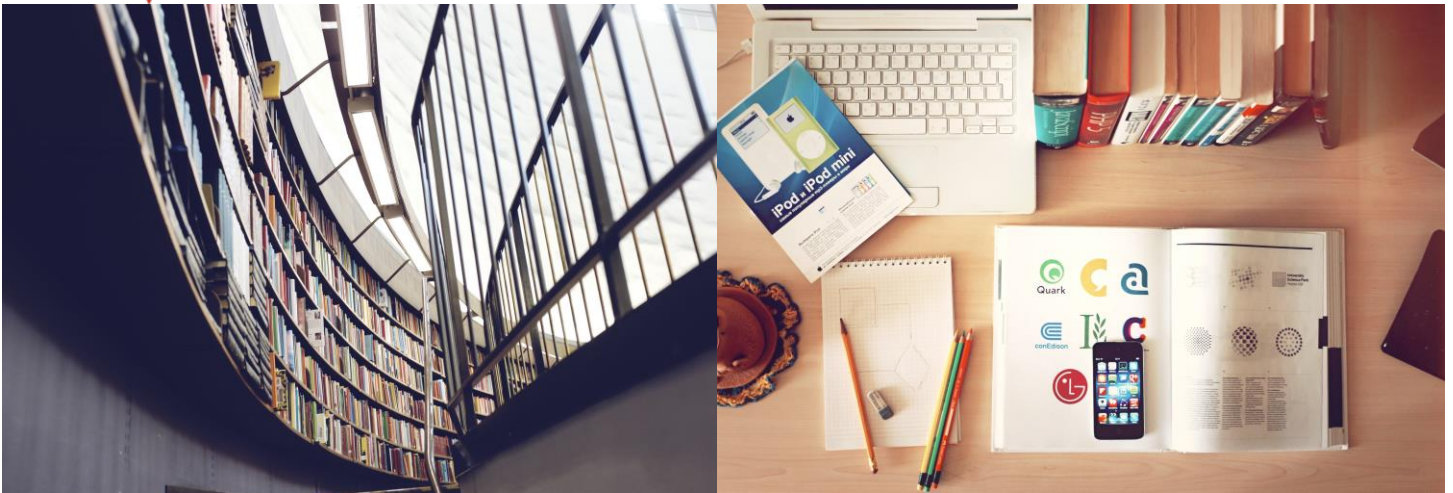Concordia University
Graduate**Symposium**
Department of Education

MARCH 19th

"21st Century Learning: Critical thinking, Collaboration, and Creativity"

GRADUATE SYMPOSIUM
DEPARTMENT OF EDUCATION
CONCORDIA UNIVERSITY

March 19, 2016

Event Programme

Panelists and invited speakers

Keynote Speaker: Vivek Venkatesh, PhD, *Concordia University*
Keynote Panel: Luigi Di Filippo, Tatiana Garakani, Jillian Kilfoil, Mela Sarkar
Alumni Panel: Joe Allen, Tatiana Garakani, Johanne Lynch, Frederica Martin, George Smith, Tieja Thomas
Arts and Justice Panel: Sebastien Fitch, Liam Lachance, Mayda Mekerian, Shanna Strauss
Technology in Education Panel: Mike Barcomb, Avery Rueb, Emily Sheepy, Liz Warwick
Please visit the following link for panelist and speaker bios:
http://doe.concordia.ca/symposium/panels/

Conference planning committee

Co-Chairs: Jennica Grimshaw, Andrea Rosenfield, Lauren Strachan Hird-Rutter
Communications: Haritos Kavallos
Fundraising: Andrea Rosenfield, Clinton Hendry
Speakers: Andrea Rosenfield, Emilie Salvi, Elena Baise, Renata Chiaradia
Logistics: Jennica Grimshaw, Clinton Hendry
Hospitality: Lauren Strachan Hird-Rutter
Translation and Outreach: Alexandre Dion, Christine Beaulieu
Finance: Andrea Rosenfield**,** Vim Naidoo
Logo and Program Design: Jennica Grimshaw, June Ruivivar

Internet access

Wifi network: **eduroam**

When prompted for your username and password, you must enter your netname@concordia.ca and password from the MyConcordia portal.

For visitors from other institutes, please enter your username@your institute domain name (e.g. 1234@ubc.ca) and password.

Contact us

Email: gsde.concordia@gmail.com
Website: http://doe.concordia.ca/symposium
Twitter: http://twitter.com/gsdeconcordia
Facebook: **https://www.facebook.com/graduatesymposiumdoeconcordia**

Table of Contents

Bienvenue
From the GSDE planning committee

On behalf of the Graduate Symposium in the Department of Education's 2016 Planning Committee we are pleased to welcome you to this year's conference, **21st Century Learning: Critical Thinking, Collaboration and Creativity**.

This year's planning committee of graduate volunteers chose a theme that could encompass the range of projects and research being done in the field of education.

We chose the idea of 21st century learning because we believe that educators and academics will continue to respond critically to new challenges, collaborate with stakeholders across the university and the community, and engage in creative new educational research and applications.

We hope that this year's conference participants are inspired to exchange in a dialogue unique to their own interpretation of the theme.

We are excited to welcome Vivek Venkatesh, Ph.D. as our keynote speaker, and we are also pleased to have a keynote panel of researchers who are involved in important and interesting work at universities 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.

We hope that you enjoy the event!

Jennica Grimshaw, Andrea Rosenfield, Lauren Strachan and the 2016 Planning Committee

Keynote speaker

Vivek Venkatesh, Ph.D.
Associate Professor, Department of Education

Vivek Venkatesh is Associate Professor in the Department of Education, former Associate Dean for Academic Programs and Development at the School of Graduate Studies (2012-2015), former Acting Director of the Centre for the Study of Learning and Performance (CSLP, 2014-2015), and the inaugural Director of the Graduate Certificate in University Teaching at Concordia University in Montréal, Québec. He is the director of the SOMEONE - Social Media Education Every Day initiative, and the creator of the Grimposium festival and conference series.

Vivek is an interdisciplinary and applied learning scientist who investigates the psychological, cultural and cognitive factors impacting the design, development and inclusive adoption of digital media in educational and social contexts. He avails of a vast network of local, national and international collaborators, and works on a series of novel - yet focused - research and research-creation activities including: evaluating innovative techno-pedagogical practices which foster critical dialogues rooted in citizen education and digital literacy within secondary and post-secondary classroom contexts; developing digital media applications to sensitize and prevent online hate speech amongst the general public; and curating live artistic performances which promote resilience to online hate using sounds, texts and visuals collected via mobile and social media. Vivek has received more than $1.2 million in funding (as principal or co-principal investigator) and more than $3.8 million (as co-investigator) from international, federal and provincial granting agencies.

Schedule
(Subject to minor changes. Updated March 11)

8:30 – 9:30 am
Lower Lounge, MB 4.135: Registration & Poster presentation/board game set-up

9:00 – 10:15 am
MB 3.430: Keynote Panel: Luigi Di Filippo (EMSB), Tatiana Garakani (ENAP), Jillian Kilfoil (Girls Action Foundation), Mela Sarkar (McGill University) (MB 3.445)

10:15 – 10:30 am
Lower Lounge, 4.135: Coffee break

10:30 – 11:10 am

MB 3.255	MB 3.265	MB 3.445
Emily Sheepy, *Concordia University*. Lessons learned from technology-supported active learning in an engineering course.	**Lauren Strachan**, *Concordia University.* Perception of simple past by native and nonnative speakers of English	**Guillaume Loignon,** Université de Montréal. Dr Foléval ou: Comment j'ai appris à ne plus m'en faire et aimer la note de passage.

11:10 – 11:30 am

MB 3.255	MB 3.265	MB 3.445
Margarida Romero, Université Laval. La programmation créative de jeux et de robots à l'école.	**Susan Jackson,** *Concordia University.* Why is /h/ so 'ard to learn? Input frequency and perceptual salience in the acquisition of /h/ by Francophone learners of English.	**Sylvie Marcotte,** Université de Montréal. Learning to Write: A Review of the Criteria for Assessing Text Quality in French.

11:30 – 11:50 am

MB 3.255	MB 3.265	MB 3.445
Maren Gube, *McGill University.* Practice Makes Perfect - But Does it Make Creative?	**June Ruivivar,** *Concordia University.* The effect of raters' L1 on comprehensibility judgments of L2 speech.	**Amel Chamakh,** Médiation culturelle en milieu défavorisé, enseignant du préscolaire, famille et communauté.

11:30 – 12:10 am

MB 3.430
WORKSHOP: Vimala Naidoo, *Concordia University.* Pump up your presentations with Microsoft SWAY and OFFICE MIX.

11:50 – 12:10 am

MB 3.255
Alisan Funk, *Concordia University.* Knowledge Transmission in Circus Education.

MB 3.265
Jordan Clark, *Concordia University.* Move to learn: Using gestures to teach vocabulary in the classroom.

MB 3.445
Justine C.-Payant, *Université de Montréal.* L'exercice du libre choix de l'école lors de la transition primaire-secondaire dans le marché scolaire québécois: ce qui fonde le choix des parents montréalais non-migrants.

11:50 am – 1:15 pm
Upper Lounge, MB 5.101
Poster Presentations and Board Games

1:15 – 2:30 pm

MB 3.255
Alumni Panel: Joe Allen, Tatiana Garakani, Johanne Lynch, Frederica Martin, George Smith, Tieja Thomas

MB 3.265
Arts & Social Justice Panel: Sebastien Fitch, Liam Lachance, Mayda Mekerian, Shanna Strauss

MB 3.445
Technology in Education Panel: Mike Barcomb, Avery Rueb, Emily Sheepy, Liz Warwick

2:30 – 2:40 pm: Transition time

2:40 – 3:40 pm
MB 3.255
ROUND-TABLE DISCUSSION:
Souheila Moussalli, *Concordia University.* A feasibility study: Are "smart speakers" ready for language learning?
Nouf Aloraini, *Concordia University.* Social media as language-learning tool: Students' perceptions.
Eun-Ji Amy Kim, *McGill University.* Representations of and reactions to Indigenous perspectives.

2:40 – 3:20 pm
MB 3.430
WORKSHOP: Stephanie Katz & Kirsten Diachidos, *McGill University.* Teacher as Curriculum: We are worthy of Inquiry.

3:20 – 3:40 pm
MB 3.430
WORKSHOP: Andrea Rosenfield & Debbie Edayanjilil, *Concordia University & McGill University.* Creativity in the Classroom: Theatre and Digital Storytelling for All Learners.

2:40 – 3:00 pm

MB 3.265
Cesar Garcia Fuentes, *Concordia University.* Writing collaboratively: The effect of task conditions and writing task on Colombian EFL learners' language use.

MB 3.445
Baptiste Roucou, *Concordia University.* Factors of Engagement with Student-Centred Learning: the Student Perspective.

3:00 – 3:20 pm

MB 3.265
Alexandre Alves Mesquita, *Université de Sherbrooke.* The evolution of 4th year pre-service ESL teachers' beliefs and practices related to formative assessment.

MB 3.445
Laura Berlanda, *McGill University.* Effective Strategies and Intervention for School-Related Anxiety in a Modified Primary Reading Class.

3:20 – 3:40 pm

MB 3.265	MB 3.445
Clinton Hendry, *Concordia University.* Study Abroad Experiences At Home in Mandarin.	**Alix Petter,** *McGill University.* Aims in practice: A hermeneutic phenomenological exploration of teachers' experience of aims achievement in the classroom.

3:40 – 4:00 pm

MB 3.255	MB 3.265	MB 3.445
Gabriela Kostova, *Concordia University.* The Socio-Cultural Aspects of Learning Theories.	**Andrea Larocque & Dave Dufour,** *Concordia University.* English Loanwords in Quebec-French Speech.	**Emilie Salvi,** *Concordia University.* Learning Across Borders: Observations on Participant Learning Through an International Youth Internship Program (IYIP).

4:00 – 4:20 pm

MB 3.255	MB 3.265	MB 3.445
Tya Collins, *Université de Montréal.* Postsecondary Pathways Among Second Generation Haitian Immigrants.	**Cara Muise,** *McGill University.* Visibility & Vulnerability: Supporting Diverse Students in Study Abroad.	**Khadr El Chami,** *Concordia University.* "There's no School like Home" An attempt to analyze the possible effects of homeschooling on a child's psychological and social development.

4:20 – 4:30 pm: Transition time

4:30 – 5:30 pm

Amphitheatre, MB S2.330
Keynote address: Vivek Venkatesh, PhD, *Concordia University*

Theatrics of Hate Speech: Building Theoretical and Methodological Intersections between the Humanities and Social Sciences in the Context of Niche Cultural Scenes

In this talk, Vivek will speak about the development of an interdisciplinary research program - grounded in social pedagogy - that investigates socio–communal, political and psychological factors impacting individual and communal identities in the global extreme metal music scene. Drawing on his publications as well as multimedia footage from his Grimposium festival and SOMEONE initiative, Vivek will describe how themes of darkness, destruction, self–harm, xenophobia and dystopia blur consumption–related boundaries between musicians, fans, visual artists and journalists in the extreme metal music scene.

5:30 – 7:30 pm
Reception
Pleae join us at Burritoville, a restaurant and cooperative
for beer, wine and light refreshments
2055 Bishop, corner de Maisonneuve

| 9:00 AM – 10:15 AM |
| KEYNOTE PANEL PRESENTATION |

Moderator: Dr. Teresa Hernandez-Gonzales, *Concordia University*   **ROOM: 3.445**
Panelists:
Luigi Di Filippo, Director, Information Technology Services, *English Montreal School Board*
Dr. Tatiana Garakani, *École nationale d'administration publique*
Jillian Kilfoil, *Girls Action Foundation*
Dr. Mela Sarkar, *McGill University*

| 10:15 AM – 10:30 AM |
| COFFEE BREAK |

| 10:30 AM – 12:10 PM |
| MORINING PRESENTATIONS |

Emily Sheepy, Concordia University   **10:30 – 11:10**   **Room: 3.255**
Lessons learned from technology-supported active learning in an engineering course
In this presentation, I will discuss preliminary findings from a case study of the implementation of active, cooperative and collaborative instructional strategies in a senior undergraduate engineering seminar on human-computer interaction at McGill University. This presentation will focus on the change processes involved in the project, which included the implementation of Mazur's method of Peer Instruction, the development of teacher-led formative and summative assessments for use with a cloud-based classroom response system, the introduction of peer evaluation activities, and the elimination of a formal in-class examination. The project team's observations and reflections on the benefits and barriers to the implementation process and other lessons learned from this project are supplemented by the results of student surveys. Our findings suggest that the use of Peer Instruction and Question-driven Instruction successfully promoted motivation to prepare for class and was viewed favourably by the students. The introduction of peer evaluation was somewhat more controversial due to questions of the credibility and authority of peer evaluators. I will discuss the steps taken by the project team to address the students' concerns as well as our recommendations for practitioners interested in creating more interactive learning environments.

Lauren Strachan, Concordia University   **10:30 – 11:10**   **Room: 3.265**
Perception of simple past by native and nonnative speakers of English
The English simple past is known to be a late-acquired morpheme by second language learners (ex. Dulay & Burt, 1974) and lack of perceptual salience has been suggested as a reason for this (Goldschneider & DeKeyser, 2005). Yet, very few studies have investigated whether L2 learners perceive the –ed¬ ending. Those that have (Bell et al., 2015; Solt et al., 2003; Klein et al., 2003) have found that nonnative speakers have more difficulty perceiving the simple past ending than native speakers do. Conditions such as hard or easy –ed allomorphs, as well as the presence of congruent or incongruent lexical adverbs affect perception in both native and nonnative speakers. All perception studies to date have used experimental input, so little is known about how English speakers or learners interact with the simple past in naturalistic input. The present study investigates to what extent native and nonnative speakers perceive simple past –ed in naturalistic input, as well as which context cues other than temporal adverbs. Native and nonnative participants watched 64 short clips from popular sitcoms and indicated on a handout whether they heard a simple past ending or not. Clips contained easy allomorph sentences (16), hard allomorph sentences (16), and simple present (minus third person) control sentences (32). The interaction between easy or hard condition and perception accuracy scores, as well as L2 language level, were investigated. Further, an analysis of potential contextual cues was conducted. The proposed presentation reports the results of this MA thesis study.

Guillaume Loignon, Université de Montréal   **10:30 – 11:10**   **Room: 3.445**

Dr Foléval ou: Comment j'ai appris à ne plus m'en faire et aimer la note de passage

Dans Fair Grades (2009), Darryl Close propose un ensemble de balises éthiques qui devraient être respectées dans l'attribution des notes. Un de ces principes est que la note doit représenter les capacités réelles de l'élève et ne doit pas être attribuée simplement pour des raisons motivationnelles ou d'encouragement. Est-ce donc un manquement à l'éthique professionnelle que de gonfler un résultat scolaire afin que l'élève atteigne la note de passage? Nous avons examiné une importante base de données provenant d'un cégep de la région de Montréal afin d'examiner les conséquences de cette pratique évaluative en philosophie et en littérature. Nos analyses semblent indiquer que le taux de réussite subséquent des élèves ayant obtenu la note de passage est comparable à celui des élèves près du seuil, et correspond environ au taux de réussite estimé à partir d'un modèle de régression logistique.

Margardia Romero, Université Laval   **11:10 – 11:30**   **Room: 3.255**

La programmation créative de jeux et de robots à l'école

La programmation est considérée comme une littératie du 21e siècle qui permet développer la résolution de problèmes, la collaboration, la créativité et les stratégies de pensée informatique comme l'organisation logique, l'abstraction et la résolution de problèmes. Notre présentation vise introduire quatre projets de recherche-action de l'Université Laval en lien avec l'apprentissage de la programmation et de la robotique au primaire et au secondaire.

Susan Jackson, *Concordia University*   **11:10 – 11:30**   **Room: 3.265**

Why is /h/ so 'ard to learn? Input frequency and perceptual salience in the acquisition of /h/ by Francophone learners of English

While native French speakers are able to produce English /h/ and have a demonstrated ability to perceive it in the input (Mah et al., 2007; Mielke, 2002), they often make errors of deletion, e.g., _igh (high) and _elp (help), that persist well after mastering other English sounds. This is problematic for accounts of L2 phonological acquisition that assume that errors are a result of incorrectly mapping L2 input to an L1 perceptual or categorical correlate (e.g., Best, 1995), as these learners do not substitute /h/ with another phone. Given that native English speakers often omit /h/ in certain contexts, factors such as frequency of input (e.g., Trofimovich et al., 2007) and perceptual salience (Goldschneider & DeKeyser, 2001) may hold the key.

The present study aims to quantify and qualify /h/ in English native speaker input to which Francophone learners are exposed. A corpus of student-directed teacher talk was compiled to determine the type of input to which learners are exposed in an L2 language environment. Preliminary results indicate that in teacher speech, /h/ most commonly occurs with function words in non-phrase initial contexts which trigger its deletion; when it does occur, its perceptibility is often blurred by neighboring sounds. We propose that the difficulty acquiring this segment is therefore, at least in part, due to its low frequency and opaqueness (low perceptual salience) in speech directed to L2 learners. These findings will be discussed in terms of their contribution to SLA research and L2 pedagogy.

Sylvie Marcotte, Université de Montréal   **11:10 – 11:30**   **Room: 3.445**

Learning to Write: A Review of the Criteria for Assessing Text Quality in French

Plusieurs études portent sur les meilleures pratiques d'enseignement (Bru, 2002); certaines portent sur les liens que des pratiques d'enseignement entretiennent avec la réussite scolaire des élèves (p. ex. les études rapportées dans la méta-analyse de Hattie, 2012) et d'autres, avec l'apprentissage de disciplines scolaires en particulier (p. ex. les études sur les pratiques d'enseignement de l'écriture au secondaire rapportées dans la méta-analyse de Graham et Perin, 2007). Or, pour montrer ces liens, encore faut-il choisir des indicateurs des apprentissages des élèves dans ces disciplines. Nous présenterons les résultats d'une recension des écrits scientifiques, professionnels et ministériels que nous avons menée sur les indicateurs utilisés pour évaluer la qualité de textes écrits par des élèves du secondaire en français, langue d'enseignement. Nous comparerons ces indicateurs avec les différentes définitions du texte, les niveaux d'organisation du texte et les différentes composantes des modèles de l'activité d'écriture, et ce, dans le but de déterminer quels indicateurs sont pertinents pour rendre compte des apprentissages des élèves en écriture en classe de français, langue d'enseignement.

Maren Gube, *McGill University*   **11:30 – 11:50**   **Room: 3.255**

Practice Makes Perfect - But Does it Make Creative?

Practice makes perfect … but does it make creative? Game-changing innovation and creativity are based on the ability to step outside the tried-and-true parameters of a given domain. How can we as educators support creativity in learners?

The popular "10,000-hour rule", coined by Malcolm Gladwell (2008), was based on Anders Ericsson's "deliberate practice" model of building expertise (Ericsson et al., 1993). Ideally, experts can access and apply their contextual and richly interconnected knowledge flexibly, creatively, and adaptively (e.g., Bransford, Brown & Cocking, 2000; Lajoie, 2009); yet some experts never venture beyond "routinely expert" performances.

Some researchers have suggested that too much domain-specific expertise and training can stifle creativity, advocating broad exposure instead (Memmert 2007; Memmert et al., 2010). The skills and motivation required to *create* successfully are clearly quite different from those required to *repeat* learned skills expertly (Simonton, 2000), and studies have found that the effect of deliberate practice is even stronger in predictable domains (MacNamara et al., 2014).

My presentation will explore the effects of deliberate practice on musical creativity. I have proposed a study assessing the compositional creativity of young adult musicians, examining how the musicians' training and background (formal, deliberate practice vs. informal, broad-based playing) influence their level of creativity.

This study is relevant to the field because fostering creativity is a necessity, not a luxury, in the 21st century. Our historically narrow reliance on formal, deliberate practice may obscure other paths to creativity and exceptional performance.

June Ruivivar, *Concordia University*   **11:30 – 11:50**   **Room: 2.265**

The effect of raters' L1 on comprehensibility judgments of L2 speech

Research has shown that several factors can influence listeners' assessments of L2 speech, including the rater's experience, linguistic training, and proficiency in the L2. However, there is little research on the effect of language background on rater judgments. The purpose of this study was to determine whether 1) the rater's L1 affects his comprehensibility judgments of L2 speech, and 2) the rater's L1 affects which characteristics of L2 speech he or she attends to when rating. Five L1 Tagalog speakers and five L1 French speakers rated the comprehensibility of 16 L1 French speakers narrating a picture story in English. Results showed that while the two rater groups assigned the same comprehensibility ratings, they attended to different speech stream characteristics: French L1 raters noticed more fine-grained details such as segmental and allophonic errors, while Tagalog L1 raters picked up on grammatical and lexical errors. Implications on choice of language evaluators, oral production feedback, and future research on rater judgments are discussed.

Amel Chamakh, *Université de Montréal*   **11:30 – 11:50**   **Room: 3.445**

Médiation culturelle en milieu défavorisé, enseignant du préscolaire, famille et communauté

La présentation expose la problématique et le cadre conceptuel d'une recherche en cours qui s'intéresse aux impacts sur les apprentissages d'une médiation culturelle enseignant, famille et communauté auprès d'élèves de milieux défavorisés dont la transition vers la culture scolaire est difficile (ISQ, 2012; Duval & Bouchard, 2013). Au Québec, la question du partenariat école, famille, communauté s'intéresse à la participation parentale et au rôle de la communauté en tant que médiateur. On parle ainsi d'une médiation culturelle entre culture familiale et culture scolaire (Boulanger & al., 2011). Cependant, si l'on montre les répercussions positives d'une communauté de pratique sur la participation parentale, il reste à comprendre la manière dont les apprentissages sont soutenus par une médiation culturelle qui concerne aussi l'enseignant et les interactions avec l'élève, sa famille et la communauté. En effet, comment l'élève de maternelle construit-t-il sa culture scolaire et en quoi la médiation culturelle le soutient? Aussi, il est pertinent d'aborder le concept de médiation culturelle à partir d'une vision de la communication qui porte sur l'intérêt des actes de parole (Caune, 2006), lesquels, à l'école, engagent la famille, l'élève, l'enseignant et la communauté. De plus, l'approche sociologique et philosophique de la culture de Dumont (1994 [1968]) permet d'analyser les apprentissages au regard des cultures première et seconde de l'élève. Notre recherche de type étude de cas permettra de mieux circonscrire le rôle de la culture dans le cadre de la transition vers l'école d'élèves issus de milieux défavorisés.

WORKSHOP: Vimala Naidoo,   **11:30 – 12:10**   **Room: 3.430**
Concordia University
Pump up your presentations with Microsoft SWAY and OFFICE MIX
One of the biggest challenges in our educational systems today is to promote student engagement in the classroom. Microsoft offers several cloud-based tools that serve to assist educators in establishing collaborative classroom environments. Sway and Office Mix are two new applications from Microsoft that permit educators to create dynamic and interactive presentations that facilitate flipped classrooms, and inspire creativity and collaboration. These tools can be used for digital storytelling, ePortfolios, storyboarding and can even create eLearning modules. This workshop will highlight the main features of Sway and Office Mix and will guide you through the process of producing unique and interactive presentations that will create a lasting impression with your audience.

Alisan Funk, *Concordia University*   **11:50 – 12:10**   **Room: 3.225**
Knowledge Transmission in Circus Education
Rapid changes in the accessibility of circus education over the last 40 years have profoundly impacted the landscape of the professional circus industry. More than a dozen schools around the world offer national equivalents of associate or bachelor's degrees, and a few offer newly minted masters and doctoral programs. There are two dominant pathways to practical circus arts knowledge, a traditional apprenticeship model, and an academically-structured conservatory model (with or without a degree). As circus education becomes increasingly formalized in academic frameworks, there is a risk that credentialism and standardization will occlude traditional forms of knowledge transmission. The theoretical framework of Knowledge Imperialism, specifically the concepts of productive and speculative knowledge (Naseem & Arshad-Ayaz 2012), will be used to contextualize why institutionalized educational models have risen to prominence in circus education. I propose that maintaining multiple types of knowledge transmission benefits both the circus student and the professional circus arts industry.

This study is the result of primary research with French and English texts pertaining to post-secondary Western circus education in the context of the author's MA research.

Jordan Clark, *Concordia University*   **11:50 – 12:10**   **Room: 3.265**
Move to learn: Using gestures to teach vocabulary in the classroom
Gestures are ubiquitous in the language classroom. Teachers and learners naturally gesture to get meaning across, and research has shown that learners comprehend and learn better when teachers make effective use of gestures. In addition to this, a series of laboratory-based studies have found that vocabulary is retained better if words are paired with deliberate iconic gestures. This action research project extends these results by applying gesture-based vocabulary instruction to an authentic classroom. Twenty-one upper beginner learners of French participated in the study, which took place over four weeks in their regular classroom at a community centre in Montreal. Target words were taught with accompanying gestures, which were alternately generated by the teacher (weeks 1 and 3) and the learners (weeks 2 and 4). A journal was kept by the teacher to record the process of designing gesture activities as well as the evolving dynamic in the classroom. Checklists were used to observe learner interaction during the activities, showing very good participation and completion of the activities and implying that gesture-based vocabulary activities are a viable technique even for low-proficiency learners. Post-tests given every week following gesture-based instruction showed significant vocabulary retention. Finally, learners' perceptions of the gesture activities were gathered via a questionnaire and audio-recorded peer discussion in the final week. These show that learners enjoyed the gesture activities and strongly believe that they helped them learn French, especially regarding oral communication. The results highlight a number of important constraints for using gesture-based vocabulary instruction in the classroom.

Justine Castonguay-Payant, *Université de Montréal*   11:50 – 12:10   Room: 3.445

L'exercice du libre choix de l'école lors de la transition primaire-secondaire dans le marché scolaire québécois: ce qui fonde le choix des parents montréalais non-migrants

Choisir l'école secondaire de son enfant lors de la transition primaire-secondaire est une décision déterminante pour sa persévérance et sa réussite scolaire (Chouinard, 2009). Ce phénomène est par ailleurs de plus en plus répandu partout dans le monde. En effet, aux États-Unis et au Canada, environ 6 % des élèves fréquentent une école autre que leur école de quartier (Frenette et Chan, 2015). Au Québec, un enfant sur cinq soit un enfant sur trois à Montréal, va à une école privée (Desjardins, Blais et Lessard, 2010). Favorisé par des incitatifs de diverses natures (scolaires, sociaux, politiques, individuels, etc.) la liberté choix de l'école gagne des adeptes au Québec et devient une pratique facilitée et même parfois encouragée par différents acteurs du monde de l'éducation (Brassard, Lessard et Lusignan, 2004). Cette communication vise à présenter une problématique et un aperçu du cadrage de recherche ayant pour ambition de comprendre la mécanique soutenant la construction du choix de l'école secondaire par les parents. Des entretiens semi-dirigés permettront de répondre au questionnement suivant : Le processus sous-jacent à la construction du choix de l'école relève-t-il du bagage social, économique et culturel des parents ou est-ce qu'une certaine rationalité intervient-elle dans la prise de décision?

11:50 AM – 1:15 PM
POSTERS & MEDIA PRESENTATIONS, BOARD GAMES
Room: 5.101

Olivia Faulconbridge, *Concordia University*

Why would a friend do that? Connections between Experiences of Forgiveness and Peer Relationships in Children and Adolescents

This study examined intersections between forgiveness and youths' relationship histories in their narrative accounts of peer conflicts. Specifically, we addressed two issues: (a) how the history of youths' relationships were related to their tendency to forgive vs. fail to forgive a transgression, and (b) how adolescents described enduring relational consequences of forgiveness and nonforgiveness. The sample included 85 youth, divided into 3 age groups (ages 7-, 11-, and 16 years). Participants recounted two transgressions ending in forgiveness and nonforgiveness. Preliminary results suggested that participants discussed disliked peers more often in nonforgiveness narratives. Contrarily, in forgiveness narratives participants discussed good friends or friends more frequently. Specifically, younger children more frequently identified transgressions with friends than older children and adolescents. Even so, adolescents' accounts suggested that a sense of betrayal in the context of a positive relationship (e.g., "she was my best friend, she shouldn't have done this to me") played a role in their decision to forgive or not forgive and their motivation to maintain the relationship. In turn, when participants forgave a transgressor, they were more likely to describe their relationship following the harm as remaining the same (e.g., "we went back to where we were- like if nothing happened.") or improving (e.g., "it has brought us closer"), these findings were more frequently found in younger children. In contrast, nonforgiveness was more likely to be described as precipitating the end of a relationship (e.g., I don't want to be friends with him."), or precluding the possibility for a relationship (e.g., "it made it so really I'd never be close to him"), these findings were more frequently found in adolescents. This study provides new information about how youth situate their understandings of forgiveness in the context of their ongoing relationships with others.

Evelyne Marcil, *Adaptech Research Network*

Leaving No One behind: Employment and Graduates with Disabilities

A common problem among graduates with disabilities is obtaining a job. A study (Martiniello et al., 2011) by the Adaptech Research Network has shown that a key concern of students with disabilities is whether they will find employment after they graduate. That is why we just finished a preliminary study on employment targeting recent graduates with disabilities. The purpose of this research was to identify the factors and strategies leading to employment after graduation. To do this we interviewed 16 graduates with disabilities who currently hold a job. We asked them a series of questions about their jobs, their skills and their job search strategies. We also asked them what advice they would give to a recent graduate with disabilities looking for a job. Preliminary results from this study demonstrate that networking and contacts are extremely important in the job search process. It seems also that internships or volunteering are, in many cases, a good gateway to the labor market. In addition, it is advised to apply in many places, even if this requires one to get out of one's comfort zone.

Reem Talhamy and Yingnan Sun, *Concordia University*

The Integration of Photovoice in The Challenges Immigrant Women Encounter in a Neo-liberal Era: Internal Fears in a Time of Global Transformation

This project is based on the Ethno-developmental approach and Freire's radical philosophy of the social change that adult education could bring to, namely, immigrant women in facing the fears and barriers of immigration that are not openly addressed in immigration policies. This photovoice project is tied to multicultural and global feminism theories and second-wave feminist standpoint theories that provide marginalized groups with the knowledge to acquire critical thinking to participate in social and political debates in an era of global migration. Whether it's global migration to overcome economic hardships in a time of a heavy presence of neoliberal goals on knowledge economy, or as a result of armed conflict and political turmoil, still global migration is a reality that can't be denied nowadays. In order to understand the reasons of migration and to promote the incorporation of migration into national development plans, it is vital to address the concerns of women and other vulnerable migrants (Spring, 2008).

Moving to a new country is usually accompanied by a substantial number of fears. Fear of not getting prior knowledge and experience recognized, fear of not finding a good job with a decent pay, fear of not communicating with diverse cultures, fear of not getting used to the harsh weather, and the list goes on. All of these fears are shared by all immigrants and when they become amplified by deeper and internal fears, the process of settling in becomes even more challenging. For these internal fears, lurk inside every immigrant, and women are no exception. In fact, studies revealed that women are more likely to encounter tougher settling in experiences due to many reasons (Kawar, 2002). Some of these reasons are the limited number of jobs through which women can build useful networks. Hence, this could lead to isolation, poverty, lack of knowledge of one's rights, and the possibility of facing abuse. Alone or with their families, when feeling vulnerable in a new environment, these immigrant women will take these fears for granted and supress them. Despite the presence of some integration assistance services (immigration-Quebec, 2006), genuine support with timely follow ups to speak up about such delicate and personal matters is still insufficient.

Cara Thiessen, *Concordia University*
"One time there was a castle": Building Community Through Stories
This research project explored the use of narrative in the preschool curriculum and its potential influence on the development of community within the classroom. The theoretical foundation is drawn from the narrative development theories of Bruner (1990) and Engle (1999) and the sense of community framework of McMillan and Chavis (1986). The study was conducted in a classroom of 3- to 5-year-old children who attend a preschool program three mornings a week. The Play Observation Scale (Rubin, 2001) was conducted as a pre- and post- measure to determine any potential changes in the participants' play behaviours following the narrative intervention. The intervention was a modified form of the storytelling/story acting curriculum developed by Paley (1990; 1997; 2010). The intervention curriculum was presented over four consecutive weeks and consisted of eight sessions. These sessions introduced a progression of narrative forms that ranged from storybook reading to the participants dictating original narratives followed by a dramatic enactment. This progression was introduced over the first four sessions and repeated over the final four sessions. Sessions were recorded and transcribed for qualitative thematic coding. Coded themes were organized into four categories that present potential evidence for the four elements of community (McMillan & Chavis, 1986): membership, influence, integration and fulfilment of needs, and shared emotional connection. Pre- and post-intervention play observations indicated a shift from frequent solitary play towards an increase in group play. This study provides support for the benefits of narrative in the preschool curriculum, while also promoting greater opportunities for cooperative and collaborative play.

Liz Warwick, *CSLP, Concordia University*
The Learning Toolkit +: Evidence-based Tools to Transform Classroom Practice
The Centre for the Study of Learning and Performance (CSLP) headquartered at Concordia University is involved in the design, development, validation, and dissemination of knowledge tools for teaching and learning, bundled together in the pedagogically-focused Learning Toolkit (LTK).
Quite a number of features make the LTK unique. First, the tools in the LTK use state-of-the art interactive multimedia intended to address essential educational competencies by enhancing classroom practice. Second, the tools are designed to run on a wide range of technology platforms according to evidence-based principles gleaned from theory and research including systematic reviews of research, refined with input from practitioners. Third, the tools have a plethora of just-in-time support materials including video vignettes and animations embedded to provide scaffolded support to teachers and students. Fourth, the tools allow for the collection of trace data which tracks student progress, useful both for student diagnostic feedback as well as formative feedback to teachers (and which can be provided at a distance). Fifth, after initial development, the tools are also validated in field-based, longitudinal experiments to the highest standards of methodological quality, and improved based on research evidence. And finally, the tools and all supporting digital materials are available without charge to educators.

A new, greatly revised and expanded version of the suite of tools, the LTK+ was released in the Fall 2015. The tools, all of which are bilingual (English, French), include: an early literacy tool, ABRACADABRA (ABRA); a digital library of books, READS; an emerging numeracy tool, ELM; a multi-level portfolio tool for self-regulation, ePEARL; and a tool for older primary and younger secondary students to learn inquiry skills, ISIS-21.

Daysi Zentner

"I didn't hit him because he could do worse to me": Gender-Related Patterns in Colombian Youths' Responses to Provocation

The aim of the present study was to examine conflict resolution strategies among same- and cross-gender peer interactions, while taking into consideration the nature of the transgressions, and the specific cultural and social characteristics. The present study examined 96 adolescents (M age = 15.9 years; 48 girls), recruited in Bogotá, Colombia. Participants provided two open-ended narrative accounts of their own experiences of peer conflict. These were coded reliably for youths' desired and enacted responses to harm. Analyses revealed that boys described desires to engage in escalatory retaliation (e.g., "he insulted me and I wanted to punch him") significantly more often than girls. However, when girls desired retaliation, they always described enacting their ideations, whereas boys described enacting their desires somewhat less frequently. In contrast, rates of more proportional tit-for-tat retaliation (e.g., "she called me a name and I insulted her back") were similar across genders, although boys described enacting these responses towards both girls and boys equally, and girls selectively enacted them towards other girls. Moreover, whereas boys rarely described an inability to respond to provocations, girls did so more frequently (e.g., "there was nothing I could do"), but only when provoked by boys. Further, both genders described assertively confronting female perpetrators more than male perpetrators.

Overall, Colombian youths' descriptions of their responses to provocation varied in meaningful ways as a function of gender. Youths' reasoning underlying their decisions to enact or contain their desired responses will also be presented, to elucidate the constructive processes explaining these gender-related patterns.

Learning theories and the co-design of educational board games in Educational Technology

As part of Dr. Giuliana Cucinelli's Learning Theories course in the graduate masters educational technology program in the Winter 2015 and 2016 semesters students were asked to create a board game using a participatory game design method, which incorporated learning theories discussed in class over the semester.

The primary goal of the course is for students to develop a critical understanding of classic and contemporary theories of learning, such as behaviourism, congnitivism, neo-cognitivism, socio-constructivism, humanism, and connected learning as they inform instructional practice. As part of the class assignments, students were asked to create a board game using a participatory game design method, which incorporated learning theories discussed in class over the semester.

The following board games created:

Don't Go Broke!

Cynthia Alkhori (MA student, Educational Technology)
Gabriela Kostova (MA student, Educational Technology)
Myriam Lebel-Bernier (MA student, Educational Technology)
Jordan Laroque (MA student, Educational Technology)

You Bully!

Marian Delelian (MA student, Educational Technology)
Narinee Halajia (MA student, Educational Technology)
Roza Jeladyan (MA student, Educational Technology)
Lida Kaiami (MA student, Educational Technology)

Collective Genius

Nasifeh Adibi (MA student, Educational Technology)
Dominique Robertson (MA student, Educational Technology)
Yixin Peng (MA student, Educational Technology)
Shue Ye (MA student, Educational Technology)

Carrefour: The Game of Infinite Paths

Junesse Christiaans (MA student, Educational Technology)
Sophy Hutubise (MA student, Educational Technology)
Elizabeth Triassi (MA student, Educational Technology)

Cards Against Knowledge

Mitch Berljawsky (MA student, Educational Technology)
Chris Glinel (MA student, Educational Technology)
Katie Nicol (MA student, Educational Technology)

Teachable Moments

Yara Ayoubi (PhD student, Education)
Katerina Symes (PhD student, Communication Studies)
Nic Watson (PhD student, Communication Studies)

Once Upon a Card

Majid Mohammadi-Khomjani (MA student, Educational Technology)
Maryam Shoja (MA student, Educational Technology)
Stuart Spence (MA student, Educational Technology)

Walk a Mile

Mat Schatkowsky (MA student, Educational Technology)
Diana Farr (MA student, Educational Technology)
Amanda Fullop (MA student, Educational Technology)

1:15 PM – 2:30 PM
PANEL PRESENTATIONS

Alumni Panel   1:15 – 2:30   Room: 3.255

Joe Allen, *Leave Out Violence*
Tatiana Garakani, *ENAP*
Johanne Piché, *Immigrant Interation Services*
Frederica Martin, *Concordia University*

George Smith, *University of Hawaii*
Tieja Thomas, *Conference Board of Canada,*
Canadian Association for the Study of Women and Education

Arts & Social Justice Panel   1:15 – 2:30   **Room: 3.430**
Sebastien Fitch, *Concordia University*
Liam Lachance, *Word and Colour*
Mayda Mekerian, *Mise au jeu*
Shanna Strauss, *Desta*

Technology in Education Panel   1:15 – 2:30   **Room: 3.445**
Mike Barcomb, *Concordia University*
Avery Rueb, *Vanier College, Affordance Studio*
Emily Sheepy, *Concordia University*
Liz Warwick, *CSLP, Concordia University*

2:30 PM – 2:40 PM
TRANSITION TIME

2:40 PM – 4:20 PM
AFTERNOON PRESENTATIONS

ROUND-TABLE DISCUSSION   2:40 – 3:40   **Room: 3.255**

Souheila Moussalli, *Concordia University*
A feasibility study: Are "smart speakers" ready for language learning?
Today's language classrooms face many issues such as lack of practice opportunities and limited classroom time, but with the help of technology and Automatic Speech Recognition (ASR) in particular, language learners can have the opportunity to interact, practice and enhance their performance (Liakin, Cardoso, & Liakina, 2015). ASR is an independent computer driven technology that transcribes speech and provides information based on the speech input. ASR is viewed as valuable and useful nowadays because speech and speaker recognition are used as the basic means for communicating with humans. Major advancement in ASR offered potential uses in the field of education, specifically in the language classroom. For this reason, we conducted a study to investigate whether the use of smart "speakers" would be an effective tool to meet the needs of language learners. This paper is a feasibility study that looks at the practicality and suitability of smart "speakers" as pedagogical tools. It examines the smart "speaker's" performance on segmental and suprasegmental levels of the language, its accuracy and the quality of the feedback provided. It also aims to obtain user information about their experience with the technology and whether it meets their needs as language learners. Using a smart "speaker", learners are provided with flexibility for autonomous learning away from anxiety. Many learners find it difficult to communicate with others face to face, but using a smart "speaker" will provide them with a stress-free and safe environment where they might be willing to communicate more.

Nouf Aloraini, *Concordia University*
Social media as language-learning tool: Students' perceptions
Education, in general, and second/Foreign language teaching, in particular, is undergoing rapid changes in teaching methodology. It is believed that the adaptation of new technologies solves many problems in the teaching environments, such as the limited classroom time (Roblyer, 2003). Also, technology use increases students' motivation and offers a medium through which constructivist approaches of learning could take place (Roblyer, 2003). Also, researchers believe that social media is a huge linguistic corpus, characterized by authenticity and availability, and offers dense interaction opportunities for learners in order to develop their foreign or second

language, and has the ability to present language in a stimulating and valuable way (Kessler, 2013). This proposal aims to investigate what students perceptions would be if social media applications, mainly Instagram and Snapchat, were used for teaching English as a foreign language. The data would be collected from 60 adult female learners studying at King Saud University in Saudi Arabia, coming from different proficiency levels. Means of interviews and questionnaire would serve as data collection tools. The goal is to reveal whether students' proficiency level, major, and their experience with social media applications would have an effect on their perceptions regarding learning EFL through Instagram and Snapchat.

Eun-Ji Amy Kim, *McGill University*
Representations of and reactions to Indigenous perspectives
The purpose of this project is to examine and compare the ways in which Indigenous perspectives have been incorporated into the official K-12 science curriculum documents in Australia, Canada, and New Zealand and to outline the views of stake holders (i.e., academics in Indigenous science education, curriculum consultants, and curriculum developers) on the integration of Indigenous perspectives within science education. In doing so, I hope to unpack the relation these curriculum documents have to a larger historical colonial legacy.

Education plays a central role in public policy and political debate. Comparing these different curricula can shed light on a better strategy for integrating Indigenous Knowledges without appropriation and misrepresentation and can lead to recommendations for the Canadian context by unraveling how school science that is dominantly rooted in Western modern science treats content related to Indigenous peoples in official educational discourses. To do so, I plan to employ critical discourse analysis (CDA) as both my conceptual framework and my method. In particular, I plan to draw on Fairclough's (1992/2003) CDA three-tiered-model as it offers a robust theoretical baseline to situate the official curriculum in a certain genre of discourse (as a political and ideological text). In this presentation, I focus on sharing my plan for this project and hope to gain more insight.

Cesar Garcia Fuentes, *Concordia University*   2:40 – 3:00   Room: 3.265
Writing collaboratively: The effect of task conditions and writing task on Colombian EFL learners' language use
Research has demonstrated how working collaboratively impacts the L2 learners' linguistic development in different ways (Dillenbourg, 1999). However, given the interactive nature of collaborative work, most research has been done on the oral production of language leaving the possible benefits of writing – another form of language production – in collaboration almost unexplored (Wigglesworth & Storch, 2009). In an attempt to fill the aforementioned gap, the present classroom study tested the possible effects of collaborative writing on paragraphs written by University students in Colombia (N = 26). Situated within the Write to Learn Language approach to second language writing (Manchón, 2009, 2011), this classroom study examined texts written by the participants in response to problem/solution and cause/effect writing tasks. Approximately half of the students wrote individually while the other half collaborated in pairs. The purpose of the present study was to explore whether L2 writers' language use differed depending on task conditions, operationalized as individual or collaborative writing, and the writing task, operationalized as paragraph type. The texts were compared in terms of analytic ratings, use of target grammatical clauses, and accuracy. Results coming form Paired-Samples t-tests indicated that the task condition was a significant factor, with collaborative texts more accurate than individual texts. The writing task was also a significant factor, with cause/effect paragraphs rated higher and having more target clauses than the problem/solution paragraphs. The discussion will focus on the implications for L2 writing pedagogy and the benefits of implementing collaborative writing in the classroom.

Baptiste Roucou, *Concordia University*   2:40 – 3:00   Room: 3.445
Factors of Engagement with Student-Centred Learning: the Student Perspective
Student engagement, which refers to the involvement of students in the learning process, has been linked with achievement, critical thinking and self-directed learning. Engagement is therefore a central construct in the educational psychology literature, as well as a fundamental component of student success. As traditional, lecture-based learning has been criticized for failing to foster engagement, student-centred learning (SCL) approaches have been identified as promising alternatives. These innovative instruction methods, such as inquiry-based learning or collaborative learning, are indeed believed to make learning environments more engaging. Numerous empirical studies confirm this: students generally actively engage with SCL. However, some research suggests that SCL can also be experienced as excessively challenging, distressing, and ultimately disengaging by students. Few

studies have examined the roots of this phenomenon. Yet if universities are to shift towards a student-centred model better suited to the demands of 21st century learning, it appears crucial to determine the factors that facilitate or hinder students' engagement with SCL. This was the purpose of the present study. A science course using a combination of inquiry-based learning and role-play was examined as a case-study: eight students were interviewed at the beginning and at the end of the course, and in-class observation was conducted throughout the semester. Results indicate that instructor guidance, peer support and perceived autonomy were the main facilitating factors, while ambiguity, time demands and perceived risk for grades were the chief barriers to engagement with SCL. These results are linked to psychological theories of learning, and implications for practice are discussed.

WORKSHOP: Stephanie Katz & Kirsten Diachidos,   2:40 – 3:20   Room: 3.430
McGill University
Teacher as Curriculum: We are worthy of inquiry
Come join us in this hands-on workshop that has carved time out for us to remember, critically evaluate and make connections between our life stories and our practices of today. Using the method of Currere and bringing in 21st Century learning skills, we'll prompt ourselves with a theme, do some on-the-spot reflexivity, and then choose from a plethora of artistic forms of expression (ie, poetry, prose, drawing, collage, song, dance, etc.) to represent our experience(s). An aim of this workshop is to demonstrate how the act of creating in a collaborative atmosphere can allow for a deeper sense of self, a more complete sense of understanding, and a deeper sense of ownership over how we relate to ourselves and to others. The workshop will be engaging, fun and hopefully inspiring.

Alexandre Alves Mesquita, *Université de Sherbrooke*   3:00 – 3:20   Room: 3.265
The evolution of 4th year pre-service ESL teachers' beliefs and practices related to formative assessment
This study (in-progress) investigates how pre-service ESL teachers learn to teach and evaluate through the scope of three main elements: their prior beliefs, practicum courses and formal education courses (teaching methods and formal evaluation courses). The impact of prior beliefs on the learning to teach process it is in relation to the fact that they can work as filters to sort out program experiences that are cognitive incompatible with their own and the way knowledge is taught in our teacher education programs (Calderhead, 1988; Lortie, 1975; Pajares, 1992; Wideen, Mayer-Smith & Moon, 1998). In relation to the second element, it is during their practicum courses that pre-service ESL teachers are expected to be able to test their theories and methods learned during university classes and reflect on their teaching practices in a real classroom context (Beck & Kosnik, 2000; Britzman, 2003). And finally, formal education courses are claimed to complement pre-service ESL teachers' field-based teaching experience, create a foundation for their assessment literacy and promote changes in their beliefs and practices (DeLuca, Chavez, Bellara & Cao, 2013; Grossman, Valencia & Hamel, 1997). The data will be collected through open-ended questionnaires, semi-structured interviews, stimulated recall and narratives (Connelly & Clandinin, 1990; Lichman, 2006). Exploring and understanding how pre-service ESL teachers construct their knowledge about formative evaluation throughout their teacher education program will allow teacher educators to make any necessary adjustments or improvements in their own courses and programs in order to provide the best preparation in terms of evaluation.

Laura Berlanda, *McGill University*   3:00 – 3:20   Room: 3.445
Effective Strategies and Intervention for School-Related Anxiety in a Modified Primary Reading Class
Students with intellectual disabilities who experience repeated academic difficulties and failure in the classroom have a higher risk of developing school-related anxiety. This study examines the efficacy of an intervention plan that identifies signs of school-related anxiety, and implements evidence-based classroom strategies to help students with intellectual disabilities cope with school-related anxiety. The intervention plan created for this study uses a strategy-based approach at the selective intervention tier in the Response-to-Intervention model, and a single-subject experimental design to monitor data. The purpose is to help teachers and students decrease the negative behaviours and emotions associated with school-related anxiety in an inclusive classroom setting. Four participants were monitored through a 4-week intervention plan, and anxiety was measured with the Revised Children's Anxiety and Depression Scale (RCADS) 25-item short version. The reduction of anxious symptoms was significant for each

participant (3.76, 1.32, 1.22, and 1.61). The level of change that occurred between RCADS measures was identified using a reliable change index, which revealed an effect after the intervention (1.27, 1.55, 1.41, and 0.71), as well as one month later (0.85, 1.83, 1.41, and 0.28). The strategies that were successful are valuable tools for teachers and students, as they decrease anxious thoughts and behaviours that may impede academic gains, and increase the potential for development and well-being. The information collected in this study is useful for school-based teams and policymakers in determining appropriate interventions for students with intellectual disabilities and school-related anxiety.

Clinton Hendry, *Concordia University*   3:20 – 3:40   Room: 3.265

Study Abroad Experiences At Home in Mandarin

One goal of going abroad is often to improve one's foreign language skills, but due to both price and time requirements, going abroad is difficult for most and impossible for many. The purpose of this study was to research the feasibility for L2 service encounters in an L1 environment. The researcher, an L2 speaker of Mandarin, participated in service encounters as a customer only speaking in Mandarin in Montreal. The researcher went to restaurants with Mandarin speaking staff, and measured how often Mandarin is spoken across the 5 stages of a service encounter defined by Kidwell (2000) with some small changes to create more speaking opportunities with the goal of answering: can one who is not an obvious Mandarin speaker speak only Mandarin in Montreal during service encounters, and what service stages elicit the most Mandarin? Data was collected from 10 restaurants with a mix of young and old, female and male employees across Montreal, and despite some awkward moments, the data shows that one can expect to speak in Mandarin in Montreal Chinese restaurants if one so chooses.

Alix Petter, *McGill University*   3:20 – 3:40   Room: 3.445

Aims in practice: A hermeneutic phenomenological exploration of teachers' experience of aims achievement in the classroom

This Masters thesis project seeks to address the intersection between idealism and realism in teaching practice through a conversation about educational aims. As educators, we hold visions of what a good education should be. However, when we attempt to implement these ideals, we often come up against limits that modulate how we put our visions into practice. Nonetheless, teachers often speak of meaningful learning moments in their classrooms that align with the aims to which they aspire. Following Noddings' claim that "talk of aims might be considered a missing dimension in the educational conversation" (2003, p. 74), in my research, I explore the perspectives of a small group of teachers on educational aims and their capacity to achieve them in their daily practice. My research questions include: What are the aims of education, according to teachers?, What enables or prevents teachers from achieving these aims?, and What does it look and feel like to work towards achieving these aims in the classroom? I take a hermeneutic phenomenological approach to eliciting accounts of classroom experience from teachers (Van Manen, 1997), and reworking these into phenomenological texts. In this presentation, I will review the literature on educational aims and outline my methodological approach.

WORKSHOP: Andrea Rosenfield & Debbie Edayanjilil,   3:20 – 4:00   Room: 3.430
Concordia University & McGill University

Creativity in the Classroom: Theatre and Digital Storytelling for All Learners

In this workshop, we will explore creativity in the classroom through theatre and digital storytelling, and demonstrate how these activities can raise levels of student engagement and well-being. Canadian teachers have a strong need for an inclusive intercultural approach to education in our linguistically and culturally diverse schools. We need to be aware of the plurality of our students' identities (McAndrew, 2010) and acquire 21st century skills to adapt curriculum and teaching strategies. Both of these challenges are addressed in our workshop with creative solutions that teachers can implement immediately in their classrooms. Our workshop is rooted in Dorothy Heathcote's theatre-based pedagogy. She revolutionised drama instruction by maintaining that quality learning across the curriculum through drama-based pedagogy is accessible to all, not just artists and theatre students (Wagner, 1976). These activities also focus on positive interpersonal relationships by questioning prejudice, the basis of anti-oppressive pedagogy. Drama and storytelling activities can effectively require participants to check their assumptions. In this way, Kevin Kumashiro argues, learners change the ways they understand the complex nature of their own and others' identities and experiences (2002). During this workshop, the audience will be invited to participate in performing tableaux, or frozen pictures. We will also introduce digital storytelling through StoryCorps, a new app which allows learners to record and share life-history interviews. Both activities encourage learners to

engage creatively and respectfully with each other and explore challenging issues. Participants will leave this workshop with activities rooted in theatre and anti-oppressive pedagogy that engage all learners.

Gabriela Kostova, *Concordia University*　　　　　**3:40 – 4:00**　　　**Room: 3.255**

The Socio-Cultural Aspects of Learning Theories

Instructional designers have long assumed the responsibility for translating learning theories and principles into appropriate and effective instructional practices. Traditionally, three main theories of learning, behaviourism, cognitivism, and constructivism, have informed the design of instruction. In 1993, Etmer and Newby have first suggested that none of these theories is appropriate for all educational contexts. Instead, the designer's selection of one or a combination of these theories should be based on a careful assessment of the learners' expertise and the nature of the task. The goal of this literature review is to examine the extent to which the applicability of the three learning theories is also modulated by the socio-cultural characteristics of the learner. This question is particularly important in today's multicultural society. The results of the review suggest that instructional designers should be sensitive to the unique socio-cultural background of their learners and should target their educational interventions accordingly.

Andrea Larocque & Dave Dufour, *Concordia University*　**3:40 – 4:00**　　**Room: 3.265**

English Loanwords in Quebec-French Speech

The current study investigated the frequency of English loanword use in French speech in Quebec. Data were collected in three regions, Montreal, Quebec City, and Mascouche to compare the city type (metropolis, capital and small city) of the province of Quebec. In total, the researchers listened to sixty conversations with 138 participants and collected 73 different items (loanwords) compiled in a small corpus. An overall mean of 2.32 loanwords per conversation was calculated. The highest frequency was determined in Montreal, followed by Quebec City and finally Mascouche. Furthermore, no difference was found between Montreal/Quebec City, whereas Montreal/ Mascouche, and Quebec/Mascouche was statistically significant. A list with the most frequent loanwords as well as a list with the most frequent parts of speech were created. Finally, these findings are discussed in more detail within the context of Bill 101 and point at the fact that English loanwords are nevertheless commonplace in Quebec French. Consequently, it raises the question as to whether introduce borrowings to language learners or advocate the purist approach. The peculiar context that Quebecers live in, where language contact is naturally occurring, suggest to embrace language change and see it as a way to adapt to a different reality.

Emilie Salvi, *Concordia University*　　　　　　　**3:40 – 4:00**　　　**Room: 3.445**

Learning Across Borders: Observations on Participant Learning Through an International Youth Internship Program (IYIP)

The research explores the learning acquired by Canadian participants during a variety of 2013 International Youth Internship Program (IYIP) internship. Accordingly, through interviews, participants are asked how work abroad internships help them determine a career path based on their experience or how it provides them with successful employment opportunities.

Due to limited research on learning outcomes of participants during IYIP placements, the efficiency of programs is at the present moment unclear. As elucidated by Bruce Spencer and Elizabeth Lange (2014), adult educators "carry within them mental maps of ideas, sometimes unarticulated, that inform the way they practice". The present study is meant to reflect on the ways we, good-hearted, well-intentioned Canadian adult educators, authentically and positively engage in a multifaceted global community development context.

Experiential learning theory, belonging to the progressive ideology, is seen by some as the essence of adult education, as it refers to learning through everyday experience (Spencer & Lange, 2014). The value of experience in education is understood by John Dewey's notion of continuity of experience and interaction and Jean Piaget's idea of experiential learning through cognitive development.

The author hopes to use the results of her thesis to inform practices and frameworks of experiential initiatives related to Canada's international internship projects. Recommendations will offer insight on Canada's global internship programs and research organizations. For instance, the recommendations will consist of practices in the academic field, by not only preparing students before and after their experiences, but through guiding students in asking critical questions and challenges in international development and academia. How will students understand

make links between the coursework and the internship? How does one form of knowledge affect the other? As such, she will be using this presentation to attain feedback on her proposed research.

Tya Collins, *Université de Montréal*   **4:00 – 4:20**   **Room: 3.255**

Postsecondary Pathways Among Second Generation Haitian Immigrants

While immigrant youth generally fare well in the postsecondary education market, certain subgroups of this population encounter significant challenges when it comes to completing postsecondary studies (Abada, Hou & Ram, 2011). Immigrants from the Caribbean, along with their peers from Sub-Saharan Africa as well as South and Central America, demonstrate the lowest postsecondary graduation rates when compared to the Canadian national average (Kamanzi & Murdoch, 2011). Haitian immigrants who represent 90% of the Caribbean population of Quebec encounter more obstacles than others pertaining to social integration and academic success (Mc Andrew et al., 2008). The aim of this qualitative study is to develop a better understanding of the educational pathways experienced by second-generation, Haitian immigrants by exploring which dimensions delineate them, spanning from primary school to postsecondary education. Using the integrated pathway perspective (Doray, 2012) framework and the pathways concept which address the non-traditional paths that can characterize Caribbean immigrants' educational experiences, eleven second-generation Haitian students, at the Cégep level in Montreal were interviewed using the life story method. The preliminary results of the descriptive analysis reveal a variety of pathways whereby many are characterized by strong initial parental involvement, which decreases as the youth progress to postsecondary studies, negative experiences with academic advisors during the transition to postsecondary studies, as well as challenging integration experiences within the postsecondary institution.

Cara Muise, *McGill University*   **4:00 – 4:20**   **Room: 3.265**

Visibility & Vulnerability: Supporting Diverse Students in Study Abroad

In recent decades, universities across Canada and the United States have seen a surge in participation in study abroad programs (SAPs), as well as an increase in the number of SAPs available. SAPs offer a unique opportunity, granting them firsthand access to encounters with their targets of study, long thought to facilitate the development of "cross-cultural" skills (Burn et al., 1990). However, not all students benefit from the same level of access to these opportunities. Despite a surge in SAP participation, there has not been an increase in participation by minority students, defined here as individuals belonging to a social group that holds fewer positions of power in society, whose membership is ascribed by society and projected unto them, include but are not limited to racial or ethnic minorities, gender or sexuality minorities, religious minorities, and people with disabilities; in fact, the participant demographics are only marginally more diverse than the decade prior (Chow & Bhandari, 2011). This is troubling given its effect on those students and their learning outcomes, as if members of these groups "have not had an opportunity to study abroad, they will find themselves at a disadvantage in a labor market that increasingly values international experience and global competence" (Herrin, Dadzie & MacDonald, 2007). This proposed work aims to improve access to SA opportunities for minority students by promoting an increased awareness of their emotional needs during these programs, and developing strategies to support their personal wellness and academic success while abroad.

Khadr El Chami, *Concordia University*   **4:00 – 4:20**   **Room: 3.445**

"There's no School like Home" An attempt to analyze the possible effects of homeschooling on a child's psychological and social development

Twenty-eight students were asked to respond to the NEO Five-Factor Inventory Profile survey, a psychological questionnaire which analyzes the 5 main components of an individual's psyche: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. Half of the individuals were homeschooled, and the other half were traditionally-schooled. The goal of the research was to see if there would be any differences in children's personalities based on their model of education. Results indicated that the students scored close to average within all domains, except for Conscientiousness, where homeschooled teenagers scored much lower than their traditionally-schooled counterparts, the difference being most significant among males. Ideally, this would suggest that homeschooled individuals are far less conscientious than others, conscientiousness concerning the way in which we control, regulate, and direct our impulses. This would essentially indicate that traditionally-schooled individuals have an easier time planning ahead or being persistent, controlling their impulsivity; on the other hand, their neurotic persona forces them to constantly worry about the future and have high levels of anxiety. The opposite would be true for children who are homeschooled; they would lack in organizational skills and determination, but would make this up in being and benefiting from a relatively stress-free life. The sample size is too small, and age gap too wide, to say for sure. Albeit, this study indicates that, in general, the model of education

a child undergoes has little impact on their personality, with some scores being identical.

4:20 PM – 4:30 PM
TRANSITION TIME

4:30 PM – 5:30 PM
KEYNOTE

Vivek Venkatesh, PhD, *Concordia University*   **ROOM: S2.330**

5:30 PM – 7:30 PM
RECEPTION
BURRITOVILLE, **2055 BISHOP**

Sponsors

DOEIGSA Concordia

Campus Retail Stores
BookStore • ComputerStore • DigitalStore
Concordia University

Concordia Council on Student Life

GSA

Concordia University **Department of Education**

SUSTAINABILITY ACTION FUND

Concordia University **Alumni Association**