

# Graduate Symposium

Department of Education  
Concordia University

March 28th, 2015

## Breaking Barriers:

*Language, Culture, and Technology  
in Education*

## KEYNOTE SPEAKER

Shaheen Shariff, PhD, McGill University

## PANELISTS AND INVITED SPEAKERS

**Keynote Panel:** Elizabeth Gatbonton, Melissa Proietti, Kamran Shaikh, Lisa Trimble

**Alumni Panel:** Paula Kielstra, Philippa Bell, Dan Parker, Candace Jacobs, Alex Megelas, Nadia Naffi

**Sustainability Panel:** Adeela Arshad-Ayaz, Mike Finck, Cveta Voicheva, Isabelle Mailhot-Leduc

## CONFERENCE PLANNING COMMITTEE

**Co-Chairs:** Meg Grieve and Suzanne Cerreta

**Communications:** Haritos Kavallos, Wanting Zou

**Speaker Sub-Committee:** Emilie Salvi, Van Phung Dao, Junesse Christiaans

**Logistics:** Jennica Grimshaw, Diana Chojczak, Shu Chan

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**Translation:** Alexandre Dion

**Abstracts:** Ross Sundberg

**Finances:** Stella Carolina Stella, Vim Naidoo

**Logo and Program Design:** Gabriella Kostova

## INTERNET ACCESS

Please see the registration table or ask a volunteer about how to connect to Concordia's wi-fi.

## CONTACT US

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## BIENVENUE FROM THE GSDE PLANNING COMMITTEE

On behalf of the Graduate Symposium in the Department of Education's 2015 Planning Committee we are pleased to welcome you to this year's conference, Breaking Barriers: Language, Culture and Technology in Education. This year's planning committee of graduate volunteers wanted a theme that could encompass the range of projects and research being done in the field of education. We chose the idea of barriers to education because we believe that through research and its application, educators and academics will continue striving to make education accessible to all. We hope that this year's conference participants are inspired to engage in a dialogue unique to their own interpretation on the theme. We are excited to welcome Shaheen Shariff from McGill University and we are also pleased to have a keynote panel of researchers who are involved in important and interesting work at Concordia, McGill and in the greater Montreal community. Finally, we are very excited about the variety and quality of the student submissions this year. This conference is organized for students and by students and the format allows for new scholars to practice and share their ideas in a welcoming, supportive and engaging environment.

Au nom du comité d'organisation du Symposium d'études supérieures du département d'éducation 2015, nous sommes heureux de vous accueillir à la conférence de cette année, Briser les barrières : La langue, la technologie et la culture en éducation. Les bénévoles du comité d'organisation de cette année voulaient un thème qui pouvait englober l'étendue des projets et de la recherche qui sont réalisés dans les programmes du département d'éducation de l'université Concordia. Nous avons choisi l'idée des barrières en éducation car nous croyons qu'à travers la recherche et l'application de celle-ci, les éducateurs et les académiques poursuivront leur progrès afin de rendre l'éducation accessible à tous. Nous espérons que les participants à la conférence de cette année sont inspirés à s'engager dans un dialogue unique à leur propre interprétation du thème. Nous sommes fiers d'accueillir Shaheen Shariff de l'université McGill et nous sommes également heureux d'avoir un panneau principal de chercheurs qui sont impliqués dans des projets importants et intéressants à Concordia, McGill et dans la communauté du grand Montréal. Finalement, nous sommes très excités de la variété et de la qualité des soumissions étudiantes cette année. Cette conférence est organisée par les étudiants et pour les étudiants et le format permet aux nouveaux érudits de pratiquer et de partager leurs idées dans un environnement accueillant, de soutien et engageant.

*Meg Grieve et Suzanne Cerreta  
and the 2015 Planning Committee*

## KEYNOTE SPEAKER



Shaheen Shariff, Ph.D.

Director, Define the Line

Associate Professor, Faculty of Education

Associate Member, Faculty of Law and Centre for Human Rights and Legal Pluralism

Affiliate Scholar, Center for Internet and Society, Stanford University Law

***“Define the Line: Clarifying the blurred lines between cyberbullying and digital citizenship”***

An international expert who has pioneered research on cyberbullying over the last decade. Define the Line aims to help clarify the blurred lines between cyberbullying and digital citizenship, with a focus on policymaking, education and law. Define the Line is a research program based at McGill University and directed by Dr Shaheen Shariff, an international expert who has pioneered research on cyberbullying over the last decade. Through website, research projects (Facebook, SSHRC), and outreach initiatives, Define the Line aims to help clarify the blurred lines between cyberbullying and digital citizenship, with a focus on policymaking, education and law. The research program contributes to an important niche in mobilizing knowledge about the emerging landscape of legal, policy and educational responses as they evolve to address new challenges, as digital and social media take over as central mediums of communication in society.

## MORNING SCHEDULE

Room Number	4.135	5.101	5.215	5.265	5.275	3.210
8:30-9:00am	<i>Registration &amp; Poster / iPad Presentation Set-up</i>					
9:00-10:15am	<b>Keynote Panel in 5.215:</b> Elizabeth Gatabonton, Melissa Proietti, Kamran Shaikh and Lisa Trimble					
10:15-10:30am	<i>Coffee Break in 4.135</i>					
10:30-11:10am			Madeleine Hyde,	Patricia Houde	Margarida Romero et al.	
11:10-11:30am			Stella Carolina Stella	Joan Plonski	Jean Nicolas Proulx.	
11:30-11:50am			Maihemuti Dilimulati,		Caroline Dault	
11:50-12:10pm	Posters 5.101	Zaynab Sabagh		Soorena Hedayatnoori	Yastrebova Irina	
12:10-1:15pm	Lunch in 4.135	<i>Poster Presentations in 5.101</i>				

AFTERNOON SCHEDULE

1:15-2:30pm	Alumni Panel	Work Prep Panel	Sustainability Panel
2:30-2:40pm	Transition Time		
2:40-3:00pm	Irma Azeneth  Jordan Clark  Ryan Deuel  Raheleh Salimzadeh  Jonathan Summers	Susan Ibdah	Fight the Power! Meg Grieve, Jacqueline F.G.C. Boily, Alix Petter, Krystle Merchant, Hoda Ghadirian.
3:00-3:20pm		Nolan Bazinet	
3:20-3:40pm		Jennica Grimshaw	
3:40-4:00pm		George Smith	
4:00-4:20pm	Fatma Bouhlal	Farzaneh Khosrojerdi	
4:20-4:30pm	Transition Time		
4:30-5:30pm	Keynote: Shaheen Shariff, PhD, McGill University in 3.210		
5:30-7:30pm	Beer, Wine and Cheese in 4.135		

**9:00 AM – 10:15 AM**  
**PANEL PRESENTATION**

**Keynote Panel**

**5.215**

**Moderator:** David Waddington

**Panelists:** Elizabeth Gatbonton, Melissa Proietti, Kamran Shaikh and Lisa Trimble

*Elizabeth Gatbonton* is Professor Emeritus in Applied Linguistics in the Department of Education, Concordia University. She has conducted research on issues in teacher development, teacher cognition, second language pedagogy, curriculum and materials development, the social aspects of language learning, and language revitalization. She is currently helping the Newfoundland and Labrador Inuit to develop a curriculum and teaching materials to revitalize their endangered language, Inuttitut.

*Melissa Proietti* was born and raised in the city of Montreal. Since a young age she has been involved in different community organizations working with youth in sports and leisure programs. Working closely with many local artists, she has developed a curriculum for her masters thesis which can be used by teachers as a guideline for incorporating urban arts culture into their classrooms. With the experience and drive to bring this culture to the classroom, Proietti has started her PhD at McGill in the department of integrated studies in education. Her research is based around bringing the visual urban arts into the curriculum of an inner-city school in Montreal. Recently Proietti also developed the first Montreal event, The Queens Creation festival, which focus entirely on women in the urban arts. Currently Proietti works at a YMCA in Montreal as teen programs coordinator and continues to run Under Pressure as it heads into its 19th year of existence.

*Kamran Shaikh* is a lecturer and researcher in Educational Technology at Concordia University. His mixed-methods research explores issues in science and technology education, instructional systems and user experience as well as ontological and epistemological analyses. His ongoing research and development is with the “Centre for the Study of Learning and Performance”, “Learning for Life” and “Topic Map” laboratories. He also has a particular interest in ‘ecological’ explorations, including but not limited to novel analyses of environments (e.g. usability and user experience, content and context) as well as the development and promotion of sustainable education.

*Lisa Trimble* is a Faculty Lecturer in the Faculty of Education at McGill University, and an educational consultant who has been working with Kativik School Board as part of a team helping to develop the first blended learning courses for Inuit teachers in Nunavik. Her research interests include emotionality in learning, digital story-telling, adult learners, and ways schools can partner with communities to advance collectively defined goals around justice, equity and student needs.





training in the classroom. The results demonstrated the importance of incorporating LLS training in the foreign language classroom in order to raise awareness about language strategy use.

**Margarida Romero**

**10:30 – 11:10**

**5.275**

**Genevieve Brousseau**

**Joelle Tremblay**

Université Laval

***La création de jeux numériques comme activité pédagogique pour le développement des compétences du 21e siècle des étudiants gradués***

Le but de notre présentation est d'analyser l'intérêt pédagogique de la création de jeux numériques pour le développement des compétences du 21e siècle des étudiants gradués en technologie éducative de l'Université Laval (Québec). La création de jeux numériques est une activité interdisciplinaire qui permet le développement des compétences du 21e siècle comme la résolution de problèmes, la créativité, la collaboration et la pensée computationnelle (Barma, Power, & Daniel, 2010; Connolly, Boyle, MacArthur, Hainey, & Boyle, 2012; Romero, Usart, & Ott, 2014). La création de jeux numériques est développée à partir d'une approche orientée sur les compétences du 21e siècle (Prensky, 2002; Romero et al., 2014) et des apprentissages actifs centrés sur l'apprenant (Michael & Chen, 2005; Ruben, 1999). La recherche sur la création de jeux numériques vise identifier l'impact de ce type d'activité d'apprentissage sur les compétences du 21e siècle identifiées par Voogt et Roblin (2012) afin de permettre le transfert de cette activités sur d'autres cours de l'enseignement secondaire et post-secondaire. La création de jeux numériques est réalisée dans le contexte du cours gradué «Jeux sérieux, apprentissage par le jeu et ludification des apprentissages» offert aux étudiants de 2e et 3e cycle en Technologie Éducative de l'Université Laval. Un total de 6 équipes de 4 étudiants chacune ont été engagés dans le processus de création d'un prototype de jeu sérieux à partir de la méthodologie HexaGBL (Romero, 2015). L'observation du travail collaboratif développée par les différentes équipes permet d'observer un travail collaboratif en contexte complexe, dans lequel les prises de décision et la résolution de problèmes sont développées tout au long du processus.

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**Stella Carolina Stella**

**11:10 – 11:30**

**5.215**

Concordia University

***Academic Business English List (ABEL)***

In order to understand text, second language (L2) learners have to know 98% of the vocabulary in it (Hirsh & Nation, 1992). This can be a big challenge for L2 speakers who have to read authentic texts as this means knowing over twenty thousand words to achieve the 98% threshold. Therefore, to make vocabulary learning more efficient, linguists have created vocabulary lists with the most frequent words in the English language

so that students and teachers can focus their time and effort in learning/teaching words that appear more often in texts. The most popular vocabulary lists are the General Service List (GSL) (West, 1953), consisting of the two thousand most frequent words in English, and the Academic Word List (AWL) (Coxhead, 2000), consisting of the 570 most frequent words in academic texts. However, together these two lists cover only 86% of lexical items in academic texts and 88.8% in academic texts in commerce (Coxhead, 2000, p. 224). In this study I'm creating a new vocabulary list focused on Business English (BE) vocabulary that will achieve the 98% necessary to understand a text. This new list will be called Academic Business English List (ABEL) and will exclude the lexical items in the GSL and AWL. I will use corpora to compile authentic business texts and will extract the most frequent words from them. This list will be a world reference for all business people using English as a lingua franca and to train new teacher who wish to teach BE.

**Joan Plonski**

**11:15 – 11:45**

**5.265**

University of Western Ontario

***Opportunities lost and found: An analysis of the social, cultural and language experiences of campus-based international undergraduate EAP learners***

Each year, Canadian Universities receive thousands of international applicants attracted by Canada's reputation for high quality, affordable Higher Education. However, many cross-border students in Canadian Higher Education find it difficult to adjust to academic expectations or to establish intercultural connections. (Cumming, A., 2006; Ferris, D., 1998; Ferris & Tagg, T, 1996; Kobayashi, M., 2004; Leki, I, 2007; Li, X., T. Dipetta, T., and Woloshyn, V., 2012; Ostler, S.E., 1980, Spack R., 1997; Rublik, N. (2006); Zappa-Hollman, S, 2007). Invariably, cross-border students report that the greatest hurdle in accessing satisfying social and academic experiences is language (Marginson and Sawir, 2011). In response to the tenacity of these findings, most Canadian universities have established on-campus English for Academic Purposes (EAP) programs to elevate both language proficiency and academic readiness among their applicants. The purpose of this research was to understand the social and situational factors critical to intercultural learning outcomes (Ellis, 2008, p. 281) as they are understood by the students in one EAP program. Data was gathered during sequential qualitative interviews. Ten participants from China, Angola and Brazil described their daily lives as EAP students, and offered accounts of their responses to situational opportunities and challenges. The study found that for most students, there is a gap between the intercultural learning opportunities in the classroom, and those beyond the classroom, leaving many students entirely dependent on first language networks. In this paper, I summarize the findings of this study and propose modifications to existing platforms that might better assist students to bridge this gap in intercultural access. Further research

is needed to determine the soundness and feasibility of these proposed modifications.

**Jean Nicolas Proulx**

**11:10 – 11:30**

**5.275**

Université Laval

***Analyse de l'impact de l'utilisation des jeux sérieux collaboratifs sur la motivation et les apprentissages en histoire en enseignement secondaire au Québec***

Le décrochage scolaire au secondaire représente une problématique très présente au Québec. En 2010-2011, 16.2% des étudiants n'ont pas obtenu leur diplôme d'études secondaires et ne vont pas à l'école (MELS, 2013). Le décrochage comporte des conséquences tant au point de vue social que économique; estimées à un total de 1.9 milliard par cohorte de décrocheurs (GAPS, 2009). Le décrochage entraine aussi des difficultés d'insertion dans le marché du travail (Fortin, Royer, Potvin, Marcotte, & Yergeau, 2004). Le manque de motivation est l'un des facteurs qui contribuent au décrochage scolaire (Potvin, Fortin, & Lessard, 2006). Pour tenter de contrer le déficit motivationnel des élèves dans l'apprentissage de l'histoire en enseignement secondaire (Martineau, 2010), la présente recherche s'intéresse aux usages pédagogiques des jeux sérieux pour l'apprentissage de l'histoire. La métarecherche de Connolly, Boyle, MacArthur, Hainey et Boyle (2012) semble indiquer un impact de l'utilisation des jeux sérieux et la motivation en contexte éducatif. Notre présentation permettra discuter la problématique du décrochage scolaire, la motivation dans l'apprentissage de l'histoire au niveau secondaire et les opportunités des jeux sérieux collaboratifs pour améliorer la motivation des élèves du secondaire.

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**Maihemuti Dilimulati**

**11:30 – 11:50**

**5.215**

McGill University

***A comparative study of recent Uyghur immigrants' experiences in further education and employment in French and English Canada***

The purpose of this comparative study is to explore the further education and employment experiences of recent immigrants in English and French Canada. The data will be collected from interviews, questionnaires and focus groups. The participants are recent Uyghur Muslim immigrants from China who are living in Quebec and Ontario. There have been a number of studies on recent immigrant integration in terms of further education and employment in Canada. However, these studies primarily targeted, mostly in a quantitative way, either single provincial or overall Canadian immigrant integration issues. There is no significant research (especially qualitative) comparing immigrant integration in Quebec and other provinces. This indicates there is a need to conduct such a study to get at rich qualitative data in a comprehensive way. This project will be a fresh endeavor to address this gap by trying to compare French and English Canada in terms of immigrant experiences in further education and employment. This comparative study can provide

up-to-date information not only on this group, but can be applicable to the broader immigrant integration issues. These include how recent immigrants are currently experiencing integration in different locations in the process of pursuing further education or better job opportunities and what new factors are affecting and shaping their perspectives and important decisions.

**Caroline Dault**

**11:30 – 11:50**

**5.275**

Concordia University

***Using the L1 to facilitate L2 acquisition in a multilingual context***

Do francisation (french as a second language (L2) for immigrants of Quebec) teachers use the first language (L1) of their adult learners to improve their L2 acquisition? Traditional didactic models do not promote the use of preexisting linguistic knowledge as a building ground for L2 learning, though research presents evidence that there are benefits from taking into account the cultural and linguistic learners' identity (Armand, 2011, Iannacci, 2008) and using crosslinguistic references with the L1 (Kupferberg & Olshtain, 1996; Scott & De la Fuente, 2008). However, research has been mostly done with children, and there are still very few projects that evaluate the feasibility of these methods with adults in a multilingual context. This research project tries to take a first step in that direction by looking at the actual practice in a learning center for adults in Quebec. An observation of six francisation classes enabled the verification of the frequency and type of crosslinguistic references happening in that context. Crosslinguistic references made by the teachers were not numerous and consisted mostly in translations and phonetic comparisons, or used to make humour. The observations were followed by interviews with the teachers. These suggested that they generally favored the use of the L1 in their classroom and they attested using it for certain purposes. The next step of this research project will be to further analyze the francisation context in order to be able to propose activities using crosslinguistic references to teachers and somehow test their efficiency. (Bilingual presentation)

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**Zaynab Sabagh**

**11:50 – 12:10**

**5.215**

McGill University

***Professors' goal orientation and implicit theory of teaching skill and engagement in the improvement of teaching***

The aim of this study is twofold: a) to investigate the relationship between professors' goal-orientation and implicit-theories, and b) to explore the association between these motivational beliefs and professors' engagement in teaching improvement. Perspective: Research suggests that goal-orientation and implicit-theories have widespread impact on individuals' choice of learning opportunities (Butler, 2007; Dweck & Master, 2009). Findings from empirical studies have shown relationships between mastery goal-orientation and implicit-theories, and teachers'

engagement in teaching improvement (Nitsche et al., 2011). However, little attention has been paid to potential impacts of motivational beliefs on engagement in teaching improvement among university academics. Educational importance: Effective teaching is critical to students' learning and requires that professors continuously engage in teaching improvement to learn about teaching (Brown & Atkins, 2002). Identifying the underlying motivational beliefs that impact engagement in improvement is important to design appropriate interventions and to motivate professors to participate in teaching improvement activities. Method: This study employed a survey design with a sample of 146 professors. The survey questionnaire elicit professors' implicit-theories about teaching skills (scale by Thadani, et al, 2010), goal-orientation (scale by Butler, 2007) and the time they spent on teaching improvement. Findings: Results revealed that professors' goal-orientation and implicit-theory are interrelated. Mastery goal-orientation is related to incremental implicit-theory. Moreover, professors endorsing mastery goal-orientation and incremental self-theories are likely to spend more time to improve their teaching. Conceptual change interventions on reframing teaching as something that can be improved by practice can impact professors' motivational beliefs and engagement in teaching improvement.

**Soorena Hedayatnoori**      **11:50 – 12:10**      **5.265**  
Concordia University

***Heritage language learning: The importance of teaching the HL at home and outside the home***

Children who immigrate with their parents bring their L1 through which they learned to think, communicate and express their thoughts in their birth country. In the new hosting society and environment- the school and other L2 communities- both the migrant children and second-generation children will face a new circumstance that requires them to think, communicate and express their thoughts in another language of which their awareness varies. This language shift, which may take place within a few days or years, concerns parents who are worried about their children's academic success. In this literature review I discuss the constructive effect of multilingualism and the necessity of involving heritage language learning programs in the migrant and second-generation children's daily life. Research support that knowledge of heritage language as an additional language promotes the children's pedagogical development. Furthermore, I will discuss the importance of determining L1 exposure inside and outside the home with equal attention given to both environments regarding the type and amount of heritage language feed.

**Irina Yastrebova**      **11:50 – 12:10**      **5.275**  
Université Laval

***L'intégration des étudiants internationaux dans un contexte d'éducation à distance. Revue de la littérature***

L'intégration sociale des étudiants est souvent reconnu comme un facteur-clé qui diminue le risque d'abandon

et favorise la réussite académique. Dans l'éducation à distance, cette intégration est difficile à mesurer compte tenu de l'absence des activités en dehors du parcours académique et des possibilités limitées de l'interaction. Pour les étudiants étrangers, un autre facteur peut potentiellement freiner le processus d'intégration : celui des différences culturelles manifestées entre autre dans le style d'apprentissage et manière de s'exprimer. Le but de cette revue de la littérature est de cerner le phénomène d'intégration des étudiants étrangers qui suivent une formation à distance dans le milieu académique de l'université d'accueil. Nous essayons de nous approcher de la définition de ce phénomène en analysant les concepts de persévérance, de la présence à distance, des sentiments d'appartenance et de confiance. Ce travail s'inscrit dans le contexte d'une thèse de doctorat consacré à l'intégration des étudiants étrangers dans un contexte d'enseignement à distance. Il s'agit de définir le sentiment d'intégration dans ce contexte spécifique, proposer les moyens pour son observation et analyse. Les résultats de ce travail de recherche pourront être utilisées dans l'élaboration des dispositifs de formation à distance destinés à accueillir les étudiants étrangers et notamment dans la préparation des activités collaboratives et du tutorat.

**11:50 AM – 1:15 PM**  
**POSTERS & MEDIA PRESENTATIONS**

**Emilie Salvi**

**#1 5.101**

Concordia University

***A beginner's guide to women and poverty in Canada***

Women and poverty are connected for many reasons. They suffer from higher poverty rates in comparison to men. Women's experience of poverty is 15.5% while men's rate is 13.5% (Census Canada, 2006). However, poverty is not distributed equally. In fact, 41% of single mother leading families experience poverty as opposed to 12.6% single father leading families, a clear indication that children's poverty is related to that of their parents, in particular, to that of their mothers (Census Canada, 2006). This research provides an overview of the gender bias of poverty resulting in social discrimination against women. It reviews the background of this particular social problem in Canada, the involvement of the current government and that of the community as methods to empower women in their struggle against poverty. The goal of this research is to enlighten readers, incite them to question the inefficient policies and to propose sustainable changes. Specifically, it is critical for academics and professionals focusing on poverty among women to address the gaps between theory and genuine experiences of poverty. The presence of education, coupled with Montreal community initiatives such as ACEM – Financement communautaire responsable and the

YWCA are pivotal in alleviating women out of poverty, but they are far from being enough, unless they become a priority for our government.

**Nazeeha Khoja**  
McGill University

**#2 5.101**

***Voices of Saudi kindergarten children: Views on learning activities and perceptions on gender and learner identity***

This is a qualitative case study that investigated Saudi children's views of the activities in their kindergarten classroom, and the degree to which the children's views were reflected in their everyday experiences. The study also inquired into the children's perceptions of themselves as learners in the classroom settings. Three main data sources were utilized including photo-voice, informal interviews and drawings. I looked into the data through the lens of Vygotsky's sociocultural theory (1978) and Bronfenbrenner's theory of human development (1979). Categories of analysis were combined across the data, resulting in nine categories representing the questions posed by the researcher and topics raised by the children. Children's views revealed the gap between their experiences at school and their interest and experiences outside the school. The data revealed that the participating children preferred open-ended activities and the outdoor environment. The photographs taken by the participants showed the different perspectives through which children experiment and play in their classroom, and their interest in their social worlds. Children's photographs, drawings and interviews demonstrated how children bring their home experiences into school. Moreover, the data revealed children's assumptions about their learner identity and gender identity. This study may enhance research on cross-cultural perspectives and expand knowledge on participatory visual methods and research with young children. Further, this study can make a significant contribution to the research literature on Saudi Arabian education. This is especially important because the young Saudi generation comprises close to thirty percent of the country total population.

**Maedeh Kazem**  
McGill University

**#3 5.101**

***Observational methods to the detection of emotion regulation in medical students: A multiple case study approach***

(a) Purpose: The ability to detect emotions of self and others, and to respond accordingly, is an important component of emotional intelligence leading to social competence (Mayer et al., 2001). In this paper, I describe approaches that were used to determine how non-intrusive emotion representation modalities (facial expressions, vocal characteristics and attention tendencies) indicated emotion regulation (ER) in a multiple case-study of medical students practicing delivery of sensitive news to patients. (b) Theoretical Framework: Gross' (1998) process model of ER serves as the theoretical model that guides the analysis of regulatory strategies in the four cases. An exploratory mixed methods



approach is utilized to determine how multi-channels of emotion representation indicate instances of ER. (c) Educational Importance of the Study: This study aims to provide methods of capturing behavioral features of ER. We anticipate to provide implications for educational interventions that aim to support students' social competence in socio-emotionally challenging situations through diagnosing and appropriately responding to students' affective needs.

**Erin O'Loughlin**  
Concordia University

**#4     5.101**

***Team sport participation during adolescence protects against depressive symptoms in emerging adulthood***

Purpose: To assess the longitudinal associations between team sport versus individual sport participation during adolescence in high school and depressive symptoms during young adulthood. Methods: From 1999 to 2004 in Montreal, Canada, adolescents (n=844) reported team and individual sport participation in each year of secondary school. In 2008-09, participants reported depressive symptoms in young adulthood. Results: More years of participation in team sports during adolescence was associated with lower depressive symptom scores in early adulthood. Adolescent individual sport participation was not associated with early adulthood depressive symptoms scores. Conclusions: Team sport participation during adolescence may help protect against depressive symptoms in early adulthood. Strategies during the adolescent years should be implemented to encourage and maintain adolescent team sport participation. For example, schools may foster team sports participation within their PE curriculum instead of individual sports. Further research is needed to understand the mechanisms that link the context of sport participation to mental health outcomes and how these findings may be applied within the education system.

**12:10 PM – 1:15 PM**  
**LUNCH**

1:15 PM – 2:30 PM  
PANEL PRESENTATIONS

**Alumni Panel**

**5.215**

**Moderator:** Suzanne Cerreta

**Panelists:** Philippa Bell, Paula Kielstra, Alex Megelas, Candace Jacobs, Dan Parker, and Nadia Naffi

*Philippa Bell* is an assistant professor at L'Université du Québec à Montréal (UQAM). Her research investigates how to efficiently instruct grammar in second language classrooms, and how students learn grammar from meaning-focused exposure to language.

*Paula Kielstra* is a young professional in educational publishing. She has been able to apply the skills and knowledge gained during her master's degree at Concordia to her work at Chenelière Éducation. She currently helps develop ESL textbooks through her roles as content editor, reviser and project manager.

*Alex Megelas* is a coordinator for the Personal and Cultural Enrichment program (PACE) at McGill University. He graduated in 2014 with an MA in Educational Studies at Concordia University, and his thesis research project, known as Power Up! consisted of a bike-powered exploration of the intersection of technology, community and self-reliance. Having previously worked for the Center for Community Organizations (COCO), he is now involved as a board member. Megelas' areas of expertise include lifelong learning, communities of practice, technological literacy, and critical pedagogy. Among other projects, he is currently teaching CPAC102: Topics in Volunteerism and Community Development at McGill University. This course leads students to consider the approaches and practices of local community organizing. Participants are introduced to the significance, and critiques, of volunteerism and the impact perpetrated by various local, third sector groups.

*Candace Jacobs* is a Manager in Student Recruitment Marketing and Communication at Concordia University. In 2007, she graduated from Concordia University with a MA in Educational Studies. Jacobs is an expert in strategic marketing, project management, targeted communications, research and planning, publications and marketing collateral production, student recruitment, student advising, and higher education.

*Dan Parker* is a Brazilian-Canadian singer, rapper, activist and educator based in Montreal. Dan tours Quebec giving his Rapping Across the Curriculum workshops in high schools. He also fights for the rights of tenants with the Citizens' Action Committee of Verdun through the creation of rap videos. As a member of Climate Justice Montreal, Dan is organizing the Rap Battle Against the Tar Sands featuring local Montreal hip hop artists on March 28th, 2015.

*Nadia Naffi* is an instructional designer and a consultant in the development of online courses, with over twenty years of experience working in educational settings. She specializes in the design of synchronous training and interactive learning in a socio-constructivist perspective. She completed her MA degree in educational technology at Concordia University and she is presently a PhD student there in education (with a focus on educational technology). Her research focuses on the possibilities of informal and accidental learning occurring through interactions happening in social media. She has been teaching online for the last couple of years at the University of Ontario Institute of Technology (UOIT) and she is teaching this Winter 2015 the Human Performance Technology course at Concordia University in addition to her role as HR consultant at VOLVO Lebanon.

## **Work-Prep Panel**

**5.265**

**Moderator:** Alexandre Dion

**Panelists:** Jean-Paul Remillieux and Michael Canuel

*Jean-Paul Remillieux* has been teaching in the field of computer networking for the past 15 years. As Director of Educational Technologies at the McGill School of Continuing Studies, he supervises the design, development and delivery of online and blended courses and programs. He completed a Diploma in Educational Technologies at Concordia in 2009.

*Michael Canuel* is an educator/entrepreneur with over 40 years of experience in education and business. Currently he serves as the CEO of LEARN, the Chairman (and co-Founder of the Canadian e-Learning Network), and Senior Educational Advisor to Thailand's One Tablet Per Child Initiative. His doctoral studies are in the field of e-learning and the preparation of teachers transitioning from the face to face environment to the virtual classroom setting. In addition, he is involved and partnering with a Silicon Valley company and Stanford University in the development of a fully-curated learning object repository which will integrate intelligent analytics used for predictive and diagnostics applications.

## **Sustainability & Education Panel**

**3.210**

**Moderator:** Adeela Arshad-Ayaz

**Panelists:** Mike Finck, Cveta Voicheva and Isabelle Mailhot-Leduc

*Micheal Finck* is an undergraduate student in Concordia's School of Community and Public Affairs, the External Relations Coordinator for Sustainable Concordia, and a Community Organizer with Climate Justice Montreal. He is currently working on "Organizing Sustainability: Justice and Empowerment in Environmental Advocacy", an 8 week popular education series blending community organizing skills and sustainability issues.

*Tsveta Krasteva* has always been fascinated by herbs. Coming from a country with strong herbal tradition, and being MA student in Educational studies in Concordia, she decided to combine past and present. The result

– hands on experience in Loyola herbal garden and sustainability lenses (among others) in her thesis research.

*Isabelle Mailhot-Leduc* has an MA in Sociology from UQAM and she is Concordia University's new Sustainable Food System Coordinator. She is working within the Environmental Health & Safety Department to develop and implement sustainable food purchasing standards and initiatives on campus. Isabelle has experience in farmers' markets and community supported agriculture (CSA) management.

**2:30 PM – 2:40 PM**  
**TRANSITION TIME**

**2:40 PM – 4:20 PM**  
**AFTERNOON PRESENTATIONS**

**Irma Azeneth  
Patino Zuniga**  
Université Laval

**2:40 – 3:00      5.215**

***Serious games for improving English language communicative competence in undergraduate students***

English language for undergraduate students in non-English speaking countries is important when it comes to getting admitted to universities (Nunan, 2003), participating in international student mobility programs (Cho & Bridgeman, 2012; Wait & Gressel, 2009) and getting better-paid jobs after graduation (Teichler, 2011). Computer Assisted-Language Learning (CALL) aims to improve language teaching and learning through the use of technologies. In the last decade, the emergence of Serious Games (SG) combining pedagogical and game-like, fun elements (Anderson et al., 2010) has allowed to develop a new wave of CALL technologies for foreign language learning where students engage in authentic, active-based activities to achieve their learning objectives (Krystalli, Arvanitis, & Panagiotidis, 2014). The purpose of this study is to analyze the use of multiplayer SG and compare them to individual SG in terms of impact on language learning development. Particularly, to find out which modality of SG is more appropriate to improve English Language Communicative Competence in undergraduates. Communicative Competence refers to the knowledge of linguistic, socio-cultural, discourse, strategic, interactional and formulaic aspects of language required for communicating in real-life situations (Celce-Murcia, 2007). Digital Game Based Learning (Prensky, 2007) and Communicative Language Teaching approach (Duff, 2014) are the theoretical perspectives considered for this study. The Test of English as a Foreign Language (TOEFL), a questionnaire, and interviews will be used in a mixed methods approach for data collection and analysis (Creswell, 2011).

***Including gifted students in the regular classroom  
through the cluster grouping model***

The purpose of this systematic review was to synthesize the research on educating gifted students in the regular classroom through cluster grouping. In the wake of inclusive practices in education, developing a practical model that meets the needs of a diverse student population is commonly sought. Cluster grouping entails grouping gifted students into 4-10 clusters in a classroom so that they may receive differentiated instruction while the rest of the class may benefit from gifted education pedagogy. Fourteen studies were examined. Results indicate that despite the unanimous support for cluster grouping by the authors, there was little empirical evidence to support cluster grouping as fully inclusive and beneficial to all students. More research is needed to determine the benefits and long-term effects of cluster grouping especially in comparison to other commonly used models.

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Meg Grieve  
Jacqueline F.G.C. Boily  
Alix Petter  
Krystle Merchant  
Hoda Ghadirian

2:40 – 3:40 3.210

***Fight the power! Collaborative knowledge building  
and education for social justice***

This panel will explore pedagogies that incorporate learner voices into various educational milieux and the importance of the collective act of knowledge production as a means of critical engagement with the standardized ways of knowing emphasized in conventional teaching and learning models. In-line with the theme of the conference, we will explore how educators can work with learners to break the barriers and hierarchies of the standardized curriculum and classroom. The panelists' research explores the following areas: how to build a collective narrative through collaborative arts-based projects in the non-traditional classroom through phenomenological methods of pedagogy; how to develop and teach for global citizenship by highlighting dynamic learning spaces and the integration of service-learning; how culturally sustaining literacies can be included in elementary curriculum through the incorporation of diverse arts- and land-based texts; how history curriculum can challenge master narratives by centralizing students' ability to undertake historical inquiry that encourages their identification with the past as a means of controlling the future; and how pedagogical approaches can develop learners' practice of intrinsic valuation and systemic understandings of selves, communities and ecologies. Brought together through connecting critical pedagogical perspectives, the panelists contribute to a dialogue of education for social change, and question existing structures and systems of meaning. This discussion is part of our shared goals to eventually permeate policy and practices to advocate for more

just approaches to education. Each panelist will share a 10-minute presentation about their research and experiential knowledge, followed by an interactive discussion.

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**Jordan Clark**

**3:00 – 3:20**

**5.215**

Concordia University

***A research proposal for vocabulary acquisition through physical manipulation of target words***

A traditional cognitivist view of second language acquisition (SLA) has dominated SLA studies for several decades (Larsen-Freeman, 2007). According to this view, the brain is the self-contained and self-sufficient locus of language learning: it receives input, changes its internal state, and modifies its output accordingly (Atkinson, 2010). However, recent developments in cognitive science indicate that human cognition is inextricably grounded in the body as well as the extended environment (Barsalou, 2008). This new model is referred to as “grounded cognition”, and changes not only how SLA should be conceptualized in general, but also how to develop appropriate teaching methods and materials. The purpose of the proposed research is to explore how grounded cognition fits into SLA. More specifically, I wish to focus on the potential role of physical representations of target words in vocabulary learning. The research question asked is whether physical manipulation of target word objects during task-based learning activities leads to better word retention. A quasi-experimental methodology is proposed, comparing two groups undertaking vocabulary learning tasks on the topic of food. The tasks are analogous except that the experimental group’s task involves physical manipulation of target-word items, whereas the control group’s task does not. Both groups will undergo a pre-test, an immediate post-test and a delayed post-test to assess vocabulary acquisition as a result of the procedure. Results will shed light on the effectiveness of physical manipulation of target word objects for vocabulary learning as well as test the grounded cognition framework in an SLA context.

**Nolan Bazinet**

**3:00 – 3:20**

**5.265**

University of Sherbrooke

***Towards an investigation of the effects of digital literature and digital games on motivation and critical thinking in ESL courses at the Cégep level***

Recent research (Reinders, 2012; Reinhardt & Sykes, 2013) has begun to look at the ways in which digital games can be used in second language acquisition classrooms. Conjointly, recent work on digital literature (Hayles, 2008; Ensslin, 2014) has explored new ways of delivering narrative through electronic devices for first language readers, which, like digital games, could be appropriated into an ESL course, in the same way literature is currently taught in L2 courses (Katib, 2011; Van, 2009). Using selected digital texts and games could increase motivation and use students’ already present technological dependence as a pedagogical tool. Moreover, it may

also be possible to promote media literacy and critical thinking regarding the role of media and technology in their lives (Lebrun, Lacelle & Boutin, 2012; Gee, 2007). The proposed project plans to examine the ways digital literature and games effect motivation on Cégep-level ESL students and aims at developing a theoretical framework for the teaching of these texts in these classrooms. Furthermore, the project will investigate the ways in which critical thinking can also be developed by the use of these texts.

**Stuart Spence**

**3:00 – 3:20**

**5.275**

McGill University

***Using 3D games to teach math and science***

Learn about my free educational computer game that allows science teachers and their grade 8 to 11 students to literally see math, physics and computer science concepts in the classroom in real time. The learning is distinctly constructivist and project based, and the evidence of its success are student surveys and my own classroom experiences for over a year. Students in Heritage Regional High School have already tested this solution: a user-friendly, interactive, 3D animated environment. I've seen my own students at Heritage get very excited about math and physics - and recognizing that the math and physics they are taught in class are showing up in this 3D environment. Bonus points? The workshop is designed for math and science teachers with zero computer programming experience. Anyone can play the game and explore its math and physics simulations. Making small changes to the game is even easier! Anyone who has ever ordered a pair of shoes online can follow along. I'm a strong believer in improving the resources available to teachers, so I'll be happy to demonstrate this free solution at any time of your convenience. Teachers and students who want to explore the game further will also be able to access my free Youtube videos about this education project.

**Ryan Deuel**

**3:20 – 3:40**

**5.215**

McGill University

***Intercultural competence: A critical approach***

Intercultural communication and intercultural competence scholars tend to be greatly interested in the development of cultural literacies. However, these same scholars tend to essentialize "Culture" based solely on national identity. These research fields have long ignored characteristics such as gender, race, socio-economic class, and religion when making essentialized claims about cultures. They also tend to ignore power imbalances between groups and individuals, including the discursive systems that advantage some while disadvantaging others. These same discourses help to maintain a specific dominant cultural and economic hegemony around the globe, which is widely recognized as globalization. Two questions I explore in my research are, how do globalist discourses help to shape our understanding of international

education pedagogy, and how can taking a critical approach to intercultural competence research help to enhance cultural literacies in international education? I turn to a small group of critical scholars in the field of intercultural communication, who apply postcolonial theory to view cultures as social constructions with particular hegemonic discourses and power relations at work. I take a similar critical approach to intercultural competence research to help enhance our understandings of international education pedagogy while also including the voices, ideas, and cultural understandings of marginalized populations.

**Jennica Grimshaw**  
Concordia University

**3:20 – 3:40      5.265**

***Mobile games, anxiety and willingness to communicate in the L2 classroom***

Anxiety in the second language (L2) classroom can be debilitating and can significantly impact students' willingness to communicate orally (WTC; e.g., Dörnyei 2005; Baran-Łucarz, 2014). Consequently, language students with a low WTC may not be able to produce a sufficient amount of oral output necessary for language development (Gregersen & MacIntyre, 2014). One way of motivating students to communicate is to engage them in teamwork activities (Dörnyei & Kormos, 2000). Another way is via computer-mediated communication, as the use of computer-mediated interactions (including gaming) may decrease L2 communication anxiety (Arnold, 2007; Baralt & Gurzynski, 2011), and thus increase the participants' WTC (Reinders & Wattana, 2012). We hypothesize that the combination of teamwork and computer gaming may create a comfortable and encouraging learner-centred environment where students are more likely to produce language. We propose a four-week pilot study in which English L2 students play Spaceteam ESL (ST-ESL, developed at Concordia University), a free multiplayer and team-building "shouting game" for mobile devices (gamecity.org). Players, in teams, control a spaceship by giving and receiving time-sensitive orders to complete a set of tasks. The following research question will be addressed: Does Spaceteam ESL reduce learners' anxiety and consequently increase their WTC during game playing in a L2 learning environment? We will measure participant anxiety and WTC by conducting interviews and distributing two questionnaires (adapted from Baran-Łucarz, 2014). We anticipate that the results of our study will demonstrate the effects of team-building games such as ST-ESL on anxiety and WTC in the L2 classroom.

**Elizabeth Lui**  
McGill University

**3:20 – 3:40      5.275**

***Exploring colonization in education***

Today, this world is undergoing complex social situations, enormous diversity and rapid globalization, which enrich education with new concepts and duties. Education carries the mission to foster global citizens who are multi-cultural individuals and participate in social issues that require critical thinking (Dewey, 2008; Suissa, 2010).



However, education has been used to build colonial structure, produce inequalities, and shape unjust orders in colonized societies. The long-existing social system with a deep-rooted colonial epistemology creates cultural bias, unequal social status and imbalanced communication, which permeate into education and become a fatal barrier in globalization. This paper explores colonization in education. There are two parts in the presentation. The first part is a filmed (approximately 3-5 minutes) dialogue between educators, philosophers and politicians of the past, present and the future. By conducting a dialogue across space and time, I hope to present my ideas in a direct and concrete way in order to provoke critical thinking and trigger the imagination of a humanist education; the second part is a traditional oral presentation to demonstrate the topic in the perspectives: Cultural bias, unequal social status and imbalanced communication and education leadership.

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**Raheleh Salimzadeh**  
McGill University

**3:40 – 4:00      5.215**

***Faculty members' emotions: A review of the literature***

As an indispensable part of human life, emotions can impact our cognition, motivation, and behaviors (Scherer, 2005). Given the demands and complexity of their profession, faculty members are susceptible to a wide array of emotions that could impact their performance, students' learning and ultimately the success of the whole academic institution (Stupnisky & Pekrun, 2014; Trigwell, 2012). Although there is a wealth of research on students' and school teachers' emotions, research addressing faculty members' emotions is scant. The purpose of this review is twofold: a) to synthesize the current literature on faculty members' emotions, and b) to identify directions for future research. To this end, a thorough search for the peer reviewed studies attending to this topic was conducted in electronic databases of ERIC, Psych Info, Scopus and Web of Science. A total of 25 empirical investigations that met the inclusion criteria were identified. The studies were analyzed using an extraction table specifying the research questions posed, sample demographics, method, findings, conclusions, and implications. 20 of the reviewed studies were quantitative, 4 were qualitative, and 1 was a mixed-method study. Results indicate that faculty members' profession is emotion laden and they experience a wide range of positive and negative emotions that impact their success, well-being, teaching approaches, and interactions with students. This review offers theoretical and methodological issues for future research as well as implications for faculty development programs.

***Text to speech synthesizers: Are they ready for the second language classroom?***

There has been an increasing amount of research on the use of technology in second language (L2) education. Among the wide range of topics in the field of computer-assisted language learning (CALL), text-to-speech synthesizers (TTS) have piqued the interest of many researchers for their potential to enhance the L2 acquisition of writing (Kirsten, 2006), vocabulary and reading (Proctor, Dalton & Grisham, 2007) and pronunciation (Cardoso, Collins & White, 2012; Soler-Urzuu, 2011). One of the main benefits of TTS is that it offers accessibility to the target language both inside and outside the classroom and fosters a more learner-centred, personalized environment for exposure to L2 features (Cardoso et al., 2012; Liakin, Cardoso, & Liakina, 2014). Despite these potential benefits, very few formal evaluations of TTS have been conducted, and those that exist are somewhat dated (the latest found was Kang, Kashiwagi, Treviranus, & Kabugiri, 2009). Furthermore, existing research evaluating the feasibility of TTS as an L2 learning tool has typically relied on participants' subjective judgments of TTS-generated speech samples (e.g., Handley, 2009; Kang et al., 2009). While this approach is certainly not flawed, it is limited in some respect, as in addition to learners' perceptions, it is also critical to understand how they actually understand, process and react to human versus TTS input on a cognitive level. The present study was thus an attempt to both introduce new evaluation criteria aimed at revealing participants' understanding, reactions to and processing of both TTS and human speech, as well as consolidate the judgment criteria used in previous studies in the context of the most up-to-date TTS technology. The discussion of the findings will highlight how TTS technology can be used to complement and enhance the teaching of L2 pronunciation and other linguistic skills both inside and outside the classroom.

***Parent-child environmental identity constructions across three generations viewed through narratives and the uses of space in nature***

This case study of three generations within a family will examine the inter-generational transmission of the practice of gardening in order to highlight the role of meaningful interactions with and within nature in the development of an environmental identity. Environmental identity is currently defined as a feeling of deep connection with nature, and is a phenomenon of interest in the field of experiential and place-based learning and environmental education (Clayton & Opatow, 2003). The purpose of this research is two-fold: first, to examine aspects of the adult-child relationship relating to the co-construction of an environmental identity, through parenting and educational practices as they pertain to nature; and second, to

describe in detail how a garden context affords important opportunities for creativity in the use of that space. This will be examined through the choices made in planning and growing a garden, and the kinds of play elicited in the nature-space. Under the umbrella of phenomenological inquiry, multiple methods will be used to gather a detailed description of the case. Narrative data (participants' interviews and journals, and transcriptions of play episodes) as well as visual data (photographs, children's drawings, and site maps depicting the use of the space) will be analyzed together using a hermeneutical approach focused on understanding participant's symbolic constructions of the garden and their own identities. The product of this research will be a tableau of the identities, relationships, and experiences that together define this family's experience of multiple identities.

**Simone Nichol**

**3:40 – 4:00**

**3.210**

Concordia University

***When performance art becomes (educational) activism –  
How pussy riot revolted against patriarchy***

Performance art can be done anywhere. This logic too should be applied to education. Where do we learn? What spaces are there for us to either learn or perform in? Is performance and learning interchangeable? In this paper I will be specifically examining Pussy Riot's use of performance art as a vehicle for consciousness-raising and in challenging the patriarchal hegemony. By using this medium of performance, Pussy Riot were able to disturb the normative social reproduction of politics, sexuality and gender stereotypes. As well, Pussy Riot's action both confronted and deconstructed established territories and their normative boundaries by radicalising the way in which space is both assigned and traditionally used. The questions in this paper will be to discuss the role of contemporary art as an agent of both feminist advocacy/activism and how effective it is as a social teaching/learning tool. Is performance art, like art, able to 'explore the capacity to unfix the reproductive logic of normative regimes of truth'? (Lane & Godoy-Anativia pg.1). In the context of repressive States how effective are women, like Pussy Riot, in being political actors who engage art forms to disseminate issues of inequality and female subjugation?

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**Jonathan Summers**

**4:00 – 4:20**

**5.215**

Concordia University

***The 2012 student strike & educational issues in the  
mass media***

I look back on the 2012 Quebec student strike and the broader uprising that it sparked in order to explore how the movement, and more specifically the educational issues at its core, were represented in the discourse of Montreal-based mass media. The representation of these educational issues in the media will be compared to their representation by students during the same period. After evaluating numerous different forms of analysis, I settle

on Laclau and Mouffe's (1985) discourse analysis theory as the primary framework for my methodology. This framework emphasizes how discourses are constitutive of the social world, how they encompass and shape all other social practices, and how they are transformed through contact with other discourses. Through an examination of the discursive articulation of education-related signs, I will analyze 10 articles from *The Gazette* and 10 from *La Presse*, as well as 10 English-language student association publications and 10 French, produced between the first strike vote on February 7 and the calling of a general election on August 1, 2012. A review of the literature reveals various perspectives on the field of education as well as the relationship between education and the media, in addition to critical analysis of media representations of the 2012 strike and other historical protest movements.

**Fatma Bouhlal**

**4:00 – 4:20**

**5.265**

Concordia University

***Facebook messages or emails: Does EFL learners' pragmatic performance depend on the context?***

Studies exploring advice production by English learners concur on the lack of pragmatic appropriateness of their advice acts (Hinkel, 1997). However, there are conflicting findings about the variety of the linguistic realization strategies non-native speakers' use to give advice and on the variability of their pragmatic performance in relation to their linguistic proficiency (Flor, 2003; DeCapua & Dunham, 2007). This study aims at addressing some of these gaps by a better operationalization of the pragmatic context. This study investigated the production of advice acts by 15 Canadian native English-speaking adolescents and 40 Tunisian EFL learners. Participants wrote answers to six different scenarios: two Facebook messages to close friends, two emails to their school principal and two distractor messages. Adopting a taxonomy used by Flor (2003), the researcher coded the linguistic realizations through which participants expressed advice in their emails and Facebook messages. These strategies were then classified into direct (e.g. imperatives), conventionally indirect (e.g. conditional probability) and indirect advice acts (e.g. hints). Preliminary findings indicate that even lower level learners were able to produce the three categories of advice acts to the same degree as native speakers and more advanced learners. Unlike previous studies, we found that EFL learners did not overuse direct advice acts. Both groups of EFL learners used hedges considerably lower than native speakers.

**Farzaneh Khosrojerdi**

**4:00 – 4:20**

**5.275**

Western University, Virtual Presentation

***Canadian muslim female students and their experiences of higher education***

Despite their significant presence, Muslim women experience marginalization in Canadian universities. Through conducting qualitative case study interviews on 10 Muslim female students and drawing on theories of third-wave feminism, post-colonial feminism, and anti-racist

feminism, this research aims to explore the experiences of Muslim female students. It addresses questions related to the intersection of gender, race, ethnicity, and religion and the way the intersection impacts Muslim female students' identity (re)construction in Canada. The study investigates Muslim women's perceptions of and reactions towards the prevailing stereotypes about them in Canadian universities and explores how Muslim female university students perceive the hijab. The findings highlight issues of race, racism, and Othering as prominent factors in Canadian universities. They reveal the prevalence of a number of stereotypes about Muslim women in Canadian universities and highlight the experiences of exclusion and invisibility amongst the participants. The findings also identify Muslim women as active agents who consciously challenge the stereotypes. In addition, the findings indicate the significance of the hijab and highlight four different meanings for that identified by the participants. They show the challenges associated with negotiating multiple identities amongst Muslim women. The findings have significant implications for policy makers at the higher education level in Canada. By informing university authorities about the challenges that this group face in Canadian universities, there is potential for positive changes to take place in future.

**4:20 PM – 4:30 PM**  
**TRANSITION TIME**

**4:30 PM – 5:30 PM**  
**KEYNOTE**

**Keynote:** Shaheen Shariff, PhD, McGill University  
***Define the Line: Clarifying the blurred lines between cyberbullying and digital citizenship*** (see page 2 for abstract)

**5:30 PM – 7:30 PM**  
**RECEPTION**

**Beer, Wine and Cheese** **4.135**  
Please join us in the lower lounge for local beer, organic wine, and snacks. Thank you for making this year's symposium a success!

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Dan Parker is an alumni of the Educational Studies program at Concordia and he is a participant in the this year's Alumni Panel. Looking for something to do tonight after the conference? Are you interested in the hip hop community in Montreal? Dan Parker with Climate Justice Montreal is organizing the Rap Battle Against the Tar Sands and it features local Montreal hip hop artists. It's tonight, Mar.28 at 8pm at La Vitrola, 4602 St.Laurent Blvd.

