in authentic Canadian service interactions, in addition to investigating their structural framework. Adopting an observational approach, the researchers investigated the use of politeness by both males and females (which, according to politeness literature, do differ in their general politeness strategies) based on Brown & Levinson's (1987) strategies when performing face threatening acts. Interactions were observed at three separate cafes in the Montreal downtown area and coded for negative and positive politeness strategies using a checklist, which included categories of ritualized politeness (Kerbrat-Orecchioni 2006). Results showed that in general, positive and negative politeness strategies were more numerous than bald-on-record requests (which may contribute to pragmatic failure in such encounters), but when such bald-on-record strategies occurred, women were more likely to offset them by using additional mitigating strategies. Additionally, Canadian service encounters were shown to have similar ritualized sequences to those in other cultural contexts. Implications for classroom teaching as well as suggestions for future research based on the results will be included and discussed.

Gonzalez Bychkova, Nina  
(Concordia University)

### **Professional Perspectives: The Educational Experiences of Mexican Refugee Claimant Children in Montreal**

This research is based on the schooling experiences of Mexican elementary school refugee claimant children in Montreal, Canada. It gathers perspectives from professionals who support them through the refugee determination process, including three teachers, a social worker, and an immigration lawyer. From an educational standpoint, using a cultural deficit model (Song & Pyong, 2008) and Maslov's hierarchy of basic needs (Harper & Guilbault, 2008) as theoretical framework, the research questions examine the adaptation process, the cultural and linguistic barriers affecting students' schooling experience, and the resources available to teachers.

Using an ethnographic qualitative approach, I interviewed participants at their workplace, allowing them to express their experiences of working with Mexican refugee claimant families and their children with specific reference to the children's schooling experiences and performance. The research shows that refugee claimant families are subject to severe amounts of stress due to their traumatic past and uncertain future. This affects all family members; children bring this stress to school, evidently affecting their school performance and involvement. Respondents suggest that the children's academic success depends on the family and the importance the family attaches to education their knowledge of the French language. The recommendations stemming from this research include the need to create an umbrella organisation that would provide information directly to teachers regarding this specific population and the importance of Canadian professionals building trustworthy relationships with these families. This timely research can provide information to policymakers, teachers, Canadian professionals and future research, thus contributing to a healthier multicultural Quebec society.



Imperiale, Alexandra  
(Concordia University)

### **The Suitability of Intensive English in Quebec for All Students**

Concentrating instructional time yields positive outcomes for L2 learners (Muñoz, 2012). Indeed, grade 5-6 French-speaking students experiencing the optional intensive English course (IEC) in Quebec make substantial progress (Lightbown & Spada, 1989; Collins et al, 1999). As the IEC has grown in popularity, more students with diverse academic profiles participate. Although there is indirect evidence that the benefits of intensity over drip-feed exposure may extend to students with weaker academic skills (Collins & White, 2012), there has been no research on how students with identified disabilities respond to the IEC. In fact, little research has investigated students with exceptionalities (SWE) in L2 learning contexts in general. Theoretically, such research would expand our understanding of the role of individual differences in SLA. Practically, it could provide guidance to practitioners and policy-makers on the needs and L2 learning potential of SWE.

We will report findings from a 5-month longitudinal case study of three francophone IEC students in the same class with different diagnosed disabilities: Dysphasia and Dyslexia; ADHD and developmental delay; and Tourette syndrome and high anxiety. We documented i) L2 progress in comprehension and production; ii) students' perspectives on their IEC experience; iii) pedagogical and contextual factors contributing to successes and challenges. Data, collected at four intervals, consisted of: classroom observations, semi-structured student and teacher interviews, and measures of L2 comprehension and production, adapted from previous IEC research. The discussion will focus on students' L2 progress and the pedagogical, contextual, and personal factors contributing to learning successes and challenges.

Kukkonen, Tina  
(Concordia University)

### **Drawing as Social Play: Shared Meaning Making and Creative Development in Young Children's Collective Drawing Activities**

The ability to create shared meaning is important for young children, as it helps develop their social and language skills (Göncü, 1993). Most studies on the development of shared meaning in early childhood have focused on cooperative pretend play (e.g., Farver, 1992; Howe, Petrakos, Rinaldi, & LeFebvre, 2005), but children create shared meaning through a variety of activities that have not received as much attention, including drawing. Studies have suggested that as children play and create shared meaning through drawing, they also stimulate each other's creativity by helping to extend the content of each other's drawings (Coates & Coates, 2006; Frisch, 2006). The purpose of this study is to investigate the cooperative play that occurs within young children's open-ended drawing activities and how this encourages the development of shared meaning and creativity. One preschool class of 16 four- to five-year-old children was observed over eight 1-hour free play sessions. During each session, the children were presented with a variety of drawing materials (e.g., markers, pastels) and large drawing surfaces (e.g., white paper, black Bristol board). There were no restrictions placed on the number of children that could participate, or the subject matter of the drawings. Video and audio recording devices recorded the children's actions and conversations around the drawing area. The data will be interpreted using qualitative methods. Content analysis will be used to identify themes and, especially, shared themes, ideas and strategies. Narrative analysis will be used to analyze how stories are told in the play episodes.

Malcolm, Marcia  
(McGill University)

### **Gender Imbalance in Jamaican Foreign Language Classrooms**

In this presentation I seek to explore the intersectionality of language, gender, culture, class, and sexual identity in the Caribbean and how they impact language education, specifically in Jamaica. Within the Caribbean, foreign language learning is regarded as a female activity, thus males are generally absent from these classrooms. Jamaican Creole is privileged by males, not only for social identity but also as a symbol of defiance of European authority and colonization (Madison, 2005; Simon & Osborne, 2009). The

European languages are generally resented by Jamaican males and this phenomenon, what I term “language gendering” is borne from the perpetual feminization of standard languages taught in Jamaican schools, namely English, French and Spanish. Research worldwide has validated second language learning but very little has explored the relationships between cultural and gendered identities and language learning in the Caribbean. Through a feminist lens, I intend to examine historical records in Jamaican schools to determine how long gender imbalance has existed in FL classrooms. I will also examine archival records of the colonial legacy of homophobia which now forms part of Jamaica’s cultural fabric. I plan to conduct educational ethnography to elicit cultural interpretations for social change (Madison, 2005; Smith, 2005; Wolcott, 1987). I will rely heavily on classroom observation and I will also conduct semi-structured interviews (Gubrium & Holstein, 2001; 2003) with my participants whom I intend to select through purposive sampling.

Marinus, Ana-Maria  
(Concordia University)

### **Narratives in English of Children Whose Mother Tongue is Not English**

Following from the literature, much of our understanding of children’s narratives is based on research with monolingual children. Less research has been conducted with bilingual children. Therefore, the present study addresses the following key questions:

- How do bilingual children tell narratives in the language that is not their native language?
- How can their narrative skills be improved within a short term intervention?

Three children participated in the project and were selected based on the fact that they were bilingual and that their mother tongue was not English. A pre- and post-test intervention design was used. In the pre-intervention session two different tasks were used to elicit narratives: the Test of Narrative Retell (TNR) (Petersen & Spencer, 2012) and ENNI (Schneider, Dube, & Hayward, 2005). In the post-intervention session children were asked to either create their own fictional or tell a real story, using either words or pictography. The intervention consisted of four 20-minute lessons, structured from less to more complex, so that children built on the knowledge they acquired with each lesson. Two tools were used to improve children’s narrative skills: the Story Grammar model described by Stein and Glenn (1979) and pictography (Ukrainetz, 1998). The Story Grammar model focuses on the development of a child’s ability to comprehend and apply the typical structure of a narrative, specifically developing skills in using the story grammar elements such as characters, setting, problem, goal, attempts, resolution, and conclusion. Pictography consists of simple, schematic pictures, organized chronologically from left to right that serves as a quick mnemonic strategy for preserving narratives, especially for younger students or those who present writing difficulties. Findings regarding the progress of the three children’s ability to create oral narratives will be reported.

Mason, Junia  
(York University)

### **Vulnerability as a Creative Resource for Movement-Informed Teaching**

Vulnerability, in its broadest sense, is perceived as weakness; a form of physical or emotional frailty. Researcher, Brené Brown defines vulnerability as “uncertainty, risk, and emotional exposure” (2012, p. 34) and a place we humans avoid (Brown, 2010). However, vulnerability, as Brown also attests can serve as a pathway to self-empowerment, authenticity and creativity.

My presentation will consider the role of vulnerability in a movement workshop I facilitated with pre-service teachers in 2013. The intention of that workshop was to illuminate pedagogical connections between artistic practice and pedagogy by examining a simple movement from the choreographic vocabulary of Pina Bausch, the late, German choreographer. As a dance-educator, it has been my experience that teachers who employ dance in the classroom are inclined to focus on acquiring a 'take-away' for the pedagogical toolkit. Thus, “what” teachers take back to the classroom is distanced from “how” teachers experience “moving.” Often, teachers’ reticence to experience “moving” is due to fear of being vulnerable in front of peers. Consequently, teachers inhibit their experience of “moving” as a potentially gratifying, personal experience; one that might invite self-reflection, attunement to student’s

vulnerabilities; and nourishment of the pedagogical imagination.

In this performance-based presentation, I draw upon my workshop experience with teacher-candidates, and will engage participants in simple, pedestrian movement that allows us to experience surrender and daring as a creative, pedagogical resource. This presentation aligns with my dissertation research on performative contexts for re-thinking the pedagogical force of vulnerability in movement-informed teaching.

Matusevscaia, Natalia  
(Concordia University)

### **Intelligent Semantic Web is the Future of Web-Based Education**

With the constant change of the surrounding world, education faces different challenges every day. The development of technology invades all the spheres of our lives, and it gains its positions in teaching-learning process as well. As a result, new teaching methods and approaches evolve. However, the development of the teaching methods is much slower than technological progress. The readiness to coming changes is the key to future educational success.

The main goal of this qualitative study is to reveal and summarize the knowledge and vision of six blog posts with the commentaries in order to answer the question: why education needs Web 3.0 or semantic web? Outlining the direction of current thoughts on the features of the Web 3.0, the focus of the research concerns educational possibilities that can be offered by semantic web.

This research uses QDA Minor computer-assisted qualitative data analysis software to discuss disadvantages and advantages of Web 3.0 educational applications. Theoretical and practical importance of the question of interest, complete and incomplete findings from the blog posts, as well as their methodological quality are discussed.

Matusevscaia, Natalia  
(Concordia University)

### **Strategic Help Line**

With extensive research in the domain of the development of learning strategies, it is said that learning strategies are subject-specific. However, the cross-curricular approach to the education in primary and secondary schools opens the doors for the development of cross-subject or generalizing learning skills. “Strategic Help Line” is a developing distance learning platform, where the learning strategies are presented, practiced, and linked with each other. As an educational tool, the main objectives of this platform are to evaluate and analyze learning needs, provide learners with appropriate pedagogical solution, and provide access to multiple practices in the form of a game.

“Strategic Help Line” can be used as an integrated part of a blended learning instructional approach by the students of primary and secondary schools with introduction and guidance from a teacher. As a self-regulated online open instructional module, it targets learners in secondary and post-secondary educational levels. It is also viewed as an appropriate “Help Line” for immigrant and second-language speakers.

For the development of this online tool, the following soft ware is required: Website creator (WinWix or Wordpress). It is also possible to use Captivate 7 and Comic creator (Comic Life, Pixton or Bitstrips). The proposed distance learning platform is assumed to be an online open educational tool, and learners should have free access to its content.

Nguyen, Thi Hoang Anh  
(Concordia University)

### **How Can We Better Represent Students' Academic Understanding?**

In the attempt to improve the grading system, many researchers have tried to comprehend how different forms of assessment affect student performance. Because educational institutions test students with multiple choice exams, fill-in-the-blank exams, and short answer exams, students are not prepared to think critically.

While most students find multiple choice exams less stressful than essay exams, studies show that these standardized tests are detrimental to their learning as these exams influence students to use ineffective memorization, which prevents them from understanding the material efficiently.

Since 1987, researchers were already aware that students acknowledged essays reflected their academic knowledge better than multiple choice exams. Yet, multiple choice exams are prioritized over essay exams. Is it possible that our government's goal is not set on teaching our youth how to think and write critically? If University students are allowed to be tested based on portfolios and group projects, why can't we test our elementary school students and high school students based on their portfolios and group projects as well? Allowing students to create portfolios of their learning would help them value their academic learning more. Perhaps, there should be more research on this matter

Parker, Dan  
(Concordia University)

### **Globalization From Above: The Sustainability Discourse in the Quebec High School Course Contemporary World**

Since 2010, all grade 11 students in Quebec have been obligated to take a Social Sciences course entitled Contemporary World that includes 5 main units, one of which focuses exclusively on the environment and sustainability. How does this course promote sustainability? Since there are various aspects to sustainability under the three pillars (economics, social justice and environment), how are these aspects treated in the curriculum? How do neoliberal discourses and policies combine or conflict with sustainable discourses and policies? To answer these questions, I analyze the officially approved textbook Immediate: Contemporary World using James Paul Gee's discourse analysis. This textbook, of which 28,000 copies were sold and used in Quebec high schools, adequately explores the core tenets of sustainability in one chapter. However, this disconnects ecological considerations from the other thematically organized chapters. The pillar of economics is treated mostly through a neoliberal discourse and at times a social justice discourse without much of an environmental context. The pillar of social justice lacks emphasis on worker's rights and marginalized groups, while focusing largely on NGO and international poverty eradication initiatives. Finally, sustainability is promoted through a "globalization from above" by focusing on international treaties and technocratic processes led by states, international and transnational institutions. This leaves little room for "glocal" solutions and grassroots community organizing with global networks and impacts.

Philander, Natasha  
(Concordia University)

### **Land of Living Skies: The Changing Face of Saskatchewan's Classroom**

Since the adoption of the Saskatchewan Immigration Nominee Program (SINP) in 1998 and renewal in 2005, Saskatchewan's attraction and retention of immigrants has increased exponentially (Garcea, 2006). Saskatchewan's population reached an all time high in 2011, immigration was singled out as the largest contributor to this increase in population, accounting for approximately 65% of growth (Government of Saskatchewan, 2011). In the past 5 years, 34% of new permanent residents have been between the ages of 0-19 years (SINP, 2013). These statistics do not account for the youth population that is being born to immigrant parents and raised in Saskatchewan.

Research regarding race and identity in Saskatchewan schools is predominantly written in an Aboriginal and non-Aboriginal binary excluding a multitude of other ethnic minority experiences. Saskatchewan provides a very interesting and unique case study regarding citizenship and cultural identity narratives, having one of the highest Aboriginal populations in Canada, an immigrant population growing faster than ever all operating within a strongly entrenched Anglo-American value system all coinciding with one of the fastest booming economies in Canada (Cottrell, Preston, & Pearce 2012).

My study will explore how citizenship and (the ideal/quintessential) citizen is constituted in and through the educational discourse in Saskatchewan urban high school classrooms. I will focus specifically on the Treaty Education Kits created in 2002 by the Office of the Treaty Commissioner (OTC), as a terrain for exploration of how minority narratives of citizenship and cultural identity can be incorporated into high school social science classrooms outside of the traditional Aboriginal and Non-Aboriginal binary and how/if it can be adapted to be more inclusive of other narratives.

Sheepy, Emily  
(Concordia University)

### **Examining Player Experience for Social Change Games: Challenges and Methods**

In this presentation, I will present my experiences as a researcher conducting a qualitative study exploring player experiences of a social change game, *Get Water!* (Decode Global, 2013). This research methods case will provide real examples of particular methods in action, and promote discussion and reflection on the process of researching at the boundary of technology user research and educational research.

My research project was motivated by a growing body of evidence suggests that playing civically-themed games may positively contribute to informal civic learning; for example, a comprehensive Pew Foundation survey of American teenagers' gaming habits found that players of civically oriented video games were more likely to be civically engaged (Lenhart et al., 2008). Relatively few studies have investigated factors influencing player perceptions of these games, partly because of a lack of a unifying framework for the study of civically-themed games; Raphael et al. (2010) call for researchers to refine their goals in assessing the civic education potential of video games, noting the dominance of essentially speculative work on the benefits of playing civically-themed games in the literature.

Drawing on recommendations from the Games for Change organization, and from past research in serious games, my colleagues and I designed a multi-stage study, twenty adult participants' game-related experiences were documented using a think-aloud protocol, play logs, observations, a post-play questionnaire, a semi-structured interview, and a one-month follow-up questionnaire. I will discuss the merits and challenges of each of these approaches to understanding the player experience in both the research context and in my own experience as a beginning researcher.

Smith, George  
(Concordia University)

### **Enhancing Receptive and Productive Abilities Through Alternating Instructional Modalities**

Enhancing receptive and productive abilities through alternating instructional modalities  
A long-standing issue in second language research pedagogy has been which modality of instruction - input practice or output practice - is more beneficial in promoting acquisition. However, recent research has pointed to the fact that both instructional approaches may be equally effective in promoting the development of both receptive and productive abilities (Shintani, Li, & Ellis, 2013). Shintani et al. identify the need for research that moves beyond which type of instruction is most effective, to how the two types can be organized to best benefit acquisition. Based on principles of the noticing hypothesis, the output hypothesis, and certain weaknesses in Input Processing regarding language production (Schmidt, 1990; Swain, 1985; VanPatten, 2002; 2004), it is hypothesized that alternating input and output practice will be more beneficial than input practice alone for developing both receptive and productive abilities. Specifically, the proposed study will investigate the effects on learning of different combinations of input practice (Processing Instruction; VanPatten, 1996) and output practice based on a task-grammar framework (Loschky & BleyVroman, 1993) in acquiring the English past tense -ed (as in learned, kicked, started). The anticipated participants will be elementary level L1 French learners in Quebec who will make up three groups: a processing instruction-only group, a processing instruction followed by output group, and an alternating processing instruction and output group. Using a pretest/posttest design, performance will be analyzed both in terms of interpretation ability and production ability. Results of the

study will have implications for the design of effective grammar practice tasks for second language learners.

Summers, Jonathan  
(Concordia University)

### **Gardening for Critical Global Citizenship Education**

Critical global citizenship education is necessary to prepare students to engage with complex issues such as environmental degradation, mass migration, corporate control, and food insecurity. In this paper, the author explores the potential use of agricultural learning—with a particular focus on organic gardens where students collectively grow their own fruits and vegetables for consumption—as a means of advancing this kind of education.

As school and community gardens and urban agriculture programs become increasingly common (Blair, 2009; Morgan et al., 2009; Skelly and Bradley, 2007), even the most cursory review of the literature reveals a litany of positive outcomes that participation produces in students, from increased performance in traditional academic disciplines to improved physical and mental health (Bloomfield, 2004; Akinoyemi, von Fragstein, and Agnew, 2008; Carney et al., 2011; Johnson, 2012). However, beyond these undoubtedly positive individual outcomes, the author suggests that gardening could serve as a vehicle for even the most radical and subversive critical global citizenship education—an education that empowers students to challenge the very neoliberal system that governs it.

This study of global citizenship education is based on the theoretical framework elucidated by Andreotti (2006), who advocates a critical and justice-based approach, and Schattle (2008), who identifies the four “ideological constellations” of mainstream global citizenship education. Waddington (2010) similarly cites a curriculum exploring food production as a means of promoting his related concept of “critical transparency.”

The ensuing discussion is centered on the four above-mentioned issues: environmental degradation, mass migration, corporate control, and food insecurity.

Sundberg, Ross  
Bates, Andrew  
Cerreto, Suzanne  
(Concordia University)

### **Bande à Part: Enhancing L2 Comprehensible Input with a Music Application**

For intermediate level second language (L2) learners, finding engaging and appropriate content can be a challenge. For this reason, we have developed the prototype of a computer-based tool that uses music to make authentic materials accessible to intermediate level learners. Our proposal combines insights from L2 acquisition and computer-assisted language learning (CALL) research to create a computerized tool for French learners to enhance their learning experience both in and out of the classroom.

Previous scholarship has documented the important role that episodic memory (Graham, Patterson, Powis and Drake, 2002), input frequency (Bybee, 2001, 2007), repetition (Nation, 1975, 2001), and speaker variation (Barcroft & Sommers, 2005) play in L2 acquisition. Accordingly, we aim to take advantage of the natural occurrences of these elements in music and use them to facilitate L2 learning in a CALL environment.

The prototype was developed using Intuit’s Quickbase® software and is optimized for mobile use. Our presentation will showcase how our tool uses music to provide both implicit and explicit focus on language form. An implicit focus is achieved through providing graded content and audio translations through the use of text-to-speech software. An explicit focus is made possible through a user defined and searchable grammatical concordance created by part of speech tagging software. The ultimate goal of this project is to build and test our tool and related corpus for future research and implement it as a

personalized companion to formal language training.

Thanda, Haidee  
(Concordia University)

### **Fertility Enhancement Therapy (FET) Through a Multimodal Concurrent Program for Stress Reduction In an Assisted Conception Center**

In vitro fertilization (IVF) is the most widely used treatment to combat infertility. Many factors affect fertility, some of which are avoidable and others that are potentially treatable. Research has demonstrated that the physical and emotional stress associated with IVF can lead to high patient drop out rates (Wang et al., 2000; Olivius et al., 2004). Obesity is extremely prevalent within the infertile and subfertile female population, and in itself is a stressor on the body (Norman et al., 2004; Koloszar et al., 2002). Emotional stress has been cited as a frequent cause of IVF treatment cessation (Schroder et al., 2004). Hence, both weight and stress play roles as independent factors that fundamentally affect IVF treatment outcomes. For this study, 100 otherwise healthy women aged below and above age 37 will be recruited at a private fertility clinic before undergoing fertility treatment. This exploratory study focuses on the reduction of both weight and stress 8-10 weeks prior to beginning IVF treatments. A multimodal “prehabilitation” intervention will be developed to address these factors through a combined focus on the following: 1) nutrition, 2) exercise, 3) psychology and 4) acupuncture. The factor of weight is directly addressed through the combined intervention of a nutritionist as well as a kinesiologist. The nutritionist assesses the patient’s current diet, provides motivation and nutritional education to promote change and depending on the case may prescribe supplements. Similarly, the kinesiologist evaluates the patient’s current level of physical activity and prescribes an individualized exercise program. Stress reduction is the focus of the psychology as well as acupuncture interventions. The psychologist serves as a support system for the patient and motivates him or her to make lifestyle changes that promote success in their IVF experience. As an additional form of stress reduction, an acupuncturist will conduct a total of four acupuncture sessions throughout the 8-10 week “prehabilitation”, with the final session on the day of embryo transfer. This multimodal program proposes to enhance the fertility of women undergoing IVF treatment as opposed to assessing the individual effect of each component. This holistic approach aims to achieve a higher rate of pregnancy for patients in their IVF journey.

Xu, Ting  
(Concordia University)

### **Mirror of Human (Western) History -Visual Art**

You may or may not be aware that we are living in a very special epoch of humanity, in which old worlds are dying out, while new worlds are in the making. Therefore, the conflicts of new and old, righteous and evil, beautiful and ugly, are all on vehement display.

In a film reedited and subtitled from a 2013 documentary, we will take you on the journey of human art history, from prehistoric civilizations, ancient Greece and Rome to the modern world, concentrating on the rise, decline and rejuvenation of western traditional art history.

The perspective we take is unique in that we will not be simply presenting the skills and achievements of those art pieces. Instead, we are revealing that visual art is not simply created by human beings, but is one of the divine cultural gifts bestowed upon humankind for a particular purpose. Art serves as a mirror of the rise and fall of social morality, reflecting both the material and spiritual nature of a given society and their people’s social lives. From art, we may draw lessons that enable societies to reawaken their righteous thoughts and standards.

The subtitled film can be viewed online: <http://www.youtube.com/watch?v=VU0gsPVnJok>

ALUMNI PANELS

<b>Applied Linguistics</b>	<b>Educational Studies</b>	<b>Educational Technology</b>
<i>Moderator:</i> Walcir Cardoso	<i>Moderator:</i> Arpi Hamalian	<i>Moderator:</i> Claude Martel
Roisin Dewart	Joseph Allen	Alexis Belair
David Lukin	Marie-Linda Boghdady	Donglin (Eric) Li
Paul John	Yosra Dali	Matthew MacDonald
	Rui Ji	Valerie Noelte
	Frédérica Martin	Michael Rutka
	Alex Megelas	
	Victoria Theoret	



**SCHEDULE**

8:00-8:30 AM **Registration in John Molson School of Business (MB) Lobby**

**Student Presentations**

8:30-10:00 AM	<b>MB 1.301</b>	<b>MB 2.255</b>	<b>MB 2.265</b>	<b>MB 2.285</b>	<b>MB 3.265</b>
	<p><i>Symposium Session</i></p> <p><b>Della Porta, Leach, Persram, Scirocco, Abuhatum &amp; Howe (Discussant)</b></p> <p>Children's Informal Learning in the Context of Close Relationships</p>	<p><i>Poster Session A</i></p> <p><b>Garcia Fuentes &amp; Smith</b> A Cup of Coffee, Please. Politeness Strategies in Canadian Service Encounters</p> <p><b>Marinus</b> Narratives in English of Children Whose Mother Tongue is Not English</p> <p><b>Ambigaibahan</b> Engaging in Grand Conversations: Investigating the Role of Literature Circles to support reading Comprehension and Engagement in Elementary School</p>	<p><i>Poster Session B</i></p> <p><b>Matusevscaia</b> Strategic Help Line</p> <p><b>Bois-Ouellet</b> Conception d'un Site Web Interactif et Éducatif en Santé pour les Aînés: Recension des Bonnes Pratiques</p> <p><b>Caron-Piché</b> La Différenciation Pédagogique: Les Pratiques d'Enseignantes en Classe Spéciale Dédiée aux Élèves Ayant un Trouble du Langage</p>	<p><i>Cracker Barrel Session A</i></p> <p><b>Cerreta</b> Speaking Your Speech: A Pronunciation Module for English Second Language Actors</p> <p><b>Smith</b> Enhancing Receptive and Productive Abilities Through Alternating Instructional Modalities</p> <p><b>Babaei Chafjiri</b> Identity, Successful Language Learning, and Highly Educated Adult Immigrants in Québec</p> <p><b>Malcolm</b> Gender Imbalance in Jamaican Foreign Language Classrooms</p> <p><b>Thanda</b> Fertility Enhancement Therapy (FET) Through a Multimodal Concurrent Program for Stress Reduction in an Assisted Conception Center</p>	<p><i>Individual Presentations A</i></p> <p><b>Parker</b> Globalization From Above: The Sustainability Discourse in the Quebec High School Course Contemporary World</p> <p><b>Imperiale</b> The Suitability of Intensive English in Quebec for all Students</p> <p><b>Philander</b> Land of Living Skies: The Changing Face of Saskatchewan's Classrooms</p> <p><b>Sheepy</b> Examining Player Experience for Social Change Games: Challenges and Methods</p>
10:00-10:15 AM	<b>Coffee Break in MB Lobby</b>				

10:15-11:15 AM	<b>Welcome and Keynote Address - MB 2.445</b>
	Dr. Richard Schmid, Chair of the Department of Education  <b>Daniel Dupont, PhD</b> Associate Consultant for CEFRIO (Centre facilitant la recherche et l'innovation dans les organisations)  <b>Assessing Personnel Digital Competencies to Enhance Business Productivity through Action Research</b>

**Alumni Panels**

11:20-12:15 PM	<b>MB SI.105</b>	<b>MB SI.235</b>	<b>MB SI.435</b>
	<b>Applied Linguistics</b> Walcir Cardoso (Moderator)	<b>Educational Studies</b> Arpi Hamalian (Moderator)	<b>Educational Technology</b> Claude Martel (Moderator)

12:15-1:15 PM	<b>Lunch in MB Lobby</b>
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**Student Presentations**

**Sustainability Session**

1:15-2:40 PM	MB 2.285	MB 2.430	MB 3.265	MB 3.285	MB 5.255
	<i>Individual Presentations B</i> <b>Matusevscaia</b> Intelligent Semantic Web is the Future of Web-Based Education <b>Corona</b> Facilitating Knowledge Transfer through Membership in a Community of Practice <b>Dagher</b> The Effect of Technology on Students' Achievement and Motivation: The Case of Grade Four Students Experiencing New Software Designed to Teach Computer Subject Matter <b>Amigud</b> Connecting the Dots: Three Strategies to Align Identity of Learners with the Academic Work They Do	<i>Cracker Barrel Session B</i> <b>Nguyen</b> How Can We Better Represent Students' Academic Understanding <b>Kukkonen</b> Drawing as Social Play: Shared Meaning Making and Creative Development in Young Children's Collective Drawing Activities <b>Fenelon</b> How Romeo "Friended" Juliet: Using Facebook to Enhance Literary Character Study <b>Summers</b> Gardening for Critical Global Citizenship Education	<i>Individual Presentations C</i> <b>Gonzalez Bychkova</b> Professional Perspectives: The Educational Experiences of Mexican Refugee Claimant Children in Montreal <b>Bouchoucha</b> The Gender Representations in School-Textbooks in Tunisia: Which are the Identification Patterns Proposed to Children, Girls and Boys? <b>Xu</b> Mirror of Human (Western) History -Visual Art (Film) <b>Mason</b> Vulnerability as a Creative Resource for Movement-Informed Teaching (Workshop)	<i>Individual Presentations D</i> <b>Bouhhal</b> Intermediate ESL Integrated-Skills and Grammar Textbooks: Trends and Limitations <b>Crowther</b> L2 Comprehensibility Revisited: Investigating the Effects of Learner Background and Speaking Task <b>Sundberg, Bates &amp; Cerreta</b> Bande à Part: Enhancing L2 Comprehensible Input with a Music Application <b>Patrick Chaury</b> Learning Kanji (Chinese Characters) as an Alphabetic Reader: Perceptions, Strategies and Motivation	<b>Sustainable Curriculum Project</b> Mikayla Wujec and Christina Bell <i>Sustainability Action Fund</i>  <b>Panel Discussion: Sustainability in Education</b>  Peter Graham <i>Concordia University</i>  Heather Delagran <i>Concordia University</i>  Constantinos Yanniris <i>McGill University</i>  Moderator: Saul Carliner

GSDE 2014 at Concordia University – April 11, 2014

2:45-3:25 PM	<b>Professional Development Workshops</b>	
	<b>MB 5.265</b>	<b>MB 5.275</b>
	<b>Sustainability and Social Justice: Connecting the Dots</b> Nassem Ayaz & Adeela Arshad Ayaz	<b>Networking Agility</b> Loretta Di Vita
3:30-5:00 PM	<b>Keynote Address - MB 2.270</b>	
	<b>Professor Awad Ibrahim</b> University of Ottawa	
	<b>From Hong Kong to Brazil to the Arab Spring: What can the Global Hip-Hop Nation Teach us about Citizenship?</b>	
<b>Closing Remarks</b> Emily Sheepy, Chair		
5:00-7:00 PM	<b>Reception - MB 2.130</b>	

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