46th Annual Conference

Canadian Society for the Study of Education
Société canadienne pour l’étude de l’éducation

2018 Regina
Call for Presentations
XLVI Annual Conference 2018
University of Regina

Our 46th Annual Conference will be held 27 to 30 May at the University of Regina. Members of CSSE are invited to submit documents relative to their presentation by 1 October 2017 (23h59 Eastern). Proposals received after this date will not be considered.

This conference is being planned in close collaboration with the Canadian Association for the Study of Adult Education (CASAE) and the Canadian Society for the Study of Higher Education (CSSHE) so that individuals attending one of these conferences will also have the opportunity to attend sessions at the other gatherings.

**Important Dates**

1 October 2017 – Deadline for submission of proposals.
2 October 2017 to 30 November 2017 – Associations and SIGs develop their preliminary programme by reviewing the proposals received.
December 2017/January 2018 – Development of overall draft CSSE programme.
Late January 2018 (tentative) – Sending of notices of proposal by Association or SIG coordinator.
31 March 2018 – Deadline to register at reduced conference rates.
26 May 2018 – Preconferences
27 – 30 May 2018 – CSSE Annual Conference.

**Types of presentations**

CSSE encourages bilingual presentations when possible (you speak in one language while your slides are in the other language, co-presenters who each speak one language, or a translation of the handout). We also encourage the use of participative sessions; the following formats may be used (this list is not exclusive):

(a) **Multiple single-paper Presentation Session** is a summary session comprised of several individual papers followed by audience participation and possible discussant comments; this is the most common format, as it allows a maximum number of presenters to participate. These sessions are typically used by members of the programme committee to organize single presentations received on similar or related subjects; most papers will be assigned to this format;
(b) **Symposium/Panel Session** provides for an in-depth examination of specific problems or topics, often from a variety of viewpoints followed by audience participation. A variety of formats may be included, for example, dramatic, visual and musical renderings, panels, and group discussions; organizers should indicate the chairperson and discussants for this type of session;
(c) **Small Round Table Session** includes a series of small group discussions each centered upon a prepared paper by each table organizer;
(d) **Poster Session** is an informal presentation and discussion featuring the use of graphic or other multimedia material.
(e) **Professional Development Workshop Sessions** (submissions to CCGSE only) are aimed at graduate students and new faculty, and can address a wide variety of topics related to research, the job search, teaching, or any other topics that may be relevant during graduate study or in the first year of an academic or non-academic position.

For symposium/panel sessions that are organized with multiple presentations within the session, each presentation within the session will have the first-author rule applied; please see point #4 under Eligibility, below.

**Proposal Submissions**

- Please list all the authors/presenters pertaining to the proposed session. This enables us to identify and troubleshoot conflicts at an early stage.

  This title should be written in plain language and should indicate what the session is about. This may seem self-evident, but each year we see session titles that do not convey enough information and therefore do not attract an audience. An example of a clear, crisp, and concise book title is *Why the Allies Won*, by Richard Overy.

  The abstract should not be greater than 200 words and should be written in plain language. CSSE and your colleagues use the abstracts for potential media coverage and session attendance. Please be catchy, concise, and coherent.

  The summary should be double-spaced, 11 point or greater, sans-serif style font (Arial, Calibri, Verdana...). The summary must be no more than three pages; the accompanying reference list can be a fourth page. Authors' names should be removed from submission, with "Author" and year used in the bibliography and footnotes, instead of authors' name, paper title, etc. Author identification must be removed from the properties for the file.

  The summary must present specific information based on the type of proposal being submitted and detailed as follows:

**Single Paper, Roundtable, and Poster Sessions.** The summary should address the following in the order specified and as applicable:

  (a) purpose;
  (b) perspective(s) or theoretical framework;
  (c) methods and/or techniques;
  (d) data source(s);
  (e) results, conclusions and/or interpretations; and
  (f) educational importance of the study.

**Symposia/Panel Format Sessions.** The summary may be in one of the following two forms:

- A unified summary of all the papers or presentations that addresses the information requested in the preceding instructions for "Paper or Roundtable Sessions;" OR
- An overview of the session followed by summaries of each individual presentation containing

  (a) purpose;
  (b) perspective(s) or theoretical framework;
  (c) methods and/or techniques;
  (d) data source(s);
  (e) results, conclusions and/or interpretations; and
  (f) educational importance of the study.

**Eligibility**

1. A presentation may be submitted to only one constituent Association or SIG within CSSE.
2. The submitter of the presentation must be a member of CSSE and the respective Association at the time of submission and at the time of the conference when the submission is made.

3. Presenters must register for the conference, be prepared to attend the conference, and make their presentations in person. In the event of unforeseen circumstances and you are unable to attend, you are asked to notify the respective coordinator as soon as possible. Presenters of round table and poster sessions are requested to bring copies of their presentations or summaries of their projects to the sessions. Doing so will enable participants to discuss the topic more effectively.

4. **Presenters are allowed to be first author once per Association, including its SIGs, for the entire CSSE conference.** You are allowed to submit different presentations to Associations and SIGs within CSSE. Ethically a presentation can only be submitted once for the entire conference.

5. **Graduate students** may submit proposals to the general call for presentations and symposiums for the CSSE conference and they may submit a proposal specifically to the Graduate Student (CCGSE—Canadian Committee of Graduate Students in Education) roundtable and poster session. **Do not submit the same proposal more than once.**

**General Information**

i) 60-minute and 75-minute time periods will be used throughout the conference. Generally there will be three or four single presentations in a session. Symposia requiring two consecutive time periods may be possible, at the discretion of the respective programme coordinator.

ii) Presenters may be requested to act as chairpersons or discussants for sessions.

iii) Presentation equipment such as LCD projectors and computers are generally provided by the host university. It is recommended that authors bring their presentation on a USB drive. CSSE requests that presenters be reasonable in their demands for AV equipment. CSSE cannot guarantee equipment other than projectors and screens. CSSE reserves the right to charge presenters for costly demands.

iv) General inquiries should be addressed to the CSSE national office: Mr. Tim Howard at csse-scee@csse.ca.

v) Please list all the authors in the proper order during the submission process.

**Responsibilities of chairpersons and discussants**

The CHAIRPERSON is responsible for monitoring the session. The success of a session often depends upon the CHAIRPERSON’s ability to restrict the time of speakers’ presentations and temper the discussions from the floor in order to allow sufficient time for interaction within the presentation. Some of the most important responsibilities of the CHAIRPERSON are to:

- Open the session at the scheduled time and set the context with a few brief introductory remarks;
- Introduce the participants before their presentations;
- Maintain strict time limits for each speaker and discussant;
- Moderate panel or floor discussions; and,
- Adjourn the session in time to allow the room to clear before the next session begins.

DISCUSSANTS are to prepare, in advance, appropriate analytical or critical commentaries of the significance and contribution of the papers presented in a session. Time constraints on the length of the discussions are established by the chairpersons. DISCUSSANTS are under no obligation to comment on papers they have not received prior to the meeting.

**Review of Proposals and Criteria**

All proposals receive a masked review by at least 2 reviewers who are members and who have presented their work at previous conferences and/or who have published relevant peer-reviewed research. Proposals must mask the identity of the author(s).Citing one’s own work is permissible, and is often necessary and useful, but authors must be careful to not reveal their identity. At the discretion of the respective Association programme coordinators, proposals that provide obvious clues to an author’s identity may be rejected or returned for revision.

General criteria for review

1. Significance to the field
2. Relevance and soundness of theoretical rationale
3. Rigor of methodology
4. Trustworthiness of results and conclusions
5. Appropriateness of citations grounded in the relevant literature
6. Clarity of proposal

Additional criteria for symposia and alternative format sessions
1. Coherence of the papers or presentations
2. Quality of individual papers or collectively

**Official language use**

The programme indicates the languages of presentation and discussion. In any given session, the title reflects the language of presentation.

A bilingual session is defined as one in which presentations and discussions occur in either French or English, along with support in the other language. Support may take the form of presenter-supplied handouts, overheads, summaries or abstracts. Discussion moves freely between either language, French or English, without translation.

This year, CSSE is continuing a pilot project to facilitate and encourage exchanges between our English-speaking and French-speaking members during the conference. **By indicating "Bilingual" in the "Comments for Conference Director" box**, you agree to make your presentation in the language of your choice (English or French) and to present your slides in both languages. A resource person will be present in the room to provide language services as needed during the question and answer period. In addition, resources will be made available to those who desire assistance translating their slides. Further information will be communicated following acceptance of the presentation.

If you are able and willing to informally provide language services in bilingual sessions, please also indicate this in the "Comments for the Conference Director" box. We will contact you closer to the conference with further details.

**Names of the CSSE Associations and SIGs with Coordinators and Descriptors:**

<table>
<thead>
<tr>
<th>Associations</th>
<th>Special Interest Groups (SIG)</th>
</tr>
</thead>
</table>
| ACDE (Association of Canadian Deans of Education)  
Katy Ellsworth (ACDE) | ARTS (Arts Researchers and Teachers Society)  
Laurel Hart (McGill) and Valerie Triggs (Regina) |
| CACS (Canadian Association for Curriculum Studies)  
Cathryn Van Kessel (Alberta) and David Scott (Calgary)  
[diverse research into curriculum as a complex structure supporting learning and teaching; arts-based research; children and youth; culture; digital technologies and cultures; diversity; gender; globalization; identities; innovation and educational change; literacy practices; media and popular culture; sexualities; theory and philosophy] | CCPA (Canadian Critical Pedagogy Association)  
Lisa Taylor (Bishop’s)  
[cultural studies, critical literacies, power/knowledge, social justice, democracy, experience, texts, subjectivities, social difference, engaged pedagogy] |
| LLRC (Language and Literacy Researchers of Canada)  
Christine Kampen Robinson (Waterloo) and Casey Burkholder (McGill)  
[language, literacy, multiliteracies, multilingualism, reading, writing, children's & adolescent's literature, adult literacy learning, multimodal communication, digital literacies] | RÉÉFMM (Regroupement pour l’étude de l’éducation francophone en milieu minoritaire)  
Mathieu Lang (Moncton)  
[language, literacy, multiliteracies, multilingualism, reading, writing, children's & adolescent's literature, adult literacy learning, multimodal communication, digital literacies] |
| CAEP (Canadian Association for Educational Psychology)  
Jennifer Katz (UBC) and Jacqui Specht (Western) | SERG (Science Education Research Group)  
Mickie Noble (Royal Roads)  
[science education and research; science teaching and learning; science education curriculum; nature of science; environmental education; professional development for science teachers; scientific inquiry & problem-based learning; philosophy and sociology of science education; science and literacy; science and technology] |
<table>
<thead>
<tr>
<th>Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAFE (Canadian Association of Foundations of Education)</td>
<td>[cognitive and learning sciences, child, adolescent and adult development, inclusive education, motivation and engagement, social-emotional learning and development, learning in diverse contexts (in and out of schools), metacognition and self-regulation, teaching and assessment practices, technologies and learning, healthy schools and at-risk youth]</td>
</tr>
<tr>
<td>CPES (Canadian Philosophy of Education Society)</td>
<td>Mario DiPaolantonio (York) [Epistemology, postmodernism, pragmatism, critical pedagogy, ethics, liberalism, neoliberalism, dialogue, democracy, theory]</td>
</tr>
<tr>
<td>CASEA (Canadian Association for the Study of Educational Administration)</td>
<td>Tory Handford (TRU) and Shellyann Scott (Calgary) [leadership, policy, administration, school effectiveness, school improvement, educational organization, professionalism, gender roles in administration, principals, teacher education]</td>
</tr>
<tr>
<td>CASES (Canadian Association for the Study of Indigenous Education)</td>
<td>Jacqueline Ottmann (Calgary) [indigenous, elders, traditional knowledge, process pedagogy, story, aboriginal, indigenous knowledge, oral tradition]</td>
</tr>
<tr>
<td>CASWE (Canadian Association for the Study of Women and Education)</td>
<td>Laurie Hill (SIMU) and Hong Fu (Victoria) [equity and inclusion in education/academia, gender identities and gender expression, leadership, feminism and intersectionality, critical and/or gender informed methodologies, Canadian contexts for women in education, feminism in education?, hidden curriculum]</td>
</tr>
<tr>
<td>QSEC (Queer Studies in Education and Culture)</td>
<td>André Grace (Alberta) [sexual minority, gender minority, sexual orientation, gender identity, queer pedagogy, queer culture, transformative educational practice, interdisciplinary, inclusive policymaking, equity and justice]</td>
</tr>
<tr>
<td>CATE (Canadian Association for Teacher Education)</td>
<td>Michele Jacobsen (Calgary) [teacher education; teacher education reform; teacher education governance; teacher education and diversity; teacher education program design; teacher education and social justice; teacher education philosophy; teacher education pedagogy]</td>
</tr>
<tr>
<td>CAARE (Canadian Association for Action Research in Education)</td>
<td>Glenda Black (Nipissing) and Manu Sharma (Toronto)</td>
</tr>
<tr>
<td>CAREC (Canadian Association for Research in Early Childhood)</td>
<td>Joanne Lehrer (UQO)</td>
</tr>
<tr>
<td>PHETE (Physical &amp; Health Education Teacher Education)</td>
<td>Tim Hopper (Victoria) [physical education, health education, physical/health literacy, physical activity, healthy active living]</td>
</tr>
<tr>
<td>SSTP (Self-Study of Teacher Education Practices)</td>
<td>Kevin O’Connor (MRU) [The role of the self in teacher education is studied in relation to professional practice]</td>
</tr>
<tr>
<td>TATE (Technology and Teacher Education)</td>
<td>Norman Vaughan (MRU) [teacher education, teaching with technology, TPACK, online teaching and learning, technology professional development for teachers, teaching with digital tools, learning with social networking, laptop educational initiatives, technology-enhanced teaching and learning, teaching and learning with Web 2.0 tools]</td>
</tr>
<tr>
<td>CCGSE (Canadian Committee of Graduate Students in Education)</td>
<td>Josianne Robert (Sherbrooke)</td>
</tr>
<tr>
<td>CERA (Canadian Educational Researchers’ Association)</td>
<td>Laurie Hellsten-Bzovey (Saskatchewan) [methodological issues in qualitative, quantitative research, classroom and large-scale assessment, measurement and evaluation]</td>
</tr>
<tr>
<td>SIGEMM (Education and Mediation in Museums)</td>
<td>Marie-France Bérard (UBC)</td>
</tr>
<tr>
<td>CIESC (Comparative and International Education Society of Canada)</td>
<td>Paul Tarc (Western) [comparative education, international education, global education, global citizenship, citizenship education, internationalization, globalization, multicultural/anti-racist education, development education, postcolonial theory]</td>
</tr>
<tr>
<td>CERN (Citizenship and Education Research Network)</td>
<td>Bryan Smith (York) [citizenship; global citizenship; teaching citizenship; citizenship education; citizenship education research; citizenship and language teaching; immigrant identities and education; social cohesion; belonging; nationalism and education]</td>
</tr>
</tbody>
</table>

More information on the above groups is available from the CSSE Web site at [https://csse-scee.ca/associations/](https://csse-scee.ca/associations/).