CSSE • SCÉÉ
York
UNIVERSITÉ
2023
UNIVERSITY
CSSE|SCÉÉ
CONFERENCE•CONGRÈS
27 MAY – 1 JUNE 2023
27 MAI AU 1ER JUIN 2023

CSSE • SCÉÉ

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

Canadian Society
for the Study of Education
Suite 204 – 260 Dalhousie Street
OTTAWA ON K1N 7E4

Société canadienne
pour l'étude de l'éducation
Bureau 204 – 260, rue Dalhousie
OTTAWA ON K1N 7E4

51st Annual Conference
27 May – 1 June 2023

51e congrès annuel
27 mai – 1er juin 2023

This Program PDF is a DRAFT. It will not be updated beyond March 30, 2023. The Program App (releasing April 28, 2023) contains the most up-to-date information about session times and locations.

Ce programme en PDF est un BROUILLON. Il ne sera pas mis à jour après le 30 mars 2023. L'appli du congrès de la SCÉÉ (disponible à partir du 28 avril 2023) contient les informations les plus récentes sur les horaires et les lieux des séances.

Search App Store or Google Play: CSSE – SCEE

Cherchez dans App Store ou Google Play : CSSE – SCEE

Twitter #CSSE2023

Federation for the Humanities and Social Sciences
Fédération des sciences humaines

TABLE OF CONTENTS | TABLE DES MATIÈRES

Reckonings and Re-imaginings / Confronter le passé, réimaginer l'avenir 4

Territorial Acknowledgement / Reconnaissance du territoire 7

CSSE Conference Timetable / Calendrier du congrès de la SCÉÉ 12

Special Events / Événements spéciaux 13

Annual General Meetings / Assemblées générales annuelles 17

President's Welcome / Le mot de bienvenue du président 18

Dean's Welcome / Le mot de bienvenue du doyen 22

Commitment to Bilingualism / L'engagement en faveur du bilinguisme 25

Presenter Guidelines / Directives à l'intention des conférenciers et conférencières 27

Session Delivery Modes / Modes de prestation des séances 30

Abbreviations / Abréviations 34

2023 CSSE Program Committee / Comité du programme 2023 du congrès de la SCÉÉ 35

Programme 36

CONGRESS 2023: RECKONINGS AND RE-IMAGININGS

The third decade of the twenty-first century has brought us into unprecedented times. An unrelenting global pandemic, protests for racial justice, and escalating climate disasters have heightened our awareness of the urgent need for collective action to help us create a more equitable and sustainable world. The lessons from Black Lives Matter, Idle No More, the Truth and Reconciliation Commission, and the Inquiry into Missing and Murdered Indigenous Women and Girls, have been joined by new lessons, new reckonings about what is needed to live in non-hierarchical relationships that can truly honour our human differences, while protecting the land, water and air we all need to live together.

In the theme, "Reckonings and Re-Imaginings," we invite the Congress community to pause and reflect on the lessons we have learned, but also to begin the work of imagining and enacting the terms under which we might create a radically different world. What might it mean for us to commit to knowing and caring for each other across our differences, understanding that the world we want to live in tomorrow is dependent on the action we take together today? Can we re-imagine a new set of social relationships grounded in decoloniality, anti-racism, justice, and preservation of the earth? This invitation for both reflection and action requires a genuine investment in the project of learning and growing, a willingness to participate in active and meaningful co-engagement, and a commitment to exercising patience and care in doing the hard work of changing belief systems and the world.

In Congress 2023, we respond to this call for reflection and action by centering the experiences, knowledges and cultures of Indigenous and Black communities as valuable and critical modes of thought fundamental to the realization of racial and climate justice. In a deepened commitment to the United Nations' sustainable development goals (SDGs), we understand the problems of food insecurity, gender disparities, racial inequities, forced migration and others as linked to an accelerating climate disaster, and Black and Indigenous futurities. What might we produce when we reckon with and re-imagine climate mitigation strategies and the UN SDGs through the lens of racial justice and Indigenous resurgence? In centering these conjoined global challenges and possibilities, we are seeking to shift the culture of Congress, to create meaningful space

for diverse viewpoints and a profound reckoning with white supremacist forms of knowledge production, while making visible decolonial, anti-racism, queer, and critical disability perspectives. Hosted by one of Canada's most diverse universities, Congress 2023 welcomes scholars and student researchers, artists, activists, and public intellectuals—including those who have not previously seen themselves or their work reflected in Congress—to engage in deep interdisciplinary scholarly and artistic engagement, and to join this crucial conversation about how we can re-imagine and change the world for the better.

CONGRÈS 2023 : CONFRONTER LE PASSÉ, RÉIMAGINER L'AVENIR

La troisième décennie du XXIe siècle nous fait vivre une époque sans précédent. Une pandémie mondiale incessante, des manifestations pour la justice raciale et des désastres naturels de plus en plus menaçants nous conscientisent davantage à la nécessité d'une action collective pour nous aider à créer un monde plus équitable et durable. Aux leçons que nous avons tirées des mouvements Black Lives Matter et Idle No More, ainsi que de la Commission de vérité et réconciliation du Canada et de l'Enquête nationale sur les femmes et les filles autochtones disparues et assassinées, sont venues s'ajouter de nouvelles leçons et de nouvelles considérations sur ce qu'il faudrait faire pour établir des relations non hiérarchiques qui peuvent véritablement honorer nos différences humaines, tout en protégeant la terre, l'eau et l'air dont nous avons toutes et tous besoin pour vivre ensemble sur cette planète.

Sous le thème « Confronter le passé, réimaginer l'avenir », nous invitons la communauté du Congrès à prendre un moment pour réfléchir non seulement aux leçons que nous avons tirées, mais également commencer à imaginer et à promulguer les conditions dans lesquelles nous pourrions créer un monde totalement différent. Que pourrait signifier l'engagement à apprendre à se connaître et à s'entraider les un.e.s les autres dans nos différences, étant entendu que le monde dans lequel nous souhaitons vivre demain dépend des mesures que nous prenons toutes et tous ensemble aujourd'hui? Pouvons-nous repenser un nouveau système social bien ancré dans la décolonisation, la lutte contre le racisme, la justice et la préservation de notre planète? Cette invitation à la réflexion et à l'action requiert de véritables investissements dans ce projet d'apprendre et d'évoluer, une volonté à prendre part à une co-mobilisation active et

significative, et un engagement à faire preuve de patience et de bienveillance dans le processus difficile qui accompagne le changement des systèmes de croyances et du monde qui nous entoure.

Grâce au Congrès 2023, nous répondons à cet appel à la réflexion et à l'action en centralisant les expériences, les connaissances et les cultures des communautés autochtones et noires sous des modes de pensée utiles et cruciaux qui sont essentiels à l'atteinte de la justice raciale et climatique. Dans le cadre de notre engagement renforcé à l'égard des objectifs de développement durable (ODD) des Nations Unies, nous comprenons les problèmes que posent l'insécurité alimentaire, les disparités entre les sexes, les inégalités raciales, la migration forcée et les autres enjeux liés à l'accélération des catastrophes climatiques et à l'avenir des personnes noires et autochtones. Quel résultat pourrions-nous obtenir lorsque nous prenons en compte et repensons les stratégies d'atténuation des changements climatiques et les ODD des Nations Unies dans l'optique de la justice raciale et de la résurgence autochtone? En centralisant ces possibilités et ces défis mondiaux communs, nous souhaitons transformer la culture du Congrès de façon à créer un espace significatif pour partager divers points de vue et une profonde prise en compte des formes de production de connaissances prônant la suprématie blanche, tout en mettant en lumière les différentes perspectives liées à la décolonisation, à la lutte contre le racisme, à l'activisme queer et aux études critiques sur le handicap. Organisé par l'une des universités les plus diversifiées du Canada, le Congrès 2023 accueille des chercheur.euse.s, des étudiant.e.s chercheur.euse.s, des artistes, des activistes et des intellectuel.le.s public.que.s, y compris des personnes qui n'ont jamais participé au Congrès ou dont les travaux n'y ont jamais été reflétés, qui souhaitent faire partie d'une profonde mobilisation interdisciplinaire savante et artistique et prendre part à des discussions importantes sur la façon dont nous pouvons repenser le monde, tout en le changeant pour le mieux.

TERRITORIAL ACKNOWLEDGEMENT

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Pronunciation Guide

- Anishnabek: (ah-nish-naw-bek)
- Haudenosaunee: (hoodt-en-oh-show-nee)
- Métis: (may-tee)
- Tkaronto: (tig-a-ron-toe)

When should you do a Land Acknowledgement

A Land Acknowledgement should be done by the host or organizer of an event. It should be done at the opening of the event within the first few minutes. It is okay to introduce yourself and welcome people, but the Land Acknowledgement should be done as the first agenda item.

We expect that host, coordinator or organizers will provide their own reflections of the land acknowledgement and offer “food for thought” for participants in their session.

A Land Acknowledgement needs to be meaningful and respectful. Many people have started to critique the performative nature of Land Acknowledgements; however, they are important and are the work of Indigenous colleagues. It is not a non-Indigenous person’s choice to opt out of a Land Acknowledgement. Instead of opting out,

completely opt in! When giving the Land Acknowledgement make it relevant to the meeting/event and if you can personalize it, all the better.

Toronto vs Tkaronto?

The City of Toronto takes its name from the Kanienkeha word Tkaronto, meaning "The place that the trees stand in the water" which was a fishing technique by the Haudenosaunee and Huron-Wendat peoples. The fishers would stand long poles into the narrows of waterways to create fishing weirs.

Understanding some of the teachings on the Dish with One Spoon Wampum Belt

In many Land Acknowledgements for Tkaronto (including York's) you will notice reference to the Dish with One Spoon Wampum Belt. This belt is a relational wampum between the Anishinaabe and Haudenosaunee confederacies that talks about sharing and caring for the Great Lakes watershed. There are many teachings about the Dish with One Spoon wampum belt but here are a few: The Dish is both the geographical region and a ceremonial bowl of feast food. The food usually discussed in the Dish is stewed Beaver tail. The Dish teaches us that everything we need is within the Dish and it is our responsibility to take only what we need from the Dish; make sure we leave enough in the Dish for everyone; and not to steal or foul the Dish.

The Spoon is to represent Peace. In Haudenosaunee tradition it is customary to serve feast food in small pieces so that there is no need to have knives (or other weapons) in community spaces. The Dish holds stewed Beaver Tail (a delicacy for both Anishinaabe and Haudenosaunee peoples), a meat that would need to be slow-cooked due to its muscle density. The Beaver tail is cooked until it can be pulled apart without the use of a sharp tool. So, in this territory it is important to never take more than your share, ensure there is enough for everyone, not foul the territory and maintain peaceful relations.

RECONNAISSANCE DU TERRITOIRE

Nous reconnaissons que de nombreuses nations autochtones entretiennent des relations de longue date avec les territoires sur lesquels sont situés les campus de l'Université York, relations qui précèdent l'établissement de l'Université York. L'Université York reconnaît sa présence sur le territoire traditionnel de nombreuses nations autochtones. La région connue sous le nom de Tkaronto est sous la responsabilité de gardiennage de la Nation Anishinabek, la Confédération Haudenosaunee et les Hurons-Wendat. Elle abrite maintenant de nombreuses communautés de Premières nations, d'Inuits et de Métis. Nous reconnaissons les détenteurs actuels du traité, les Mississaugas de la Première Nation de Credit. Ce territoire fait l'objet du Pacte de la ceinture de wampum Dish with One Spoon, une entente visant à partager pacifiquement la région des Grands Lacs et à en prendre soin.

Indications pour la prononciation

- Anishnabek : (a-nish-now-bek)
- Haudenosaunee : (hod-in-o-sho-ni)
- Métis : (meï-ti)
- Tkaronto : (tig-a-ron-to)

Dans quelles circonstances devriez-vous déclarer une reconnaissance du territoire?

La reconnaissance du territoire devrait être déclarée par l'organisateur.rice de l'événement ou le/la représentant.e de l'organisation qui l'accueille. On devrait la déclarer au début de l'événement, dès les premières minutes. Il est opportun de vous présenter et de souhaiter la bienvenue aux personnes, mais la reconnaissance du territoire devrait être le premier point à l'ordre du jour.

Les organisateur.rice.s ou les coordonnateur.rice.s devraient présenter leurs propres réflexions sur la reconnaissance du territoire, en donnant matière à réflexion aux participant.e.s à la séance.

Une reconnaissance du territoire doit être significative et respectueuse. De nombreuses personnes ont commencé à critiquer le caractère performatif des déclarations de reconnaissance du territoire; cependant, elles sont importantes et constituent une contribution de collègues autochtones. Il ne revient pas à une personne non autochtone de décider de ne pas effectuer une reconnaissance du territoire. Au lieu de vous y soustraire, participez totalement! Lorsque vous faites votre déclaration de reconnaissance du territoire, adaptez-la aux circonstances de la rencontre ou de l'événement et si vous la personnalisez, c'est d'autant mieux.

Toronto ou tkaronto?

Le nom de la ville de Toronto provient du terme Tkaronto qui, dans la langue Kanienkeha, signifie « Place où les arbres se tiennent dans l'eau » et désigne une technique de pêche qui était employée par les peuples Haudenosaunee et Huron-Wendat. Les pêcheurs mettaient de longues perches aux rétrécissements des cours d'eau pour créer des barrières à poissons.

Comprendre certains préceptes de la ceinture de wampum Dish with One Spoon

Dans de nombreuses déclarations de reconnaissance du territoire de Tkaronto (y compris celles de l'Université York), vous remarquerez qu'on fait référence à la ceinture de wampum. « Dish with One Spoon ». Cette ceinture de wampum représente la relation entre les Confédérations Anishinaabe et Haudenosaunee en ce qui a trait au fait de se partager le bassin versant des Grands Lacs et d'en prendre soin. Il y a de nombreux préceptes liés à la ceinture de wampum « Dish with One Spoon », en voici quelques-uns : ce qu'on désigne par le terme « Dish » représente à la fois la région géographique et le bol cérémonial contenant la nourriture pour la cérémonie. La nourriture à laquelle on fait référence en relation avec le Dish est la queue de castor étuvée. Ce qu'on désigne par Dish représente un enseignement qui nous apprend que tout ce dont nous avons besoin est dans le Dish, qu'il est de notre devoir de prendre dans le Dish uniquement ce dont nous avons besoin, en nous assurant d'en laisser pour tout le monde, et qu'il ne faut ni voler dans le Dish ni le profaner.

Ce qu'on désigne par « Spoon » représente la paix. Dans la tradition du peuple Haudenosaunee, il est d'usage de servir la nourriture de la cérémonie en petits morceaux, de sorte que dans les espaces communautaires, aucun couteau ni d'autres armes ne soient nécessaires. En tant que bol, le Dish contient la queue de castor étuvée, ce qui est un mets fin pour les peuples Anishinaabe et Haudenosaunee, une viande cuite lentement en raison de la densité de la fibre musculaire. On cuit la queue de castor jusqu'à ce que la viande se détache par elle-même sans l'aide d'un ustensile aiguisé. Ainsi, dans ce territoire, il est important de ne pas prendre plus que la part qui nous revient, de s'assurer qu'il y en reste suffisamment pour tous, de ne pas profaner le territoire et de maintenir des relations pacifiques.

CSSE CONFERENCE TIMETABLE
CALENDRIER DU CONGRÈS DE LA SCÉÉ :

All times Eastern Toutes les heures : heures de l'Est	Day 1 / Jour 1 Sun. / dim. May 28 / 28 mai	Day 2 / Jour 2 Mon. / lun. May 29 / 29 mai	Day 3 / Jour 3 Tue. / mar. May 30 / 30 mai	Day 4 / Jour 4 Wed. / mer. May 31 / 31 mai
8:15 – 9:30 **8 h 15 – 9 h 30**	**1**	**8**	**15**	**22**
9:45 – 11:00 **9 h 45 – 11 h 00**	**2**	**9** **CCGSE-CCÉÉCSÉ** Posters and Roundtable Session Séance de présentations visuelles et de tables rondes	**16** **CSSE-SCÉÉ** Posters and Roundtable Session / Séance de présentations visuelles et de tables rondes	**23** **CSSE-SCÉÉ** Posters and Roundtable Session / Séance de présentations visuelles et de tables rondes
11:15 – 12:15 **11 h 15 – 12 h 15**	**3**	**10**	**17**	**24**
12:25 – 1:20 **12 h 25 – 13 h 20**	**4**	**11**	**18** **CSSE-SCÉÉ** AGM / AGA ***SSB E111***	**25**
1:30 – 2:45 **13 h 30 – 14 h 45**	**5**	**12**	**19**	**26**
3:00 – 4:15 **15 h 00 – 16 h 15**	**6**	**13**	**20**	**27**
4:30 – 5:45 **16 h 30 – 17 h 15**	**7** **CSSE-SCÉÉ** Plenary Session Séance plénière ***CLH I***	**14**	**21**	**28**
6:00 + **18 h 00 +**	**CSSE-SCÉÉ, ACDE-ACDÉ, OADE** Awards Ceremony and Reception Cérémonie de remise de prix et réception ***Second Student Centre Convention Centre***	**York University** **Université York** Reception / Réception 5:00-7:00 P.M. 17 h – 19 h ***Scott Library Atrium***		

SPECIAL EVENTS | ÉVÉNEMENTS SPÉCIAUX

All times Eastern Toutes les heures : heures de l'Est	Day 1 / Jour 1 Sun. / dim. May 28 / 28 mai	Day 2 / Jour 2 Mon. / lun. May 29 / 29 mai	Day 3 / Jour 3 Tue. / mar. May 30 / 30 mai	Day 4 / Jour 4 Wed. / mer. May 31 / 31 mai
8:15 – 9:30 **8 h 15 – 9 h 30**	**1** **CAREC-ACRPE** Art Gallery Installation 8 h 15 – 17 h 45	**8** **CAREC-ACRPE** Art Gallery Installation 8 h 15 – 17 h 45	**15** **CAREC-ACRPE** Art Gallery Installation 8 h 15 – 17 h 45	**22** **CAREC-ACRPE** Art Gallery Installation 8 h 15 – 17 h 45
	CASIE-ACÉÉA Opening Mot de bienvenue	**LLRC-ACCLL** Teaching Your First Literacy or Language Course		
9:45 – 11:00 **9 h 45 – 11 h 00**	**2** **ARTS-SCÉA** Presidential Spotlight Symposium Colloque présidentiel Point de mire	**9** **CCGSE-CCÉÉCSÉ** Posters and Roundtable Session Séance de présentations visuelles et de tables rondes	**16** **ACDE-ACDÉ** Sherman Lecture Conférence Sherman	**23** **York University** **Université York** Presenting Wüléelham: The Gifts of our People within Indigenous Programs at York
	SERG-GRES Keynote Speaker and Poster Session Discours principal et séance de présentations visuelles			
11:15 – 12:15 **11 h 15 – 12 h 15**	**3** **CAARE-ACRAÉ** Keynote Discours principal	**10** **CAFE-ACÉFÉ** E. Lisa Panayotidis Dissertation Award Session Séance de remise du Prix E. Lisa Panayotidis pour une thèse de doctorat	**17** **CIESC-SCÉCI** Book Launch Lancement de livres	**24** **CCGSE-CCÉÉCSÉ** Driving and Navigating the Graduate School Experience
	CASWE-ACÉFÉ Institute: Feminist Conversations 11 h 15 – 14 h 45	**CASEA-ACÉAS** Greenfield Lecture Conférence Greenfield	**CSSHE-SCÉES** 2023 Joint Presidential Address 11 h 00 – 12 h 30	
	CJE-RCÉ Special Session Séance spéciale	**CASWE-ACÉFÉ** Conversation Corner		

SPECIAL EVENTS | ÉVÉNEMENTS SPÉCIAUX

All times Eastern Toutes les heures : heures de l'Est	Day 1 / Jour 1 Sun. / dim. May 28 / 28 mai	Day 2 / Jour 2 Mon. / lun. May 29 / 29 mai	Day 3 / Jour 3 Tue. / mar. May 30 / 30 mai	Day 4 / Jour 4 Wed. / mer. May 31 / 31 mai
12:25 – 1:20 **12 h 25 – 13 h 20**	**4** **CERN-RRÉC** Keynote Discours principal	**11** **CAARE-ACRAÉ** Awards Remise des prix	**18** **CSSE-SCÉÉ** AGM / AGA	**25** **CACS-ACÉC** Presidential Panel Panel présidentiel
	CIESC-SCÉCI Graduate Student Event Événement des étudiant.e.s aux cycles supérieurs	**CACS-ACÉC** Awards Remise des prix		
	CSSE-SCÉÉ Town Hall Discussion ouverte	**CAEP-ACP** John Freeman Mentorship Lunch Lunch de mentorat John Freeman		**CASE-ACSÉ** Information Session Séance d'information
	LLRC-ACCLL Master's Award Ceremony Cérémonie de remise du prix pour un mémoire de maîtrise	**CERA-ACCÉ** Keynote Discours principal		
		CSSE-SCÉÉ Town Hall Discussion ouverte		**Federation** **Fédération** Big Thinking Voir Grande
	Federation **Fédération** Big Thinking Voir Grande	**Federation** **Fédération** Big Thinking Voir Grande		

All times Eastern Toutes les heures : heures de l'Est	Day 1 / Jour 1 Sun. / dim. May 28 / 28 mai	Day 2 / Jour 2 Mon. / lun. May 29 / 29 mai	Day 3 / Jour 3 Tue. / mar. May 30 / 30 mai	Day 4 / Jour 4 Wed. / mer. May 31 / 31 mai
1:30 – 2:45 **13 h 30 – 14 h 45**	**5** **CPES-SCPÉ** Early Career Invited Lecture Conférence d'un jeune chercheur invité	**12** **CATE-ACFE** Graduate Student Session Séance des étudiant.e.s aux cycles supérieurs	**19** **CASEA-ACÉAS** Panel about/sur "Reckonings and Re-Imaginings"	**26** **CASEA-ACÉAS** CCEAM Session Séance du CCEAM Review of Leadership Frameworks
			CSA-SCS Enlivening the Practice of Collaborative Indigenous Research	**CASIE-ACÉÉA** Graduate Student Research Symposium Colloque sur les recherches des étudiant.e.s aux cycles supérieurs
3:00 – 4:15 **15 h 00 – 16 h 15**	**6** **ACDE-ACDÉ** Townhall Discussion ouverte	**13**	**20** **CAEP-ACP** Keynote and Awards Discours principal et remise des prix	**27**
			CASEA-ACÉAS Graduate Session Séance des étudiant.e.s aux cycles supérieurs	
			CASIE-ACÉÉA Mutual Thinking for Structural Change in Teacher Education Programs	
			CATE-ACFE Panel	

SPECIAL EVENTS | ÉVÉNEMENTS SPÉCIAUX

4:30 – 5:45 16 h 30 – 17 h 15	7 **CSSE-SCÉÉ** Plenary Session Séance plénière	14 **CATE-ACFE** Keynote Discours principal	21 **CAEP-ACP** Wine and Cheese	28 **CASIE-ACÉÉA** Relational Beings
		CCGSE-CCÉÉCSÉ Networking, Professional Skills, and Headshots	**QSEC-ÉAÉC** Graduate Student Event Événement des étudiant.e.s aux cycles supérieurs	
		CPES-SCPÉ MA Thesis Award Presentation Remise du prix pour un mémoire de maîtrise		
		EdCan Network Being 'Well at Work' in K-12 – Exploring Research Gaps and Opportunities		
6:00 + **18 h 00 +**	**CSSE-SCÉÉ, ACDE-ACDÉ, OADE** Awards Ceremony and Reception Cérémonie de remise des prix et réception	**York University** **Université York** Reception Réception 17 h 00 – 19 h 00	**CACS-ACÉC** Celebration of Creative and Scholarly Works Célébration de travaux créatifs et érudits	
		CAREC-ACRPE Art Gallery Installation Opening Inauguration de l'installation	**CASEA-ACÉAS** Banquet	
			CATE-ACFE Dinner Souper	
		CASEA-ACÉAS Book Launch Lancement de livres	**SERG-GRES** Dinner Souper	
			UBC Alumni Reception Réception des anciens/anciennes étudiant.e.s	

ANNUAL GENERAL MEETINGS
ASSEMBLÉES GÉNÉRALES ANNUELLES

All times Eastern Toutes les heures : heures de l'Est	Day 1 / Jour 1 Sun. / dim. May 28 / 28 mai	Day 2 / Jour 2 Mon. / lun. May 29 / 29 mai	Day 3 / Jour 3 Tue. / mar. May 30 / 30 mai	Day 4 / Jour 4 Wed. / mer. May 31 / 31 mai
8:15 – 9:30 8 h 15 – 9 h 30	1	8	15 PHETE-GFEÉPS	22
9:45 – 11:00 9 h 45 – 11 h 00	2	9	16	23
11:15 – 12:15 11 h 15 – 12 h 15	3 CPES-SCPÉ LLRC-ACCLL	10 CERA-ACCÉ	17	24
12:25 – 1:20 12 h 25 – 13 h 20	4 CACS-ACÉC CASE-ACSÉ CERN-RRÉC QSEC-ÉAÉC SERG-GRES	11 CAARE-ACRAÉ CAFE-ACÉFÉ CASEA-ACÉAS CASIE-ACÉÉA CASWE-ACÉFÉ CIESC-SCÉCI RÉÉFMM	18 CSSE-SCÉÉ	25 CCGSE-CCÉÉCSÉ CCPA-ACPC
1:30 – 2:45 13 h 30 – 14 h 45	5	12	19 CAEP-ACP	26
3:00 – 4:15 15 h 00 – 16 h 15	6	13 SSTEP-GAMFE	20	27
4:30 – 5:45 16 h 30 – 17 h 15	7	14 SIGEMM-GISÉMM	21 CATE-ACFE	28 CAREC-ACRPE
6:00 + 18 h 00 +				

PRESIDENT'S WELCOME

Dear CSSE delegates, it gives me great pleasure to welcome you to the 51st annual conference of the Canadian Society for the Study of Education, held in conjunction with the Congress for the Humanities and Social Sciences. As you know, this is the first face-to-face conference since the onset of the pandemic, and we are undoubtedly looking forward to connecting with old and new friends at York University.

Both the Federation and CSSE acknowledge this years' conference is being held on the traditional territory of many Indigenous Nations. The Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat have all taken care of the area known as Tkaronto. Our CSSE community would like to formally acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, and agreement to peaceably share and care for the Great Lakes region. I invite you to acknowledge this agreement in your conference sessions and to also reflect on the significance of our national conference taking place on Indigenous lands.

The conference theme for this year is "Reckonings and Re-Imaginings". We invite the CSSE community to pause and reflect on the lessons we have learned, but also to begin the work of imagining and enacting the terms under which we might create a radically different world. CSSE's constituent associations offer a range of interesting sessions to expand our thinking and educational knowledge. Please take note of our special events, including the CSSE plenary address featuring Dr. Carl James – Professor and Jean Augustine Chair in Education, Community and Diaspora at York University. Additionally, please consider attending the ACDE and OADE-sponsored CSSE reception, the CSSE AGM, the CSSE Spotlight Sessions, and the numerous special events taking place within your associations and SIGs.

The CSSE Board of Directors and I would like to acknowledge the countless individuals, both staff and volunteers, who support our national association. In particular, we would like to acknowledge Tim Howard, our Director of Administration, who holds a wealth of knowledge that has kept CSSE running smoothly for decades. We are also especially grateful for the work of Michael Holden, our Conference Manager, who has done an excellent job responding to countless emails and liaison with the Program Planning

Committee, which is made of representatives of each Association and SIG. Collectively Michael and the Program Planning Committee have created an excellent program, over more than 6 months, in the face of many competing challenges. Lastly, I would like to thank our Communications Manager, Cameron Smith, for keeping our CSSE community abreast of important notices, and Barb Ford for managing our membership and conference registrations.

Finally, I would like to thank you, the conference delegates, for reconnecting with the CSSE community. Our national conference is more than a collection of individual papers, roundtables, and poster sessions – it is a time for us to share research and knowledge in our scholarly community to help build a better tomorrow. I hope you find this year's conference fruitful and look forward to welcoming you in May.

Thank you for supporting CSSE,

Louis Volante
President, CSSE

LE MOT DE BIENVENUE DU PRÉSIDENT

Chers congressistes,
Chères congressistes,

C'est avec grand plaisir que je vous souhaite la bienvenue au 51e congrès annuel de la Société canadienne pour l'étude de l'éducation, qui se tient de concert avec le Congrès des sciences humaines. Comme vous le savez, il s'agit de notre premier congrès en présentiel depuis le début de la pandémie, ce qui explique sans doute notre impatience de renouer de vieilles amitiés et d'en tisser de nouvelles à l'Université York.

Tant la Fédération que la SCÉÉ reconnaissent que le congrès de cette année a lieu sur le territoire traditionnel de nombreuses nations autochtones. La région connue sous le nom de Tkaronto est sous la responsabilité de gardiennage de la Nation Anishinabek, de la Confédération Haudenosaunee et des Hurons-Wendat. La communauté que forme la SCÉÉ tient à reconnaître officiellement les détenteurs actuels du traité, les Mississaugas de la Première Nation de Credit. Ce territoire fait l'objet du Pacte de la ceinture de wampum Dish with One Spoon, une entente visant à partager pacifiquement la région des Grands Lacs et à en prendre soin. Je vous invite à reconnaître cette entente lors de vos séances et à réfléchir à l'importance de la tenue de notre congrès national sur des terres autochtones.

Le thème du congrès de cette année est « Confronter le passé, réimaginer l'avenir ». Nous vous incitons à prendre le temps de réfléchir aux leçons que nous avons apprises, mais aussi à commencer à imaginer et à mettre en œuvre les conditions qui nous permettraient de créer un monde radicalement différent. L'éventail des sessions proposées par les associations qui forment la SCÉÉ fournit des pistes intéressantes pour approfondir notre réflexion ainsi que nos connaissances en matière d'éducation. Veuillez prendre note de nos événements spéciaux, notamment la séance plénière de la SCÉÉ, qui inclut la conférence de Carl James, Ph. D, professeur et titulaire de la chaire Jean Augustine – éducation, communauté et diaspora à l'Université York. Vous aurez aussi l'occasion de venir à la réception de la SCÉÉ, organisée en collaboration avec l'ACDÉ et l'OADE, à l'AGA de la SCÉÉ, aux séances Point de mire de la SCÉÉ et aux nombreux autres événements spéciaux qui auront lieu au sein de vos associations et GIS.

Le conseil d'administration de la SCÉÉ et moi-même tenons à exprimer notre gratitude envers les innombrables personnes, membres du personnel et bénévoles, qui soutiennent notre association nationale. Nous voulons remercier tout particulièrement Tim Howard, notre directeur de l'administration, dont l'immense bagage de connaissances assure le bon fonctionnement de notre association depuis des décennies. Il me faut aussi souligner le travail de Michael Holden, notre gestionnaire du congrès, qui a su de main de maître répondre aux innombrables courriels et assurer la liaison avec le comité de planification du programme, formé de représentants et représentantes de chaque association et GIS. Michael et ce comité se sont attelés, au cours des six derniers mois, à créer un excellent programme en dépit de nombreux défis souvent contradictoires. Je me dois également de remercier notre gestionnaire des communications, Cameron Smith, qui tient nos membres au courant d'avis importants, ainsi que Barb Ford, qui s'occupe des adhésions et des inscriptions au congrès.

En terminant, il me faut aussi vous remercier, vous, les congressistes, de tisser à nouveau des liens avec la SCÉÉ. Notre congrès national équivaut à bien plus qu'à une collection d'exposés individuels, de tables rondes et de présentations visuelles – c'est pour nous l'occasion de partager nos recherches et nos connaissances au sein d'une communauté de chercheurs et de chercheuses soucieuse de contribuer à bâtir des lendemains meilleurs. J'espère que vous tirerez profit du congrès de cette année. Au plaisir de vous accueillir en mai.

Merci de l'appui que vous accordez à la SCÉÉ.

Louis Volante
Président de la SCÉÉ

DEAN'S WELCOME

Dear CSSE Delegates,

I would like to extend a warm welcome and greetings from York University's Faculty of Education to the 51st Canadian Society for the Study of Education (CSSE) conference. York University is situated on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

As one of the top Faculties of Education in the country, we offer a broad range of innovative programs, research initiatives, and community partnerships, all of which embody our commitment to practices of accessibility, equity, diversity, inclusion, and decolonization. The Faculty of Education is comprised of an engaged and diverse community of researchers, scholars, activists, educators, staff, and students committed to academic and research excellence, democratic practices, and the promotion of decolonizing equitable, and inclusive education. This year, uncannily like CSSE, we in the Faculty of Education enter our 51st year.

The theme of this year's conference, 'Reckonings and Re-imaginings' aligns with many of the strategic priorities being undertaken in our Faculty as reflected in our new Five-Year Strategic Plan and its vision to foster a view of education as an engagement of intellectual, ethical, social, and interpersonal relationships. We are excited to host four Faculty-led events planned by our Congress Working Group under the leadership of our Associate Dean of Research, Lisa Farley. These events strongly reflect our collective commitment to social justice, democracy, and pedagogies of redress and will occasion opportunities to rethink links between the past and future, education and schooling, and leadership and responsibility in working toward a more just future of the field and beyond.

I would like to thank the Associate Dean Research, Lisa Farley, members of the Faculty Congress Working Group, and all in the conference committee for their dedication and sustained commitment to make this year's event possible. I thank all faculty scholars, postdoctoral fellows, and graduate students who are presenting important work at this year's event. I am looking forward to the presentations from the many scholars within our Faculty, and from across our university community.

I wish you all the best for a great conference experience.

Robert Savage,
Dean, Faculty of Education
York University

LE MOT DE BIENVENUE DU DOYEN

Chers délégués de la SCÉÉ,
Chères déléguées de la SCÉÉ,

Je vous souhaite, de la part de la Faculté d'éducation de l'Université York, la plus cordiale bienvenue au 51e congrès de la Société canadienne pour l'étude de l'éducation. L'Université York reconnaît sa présence sur le territoire traditionnel de nombreuses nations autochtones. La région connue sous le nom de Tkaronto est sous la responsabilité de gardiennage de la Nation Anishinabek, la Confédération Haudenosaunee et les Hurons-Wendat. Elle abrite maintenant de nombreuses communautés de Premières nations, d'Inuits et de Métis. Nous reconnaissons les détenteurs actuels du traité, les Mississaugas de la Première Nation de Credit. Ce territoire fait l'objet du Pacte de la ceinture de wampum Dish with One Spoon, une entente visant à partager pacifiquement la région des Grands Lacs et à en prendre soin.

À titre de l'une des principales Facultés d'éducation au pays, nous offrons un vaste éventail de programmes, d'initiatives de recherche et de partenariats communautaires novateurs, qui témoignent tous de notre engagement à l'égard de pratiques favorisant l'accessibilité, l'équité, la diversité, l'inclusion et la décolonisation. Notre Faculté d'éducation forme une communauté engagée et diversifiée, qui regroupe des chercheurs et chercheuses, des universitaires, des activistes, des éducateurs et

éducatrices, des membres du personnel et des étudiants et étudiantes qui ont à cœur l'excellence universitaire et l'excellence en recherche ainsi que les pratiques démocratiques et la promotion de la décolonisation dans le cadre d'une éducation équitable et inclusive. Cette année, curieusement, tout comme la SCÉÉ, notre Faculté d'éducation entre dans sa 51e année.

Le thème du congrès de cette année, « Confronter le passé, réimaginer l'avenir », s'inscrit dans le droit fil d'un grand nombre des priorités stratégiques déployées par notre Faculté, lesquelles font partie de notre nouveau Plan stratégique quinquennal et de notre vision, à savoir favoriser une vision de l'éducation comme un engagement dans des relations intellectuelles, éthiques, sociales et interpersonnelles. Nous sommes ravis d'être l'hôte de quatre événements planifiés par notre groupe de travail pour le Congrès des sciences humaines sous la direction de notre doyenne associée à la recherche, Lisa Farley. Ces événements reflètent fortement notre engagement collectif à l'égard de la justice sociale, de la démocratie et des pédagogies axées sur la réparation et seront d'autant d'occasions de repenser les liens entre le passé et l'avenir, entre l'éducation et la scolarisation et entre le leadership et la responsabilité dans la recherche d'un avenir plus juste dans notre sphère d'activité et au-delà.

Je tiens à remercier la doyenne associée à la recherche, Lisa Farley, les membres du groupe de travail de notre Faculté pour le Congrès des sciences humaines et l'ensemble du comité responsable du congrès qui, par leur dévouement et leur engagement profond, a rendu possible la tenue de l'événement de cette année. Je remercie également les universitaires, les boursiers et boursières de niveau postdoctoral et les étudiants et étudiantes aux cycles supérieurs qui présentent le fruit de leurs importantes recherches lors de ce congrès. J'ai hâte d'entendre les exposés des nombreux universitaires de notre Faculté et de l'ensemble de notre communauté universitaire.

Je formule le souhait que l'expérience de ce congrès vous soit des plus profitables!

Robert Savage
Doyen, Faculté d'éducation
Université York

COMMITMENT TO BILINGUALISM

As a bilingual association, CSSE is committed to showcasing the work of scholars in English, French, or the language(s) of our authors' work and research. Multilingual research and presentations reflect the diversity of our community and our scholarship, and we hope that you take the opportunity to engage with colleagues in these spaces.

As you read this year's program, please take special note of sessions tagged as *Bilingual / Bilingue*, which indicate that at least one paper in the session includes bilingual content. Bilingual content may include presentations, slides, or discussion questions in multiple languages, based on presenter comfort level and needs of each session.

As you prepare for this year's conference, if you would like support from CSSE graduate students with slide translation, or would like support with bilingual discussions during your presentation (e.g., Q&A support), **please email communications@csse-scee.ca by March 31, 2023.**

ENGAGEMENT EN FAVEUR DU BILINGUISME

En tant qu'association bilingue, la SCÉÉ s'engage à présenter les travaux des chercheuses et chercheurs en anglais, en français ou dans la (les) langue(s) des travaux des autrices et des auteurs. Les recherches et présentations multilingues reflètent la diversité de notre communauté et de notre quête de savoir; nous espérons que vous profiterez de l'occasion pour échanger avec vos collègues dans ces espaces.

En lisant le programme de cette année, veuillez prendre note des séances avec la mention *Bilingual / Bilingue*, ce qui indique qu'au moins une communication dans la séance comprend un contenu bilingue. Le contenu bilingue peut inclure des exposés, des diapositives ou des questions de discussion dans plusieurs langues, et ce, en fonction du niveau de maîtrise linguistique du conférencier ou de la conférencière et des besoins de chaque séance.

En vous préparant pour le congrès de cette année, si vous souhaitez recourir à des étudiantes ou étudiants aux cycles supérieurs membres de la SCÉÉ pour la traduction de diapositives ou obtenir un soutien lors des discussions bilingues pendant votre présentation (par ex., pour les questions et réponses), **veuillez envoyer un courriel à communications@csse-scee.ca d'ici le 31 mars 2023.**

PRESENTER GUIDELINES

1. **Presenters must register for the conference, be prepared to attend the conference, and make their presentations according to the program schedule.** If you are unable to attend, please notify the program chair of your Association or SIG as soon as possible.

2. **CSSE membership is separate from conference registration.** As outlined in the Call for Proposals, all delegates attending the conference, including current members and presenting authors, must register for (1) the CSSE conference, and (2) the Congress for the Social Sciences and Humanities (Congress).

3. **Sessions will be scheduled throughout the entire conference.** Your session may be in the first timeslot on the first day, or the last timeslot on the last day of the conference. We cannot accommodate change requests based on presenters' individual schedules.

4. **CSSE sessions are typically 60 or 75 minutes in length.** Symposia, panels, and professional development workshops use the full session length. Multipaper, roundtable, and poster presentations divide the session time equally between each presentation in the session. For example, a 60-minute multipaper session may include 3 presenting papers, with 15 minutes for each presentation, leaving 15 minutes for discussion. Symposia requiring two consecutive timeslots may be possible, at the discretion of the respective program chair.

5. **Multipaper sessions, symposia, panels, and professional development workshops will occur in rooms equipped with a basic audio-visual package (i.e. computer, projector, and USB port).** Sessions in rooms holding >70 people will also be equipped with 1 microphone. We recommend authors bring their presentation on a USB drive. CSSE requests that presenters be reasonable in their demands for AV equipment. CSSE cannot guarantee additional equipment. CSSE reserves the right to charge presenters for costly demands.

6. **Roundtable and poster sessions occur in large gallery spaces with no audio-visual equipment (e.g. an atrium, hallway, or gym).** Cables or running cords will not be permitted. Poster displays should be at most 4' by 4' to maximize the number of posters that can be displayed in the poster gallery. Presenters are asked to bring copies of their presentations or summaries to enable participants to discuss the topic more effectively.

7. **Some Associations (e.g. CERA, CAEP) ask presenters to submit a copy of the full paper for discussants' review before the conference begins.** Specific details will be communicated to affected presenters in advance.

DIRECTIVES À l'INTENTION DES CONFÉRENCIERS ET CONFÉRENCIÈRES

1. **Les personnes qui feront un exposé doivent s'inscrire au congrès, être prêtes à assister au congrès et présenter leur communication selon l'horaire prévu.** Dans l'éventualité où vous ne seriez pas en mesure de participer, veuillez aviser le ou la responsable du programme de votre association ou GIS dès que possible.

2. **La cotisation à payer à titre de membre de la SCÉÉ et les frais d'inscription au congrès de la SCÉÉ sont deux choses distinctes.** Comme il est indiqué dans l'Appel de propositions, tous les congressistes, y compris les membres en règle et les auteurs et autrices qui présentent une communication, doivent s'inscrire : 1) au congrès de la SCÉÉ, et 2) au Congrès des sciences humaines.

3. **Les séances sont réparties tout au long du congrès.** Votre séance pourrait être dans le premier créneau le premier jour ou dans le dernier créneau le dernier jour du congrès. Nous ne pouvons pas répondre aux demandes de changement en fonction des horaires individuels des personnes qui présentent une communication.

4. **La durée des séances de la SCÉÉ est ordinairement de 60 ou de 75 minutes.** Les colloques, les panels et les ateliers de perfectionnement professionnel prennent toute la durée de la séance. Pour les séances regroupant des exposés individuels ainsi que pour les tables rondes et les présentations visuelles, la durée de la

séance est divisée de manière équitable entre chaque communication dans la séance. Par exemple, une séance regroupant des exposés individuels d'une durée totale de 60 minutes peut comprendre trois communications de 15 minutes chacune, ce qui laisse 15 minutes pour la discussion. Il est possible de proposer un colloque qui s'étend sur deux périodes consécutives; la décision revient au ou à la responsable du programme concerné.

5. **Les séances regroupant des exposés individuels, les colloques, les panels et les ateliers de perfectionnement professionnel se dérouleront dans des salles équipées d'un matériel audiovisuel de base (c.-à-d. un ordinateur, un projecteur et un port USB).** Il y aura aussi un microphone pour les séances se déroulant dans des salles pouvant accueillir plus de 70 personnes. Nous recommandons aux auteurs et autrices de mettre leur communication sur une clé USB. La SCÉÉ prie les personnes qui font des exposés d'être raisonnables dans leurs demandes quant aux équipements audiovisuels. La SCÉÉ ne peut pas garantir que d'autres équipements audiovisuels seront disponibles. La SCÉÉ se réserve le droit d'exiger des personnes qui demandent des équipements coûteux qu'elles en assument les frais.

6. **Pour les tables rondes et les présentations visuelles, les séances se dérouleront dans de grands espaces galerie sans équipement audiovisuel (p. ex., un atrium, un couloir ou un gymnase).** Les câbles et les cordons électriques ne sont pas autorisés. La taille des affiches ne devrait pas dépasser 4 pi x 4 pi afin de permettre d'exposer le plus grand nombre d'affiches dans la galerie. Les personnes qui font des exposés sont priées d'apporter des exemplaires de leur communication ou de leur résumé afin de favoriser des échanges plus fructueux.

7. **Certaines associations (p. ex., ACCÉ, ACP) demandent aux personnes qui feront des exposés de soumettre une copie de leur communication complète afin que les commentateurs et commentatrices puissent en prendre connaissance avant le congrès.** Des détails précis seront communiqués à l'avance aux personnes concernées.

SESSION DELIVERY MODES

As we shared in the Call for Proposals, CSSE 2023 will be held mostly in person at York University's Keele campus, with some virtual elements available on the Swoogo platform organized by Congress. While CSSE now has two years of experience hosting online-only gatherings, we have no experience hosting a hybrid conference at CSSE's scale, and a fully (or largely) hybrid gathering involves significant challenges.

Throughout the program, sessions are tagged as being either "In Person", "Hybrid", or "Online Only". **In-person sessions** take place in rooms that may not be equipped with appropriate technology for a fully interactive hybrid session. **Hybrid sessions** take place in rooms that are equipped with appropriate technology, and can be accessed *either* in-person or via the Swoogo platform. **Online only sessions** take place exclusively via the Swoogo platform.

1. **To attend an in-person session,** delegates and presenters are asked to join in-person in the room number listed. We are not able to support delegates "Zooming in" to in-person sessions due to infrastructure limitations. Campus and building maps will be available in the forthcoming CSSE Program App.

2. **To attend a hybrid session,** delegates and presenters may choose to *either* join in-person (i.e., coming to the room listed), or virtually via the Swoogo platform. All delegates registered with CSSE will have access to the Swoogo platform. You will receive instructions for accessing and navigating the platform before the beginning of the conference. Hybrid sessions will be supported by a volunteer facilitator to help mediate the flow between online and in-person attendees.

3. **To attend an online-only session,** access the Swoogo platform and join the session virtually. The only difference between hybrid sessions and online-only sessions is that there is no in-person space assigned to the session.

Delegates attending CSSE 2023 in-person may choose whether to attend hybrid sessions in-person or online. If you are attending in-person and there is no more space in the room, or if you simply wish to attend a hybrid session remotely instead, you are welcome to use one of the **Connection Rooms** listed in the table below. These rooms provide a dedicated, relatively quiet space for you to attend hybrid or online-only sessions while in-person at the conference. These Connection Rooms will not be equipped with AV support. Please bring your own device and headphones, as delegates may be listening in to multiple different sessions at the same time.

Connection Rooms for Attending Hybrid and Online Sessions			
Day 1 / Jour 1 **Sun. / dim.** **May 28 / 28 mai**	**Day 2 / Jour 2** **Mon. / lun.** **May 29 / 29 mai**	**Day 3 / Jour 3** **Tue. / mar.** **May 30 / 30 mai**	**Day 4 / Jour 4** **Wed. / mer.** **May 31 / 31 mai**
Rob And Cheryl McEwen Graduate Study & Research Building **(MB) G110** Rob And Cheryl McEwen Graduate Study & Research Building **(MB) G208** Seymour Schulich Building **(SSB) W253** Seymour Schulich Building **(SSB) W254**	Rob And Cheryl McEwen Graduate Study & Research Building **(MB) G208** Seymour Schulich Building **(SSB) S128**	Rob And Cheryl McEwen Graduate Study & Research Building **(MB) G208** Seymour Schulich Building **(SSB) W356** Seymour Schulich Building **(SSB) W357**	Seymour Schulich Building **(SSB) W253** Seymour Schulich Building **(SSB) W254** Seymour Schulich Building **(SSB) W255**

MODES DE PRESTATION DES SÉANCES

Comme nous l'annoncions dans notre appel de propositions, le congrès de 2023 de la SCÉÉ se déroulera principalement en présentiel sur le campus Keele de l'Université York avec certains éléments virtuels offerts sur la plateforme Swoogo organisée par le Congrès des sciences humaines. Bien que la SCÉÉ ait maintenant deux ans d'expérience à titre d'organisatrice de rassemblements uniquement en ligne, nous n'avons aucune expérience en ce qui concerne l'organisation d'un congrès hybride à l'échelle de la SCÉÉ, d'autant qu'un congrès entièrement (ou pour une large part) hybride suppose des défis importants.

Dans le programme, les séances sont identifiées comme suit : « Sur place », « Hybride » ou « Uniquement en ligne ». Les **séances sur place** se déroulent dans des salles qui ne disposent pas de la technologie qu'il faut pour une séance hybride entièrement interactive. Les **séances hybrides** se déroulent dans des salles qui sont équipées de la technologie appropriée; on peut y avoir accès *soit* sur place, *soit* par le biais de la plateforme Swoogo. Les **séances uniquement en ligne** se tiennent exclusivement par le biais de la plateforme Swoogo.

1. **Pour assister à une séance sur place,** les congressistes et ceux et celles qui font un exposé sont invités à se joindre en personne dans la salle dont le numéro est indiqué. Nous ne sommes pas en mesure d'accueillir dans ces séances sur place des congressistes à distance, faute d'infrastructures adéquates. Des plans du campus et des édifices seront fournis ultérieurement dans l'appli du programme du congrès de la SCÉÉ.

2. **Pour assister à une séance hybride,** les congressistes et ceux et celles qui font un exposé ont le choix : s'y joindre *soit* en personne (c.-à-d. en se rendant dans la salle dont le numéro est indiqué), *soit* virtuellement par la plateforme Swoogo. Les personnes qui s'inscrivent au congrès de la SCÉÉ auront accès à la plateforme Swoogo. Vous recevrez des directives concernant l'accès à la plateforme et aux fonctions de navigation avant le début du congrès. Les séances hybrides bénéficieront de l'appui d'un facilitateur ou d'une facilitatrice bénévole qui aidera à fluidifier les liens entre les congressistes en ligne et sur place.

3. **Pour assister à une séance uniquement en ligne,** il faut accéder à la plateforme Swoogo et vous joindre à la séance en format virtuel. La seule différence entre les séances hybrides et les séances uniquement en ligne, c'est qu'il n'y a pas aucun espace en présentiel assigné à cette séance.

Les personnes qui assistent sur place au congrès de 2023 de la SCÉÉ peuvent choisir d'assister aux séances hybrides sur place ou en ligne. Si vous êtes sur place et qu'il n'y a pas plus de place dans la salle ou que vous souhaitez simplement assister à distance à une séance hybride, vous pouvez utiliser l'une des **salles de connexion** indiquées dans le tableau ci-dessous. Ces salles constituent un espace dédié, relativement calme, où vous pouvez assister à des séances hybrides ou uniquement en ligne pendant vous êtes sur les lieux au congrès. Ces salles de connexion ne seront pas équipées d'un support AV. Veuillez apporter votre propre appareil et vos écouteurs, car des congressistes pourraient écouter d'autres séances en même temps.

Salles de connexion pour assister aux séances hybrides et en ligne			
Day 1 / Jour 1 Sun. / dim. May 28 / 28 mai	**Day 2 / Jour 2 Mon. / lun. May 29 / 29 mai**	**Day 3 / Jour 3 Tue. / mar. May 30 / 30 mai**	**Day 4 / Jour 4 Wed. / mer. May 31 / 31 mai**
Rob And Cheryl McEwen Graduate Study & Research Building **(MB) G110** Rob And Cheryl McEwen Graduate Study & Research Building **(MB) G208** Seymour Schulich Building **(SSB) W253** Seymour Schulich Building **(SSB) W254**	Rob And Cheryl McEwen Graduate Study & Research Building **(MB) G208** Seymour Schulich Building **(SSB) S128**	Rob And Cheryl McEwen Graduate Study & Research Building **(MB) G208** Seymour Schulich Building **(SSB) W356** Seymour Schulich Building **(SSB) W357**	Seymour Schulich Building **(SSB) W253** Seymour Schulich Building **(SSB) W254** Seymour Schulich Building **(SSB) W255**

ABBREVIATIONS | ABRÉVIATIONS

Chair Chairperson(s) **Prés.** Président(s), présidente(s)
Disc. Discussant(s) **Comm.** Commentateur(s), commentatrice(s)
Org. Organizer(s), Organisateur(s)/organisatrice(s)
Facil. Facilitator(s), facilitateur(s)/facilitatrice(s)

ACDE-ACDÉ Association of Canadian Deans of Education / Association canadienne des doyens et doyennes d'éducation
ARTS-SCEA Arts Researchers and Teachers Society / Société des chercheurs et des enseignants des arts
CAARE-ACRAÉ Canadian Association of Action Research in Education / Association canadienne de la recherche-action en éducation
CACS-ACÉC Canadian Association for Curriculum Studies / Association canadienne pour l'étude du curriculum
CAEP-ACP Canadian Association for Educational Psychology / Association canadienne de psychopédagogie
CAFE-ACÉFÉ Canadian Association of Foundations of Education / Association canadienne pour l'étude des fondements de l'éducation
CAREC-ACRPE Canadian Association for Research in Early Childhood / Association canadienne de recherche en petite enfance
CASEA-ACÉAS Canadian Association for the Study of Educational Administration / Association canadienne pour l'étude de l'administration scolaire
CASE-ACSÉ The Canadian Association of Sociology of Education / Association canadienne de sociologie de l'éducation
CASIE-ACÉÉA Canadian Association for the Study of Indigenous Education / Association canadienne pour l'étude de l'éducation des autochtones
CASWE-ACÉFÉ Canadian Association for the Study of Women and Education / Association canadienne pour l'étude sur les femmes et l'éducation
CATE-ACFE Canadian Association for Teacher Education / Association canadienne pour la formation des enseignants
CCGSE-CCÉÉCSÉ Canadian Committee of Graduate Students in Education / Comité canadien des étudiants et étudiantes aux cycles supérieurs en éducation
CCPA-ACPC Canadian Critical Pedagogy Association / Association canadienne de pédagogie critique
CERA-ACCÉ Canadian Educational Researchers' Association / Association canadienne des chercheurs en éducation
CERN-RRÉC Citizenship and Education Research Network / Réseau de recherche sur l'éducation à la citoyenneté
CIESC-SCÉCI Comparative and International Education Society of Canada / Société canadienne d'éducation comparée et internationale
CJE-RCÉ Canadian Journal of Education / Revue canadienne de l'éducation
CPES-SCPÉ Canadian Philosophy of Education Society / Société canadienne de la philosophie de l'éducation
LLRC-ACCLL Language and Literacy Researchers of Canada / Association canadienne des chercheurs en langue et littératie
PHETE-GFEÉPS Physical & Health Education Teacher Education / Groupe sur la formation à l'enseignement en éducation physique et santé
QSEC-ÉAÉC Queer Studies in Education and Culture / Étude de l'allosexualité dans l'éducation et la culture
RÉÉFMM Regroupement pour l'étude de l'éducation francophone en milieu minoritaire / Group for the Study of Francophone Education in a Minority Setting
SERG-GRES Science Education Research Group / Groupe de recherche sur l'enseignement de la science
SIGEMM-GISEMM Special Interest Group on Education and Mediation in Museums /Groupe d'intérêt spécialisé en éducation et médiation muséales
SIG-LS / GIS-SA Special Interest Group: the Learning Sciences / Groupe d'intérêt spécialisé : Sciences de l'apprentissage
SSHRC-CRSH Social Sciences and Humanities Research Council / Conseil de recherches en sciences humaines
SSTEP-GAMFE Self-Study of Teacher Education Practices / Groupe sur l'autoapprentissage et les méthodes de formation à l'enseignement
TATE-TFEE Technology and Teacher Education / Technologie et formation des enseignantes et enseignants

2023 CSSE PROGRAM COMMITTEE
COMITÉ DU PROGRAMME 2023 DE LA SCÉÉ

Tim Howard, Director | Directeur
Michael Holden (Queen's), Conference Manager | Gestionnaire du congrès
Cameron Smith (Ottawa), Communications Manager | Gestionnaire des communications
Aisha Patel (York), Local Arrangements Coordinator | Coordonnatrice logistique locale

ACDE-ACDÉ Katy Ellsworth (UBC)
ARTS-SCEA Layal Shuman (Toronto Metropolitan), Katie Tremblay (Trent)
CAARE-ACRAÉ Manu Sharma (Thompson Rivers)
CACS-ACÉC Mickie Noble (Royal Roads), Claire Ahn (Queen's), Natalia Balyasnikova (York)
CAEP-ACP Lindsey Jaber (Windsor), Nancy Norman (Kwantlen Polytechnic)
CAFE-ACÉFÉ Jeannie Kerr (Simon Fraser)
CAREC-ACRPS Christine Massing (Regina), Iris Berger (UBC)
CASEA-ACÉAS Patricia Briscoe (Niagara), Christy Thomas (Ambrose)
CASE-ACSÉ Alana Butler (Queen's), Jeannie Kerr (Simon Fraser)
CASIE-ACÉÉA Jennifer MacDonald (Calgary), Sara Davidson (Simon Fraser), Jackson Pind (Trent)
CASWE-ACÉFÉ Caroline Riches (McGill), Amy Burns (Calgary)
CATE-ACFE Sheryl MacMath (Fraser Valley), Mimi Masson (Ottawa)
CCGSE-CCÉÉCSÉ Amanda Battistuzzi (Ottawa), Thu Le (Windsor)
CCPA-ACPC Lisa Taylor (Bishop's)
CERA-ACCÉ Pei-Ying Lin (Saskatchewan), Caroline Locher-Lo (UBC)
CERN-RRÉC Catherine Broom (UBC)
CIESC-SCÉCI Nombuso Dlamini (York)
CPES-SCPÉ Lana Parker (Windsor)
LLRC-ACCLL Katie Brubacher (Alberta), Lisa Ambaye (Ottawa)
PHETE-GFEÉPS LeAnne Petherick (UBC)
QSEC-ÉAÉC Jacob DesRochers (Queen's), Bridget Stirling (Alberta)
RÉÉFMM Rachelle Gauthier (PEI)
SERG-GRES Latika Raisinghani (Regina), Lilian Pozzer (Manitoba)
SIGEMM-GISEMM Marie-France Bérard (UBC)
SSTEP-GAMFE Kevin O'Connor (Mount Royal)
TATE-TFEE Megan Cotnam-Kappel (Ottawa), Helen DeWaard (Lakehead)

PRECONFERENCE / PRÉCONGRÈS
May 27 / 27 mai 2023

CASEA-ACÉAS	
Victor Phillip Dahdaleh Building (DB) 3069 **In-Person / Sur place** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	

CIESC-SCÉCI	
Details forthcoming **Détails à venir** **In-Person / Sur place** **Time TBD** **Heure à venir**	

PRECONFERENCE / PRÉCONGRÈS
May 27 / 27 mai 2023

CPES-SCPÉ	
At OISE-UT, specific Room TBC **À l'OISE-UT, salle à confirmer** **In-Person / Sur place** **8:15 A.M. – 5:45 P.M. /** **8 h 15 – 17 h 45**	Opening Mot de bienvenue
	Methodological tactics
	Tactics of relevance
	Lunch
	Tactics of relevance
	Methodological tactics
Lieu à confirmer	Closing and Dinner Nearby Mot de la fin et souper dans les environs

PRECONFERENCE / PRÉCONGRÈS
May 27 / 27 mai 2023

LLRC-ACCLL	
Seymour Schulich Building (SSB) E111 **Hybrid / Hybride** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	
Seymour Schulich Building (SSB) E112 **Hybrid / Hybride** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	LLRC-ACCLL Pre-Conference / Précongrès Breakout Room / Salle de discussion
Seymour Schulich Building (SSB) E115 **Hybrid / Hybride** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	LLRC-ACCLL Pre-Conference / Précongrès Breakout Room / Salle de discussion
Seymour Schulich Building (SSB) S128 **In-Person / Sur place** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	LLRC-ACCLL Pre-Conference / Précongrès Breakout Room / Salle de discussion

PRECONFERENCE / PRÉCONGRÈS
May 27 / 27 mai 2023

CSSE-SCÉÉ	
Seymour Schulich Building (SSB) S123 **Hybrid / Hybride** **8:15 A.M. – 4:30 P.M. / 8 h 15 – 16 h 30**	**Board Meeting / Réunion du conseil d'administration**

TATE-TFEE	
Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102 **In-Person / Sur place** **9:45 A.M. – 12:15 P.M. / 9 h 45 – 12 h 15**	Embedding Digital Fluency and authentic STEM learning in Pre-Service Teacher Education in Partnership with Industry and Government Agencies Join us to explore Embedding Digital Fluency and Authentic STEM Learning in Pre-service Teacher Education in Partnership with Industry and Government Agencies with the Faculty of Education at Wilfrid Laurier University, Let's Talk Science, and InkSmith Ltd. The session will address research measuring the STEM efficacy of pre-service and in-service teachers and innovative ways to support research beyond the Tri-council granting agencies. In addition, both Let's Talk Science and Laurier researchers will share their respective experiences with industry and government partners including the Canadian Space Agency. Get ready to dive in and play with coding, micro:bits and robotics as part of the Mission on the Moon and try the physical or digital Lunar Rover Research Challenge board game to design your own moon mission!"

PRECONFERENCE / PRÉCONGRÈS
May 27 / 27 mai 2023

ARTS-SCÉA	
Accolade East Building (ACE) 116, York University, 4700 Keele Street **In-Person / Sur place** **10:00 – 11:00 A.M. / 10 h 00 – 11 h 00** **Open Event / Evénement ouvert**	**Tour of Art Gallery at York University** **Visite guidée de l'Art Gallery de l'Université York** Meet at the Art Gallery and join us for an organized tour of the gallery.
In-Person / Sur place **11:00 – 11:45 A.M. / 11 h 00 – 11 h 45** **Open Event / Evénement ouvert**	**Lunch on your Own** **Lunch libre**
Seymour Schulich Building (SSB) E118 **Hybrid / Hybride** **11:45 A.M. – 12:35 P.M. / 11 h 45 – 12 h 35** **Open Event / Evénement ouvert**	**Workshop 1 / Ateliers 1** **WLAK: Tensions. Steps. Releases** *Kathy Mantas (Nipissing), Joanne Ursino (UBC)*

PRECONFERENCE / PRÉCONGRÈS
May 27 / 27 mai 2023

ARTS-SCÉA	
Seymour Schulich Building (SSB) E118 **Hybrid / Hybride** **12:45 – 1:45 P.M. / 12 h 45 – 13 h 45** **Open Event / Evénement ouvert**	**Roundtable / Table ronde** Education as a Human Right: Perspectives of Afghan and Syrian Young Adult Refugees in Canada *Narjes Hashemi (McGill), Arianne Maraj-Guitard (McGill)*
	An arts-based Comparison of the Canadian and Greek Curriculum *Tatiana Bogosian (McGill)*
	The Experiences of a First-Generation Student in Quebec *Nayani Sellar Kathirithamby (McGill)*
	Impacting Relationships through Story-telling *Ashika Ashika (McGill)*
	Improving Engagement & Inclusive Pedagogy Within High-School Music Education *Jessica Traynor (McGill)*
	Canadian Society for Education through Art Education (CSEA/SCÉA): 68 Years and Growing *Kathy Mantas (Nipissing), Joanne Ursino (UBC)*
Seymour Schulich Building (SSB) E118 **Hybrid / Hybride** **1:55 – 2:45 P.M. / 13 h 55 – 14 h 45** **Open Event / Evénement ouvert**	**Workshop 2 / Ateliers 2** **Emergent Co-Creation: Fibre, Tech & Sound** *Sandra Poczobut (Western), Malvika Agarwal (Western)*

PRECONFERENCE / PRÉCONGRÈS
May 27 / 27 mai 2023

ARTS-SCÉA	
Seymour Schulich Building (SSB) E118 **Hybrid / Hybride** **3:00 – 3:50 P.M. /** **15 h 00 – 15 h 50** **Open Event / Evénement ouvert**	**Workshop 3 / Ateliers 3** **EDI Through Integrated Arts** *Jen Hinkkala (McGill), Jessica Traynor (McGill), Nayani Sellar Kathirithamby (McGill), Tatiana Bogosian (McGill), Isabelle Plante (McGill)*
Seymour Schulich Building (SSB) E118 **Hybrid / Hybride** **4:00 – 4:30 P.M. /** **16 h 00 – 16 h 30** **Open Event / Evénement ouvert**	**Wine and Cheese** **Vin et fromage**
Seymour Schulich Building (SSB) E118 **Hybrid / Hybride** **4:30 – 6:00 P.M. /** **4 h 00 – 18 h 00**	**ARTS-SCÉA** **AGM / AGA**

PRECONFERENCE / PRÉCONGRÈS
May 27 / 27 mai 2023

ACCUTE	
Accolade Building West (ACW) 109 **In-Person / Sur place** **Open Event / Evénement ouvert** **1:30 P.M. / 13 h 30**	**Plenary / Séance plénière** **The Art of Paying Attention to Climate Change** *Min Hyoung Song* CSSE-SCÉÉ delegates are invited to attend the ACCUTE plenary session, which focuses on the ongoing climate crisis and the roles we as individuals and institutions play in addressing both climate change specifically, and environmental education more broadly. Financial support for this session was provided by the Federation for the Humanities and Social Sciences.

CATE-ACFE	
Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102 **In-Person / Sur place** **1:30 – 4:15 P.M. / 13 h 30 – 16 h 15**	After three years of nearly virtual conferencing and meetings, we are (re)learning the art of meeting and connecting with people. Our goal with this pre-conference is to provide space for people to rebuild relationships and to make new connections with others in teacher education. To identify common challenges and to leave with new projects, new strategies, new goals and new partners to work with. The structure of the pre-conference is keeping in mind the focus/theme: (un)conferencing. We invite you all to take this opportunity after a gap of two years to connect, interact, share and reform relationships with each other. In order to build back these connections over our shared interests of research in teacher education and several aspects of it like public policy and narrative around Teacher education, curricular developments and movements over the course of the last decade, changing/evolving conversation around professional development programs but not limited to.

PRECONFERENCE / PRÉCONGRÈS
May 27 / 27 mai 2023

CAFE-ACÉFÉ	
Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102 **In-Person / Sur place** **3:00 – 5:45 P.M. / 13 h 30 – 16 h 15**	**Symposium-Panel / Colloque-panel** **Contemplative Practices in School and Higher Education** Org.: Thomas Falkenberg (Manitoba)

TIMESLOT 1 / PÉRIODE 1
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 28 / 28 mai 2023

Session / Séance 1.1 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Artistic Practice** Making sense during the pandemic: Rethinking seniors' artistic practice *Quincy Wang (Simon Fraser), Ching-Chiu Lin (Simon Fraser)*
	Walking Material and Digital A/r/tographic Paths in Community *Nicole Lee (NSCAD), Ken Morimoto (UBC), Marzieh Mosavarzadeh (UBC), Joanne Ursino (UBC), Rita Irwin (UBC)*
	Seeing theories of 'study' in cartoon self-portraits by undergraduate researchers *Tesni Ellis (York)*

Session / Séance 1.2 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Curriculum Studies 1** Implementing the core competencies: BC educators' perspectives and experiences *Meaghan Storey (Victoria)*
	Study and the Fire This Time: A Curriculum Conversation *Warren Crichlow (York), Aparna Mishra Tarc (York), Mario DiPaolantonio (York)*
	(Dis)Placing Life Writing Research: A Canadian Curriculum Theory Project *Nicholas Ng-A-Fook (Ottawa), Patrick Phillips (Ottawa), Melissa Daoust (Ottawa), Madelaine McCracken (Ottawa), Mélissa Villella (UQAT), Lisa Howell (Ottawa)*
	Reframing the lens of curriculum through the abeng for multispecies flourishing *Steven Khan (Brock), G. Michael Bowen (Mount Saint Vincent), Douglas Karrow (Brock)*

TIMESLOT 1 / PÉRIODE 1
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 28 / 28 mai 2023

Session / Séance 1.3 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Self-Regulated Learning** Validating the self-regulated learning profile and self-diagnostic instrument for middle school students *Meng Qi Wu (Victoria), Safoura Askari (Victoria), Violet Cieslik (Victoria), Allyson Hadwin (Victoria), Ramin Rostampour (Victoria)*

Session / Séance 1.4 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CAFE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Educational Legislation and Policy: Tensions and Gaps** Conservatism, oil, and a province's future: A critical policy history of Alberta's Education Act *Lauren Jervis (Western)*
	The Commodification of Higher Education as a Driver of Academic Misconduct and Contract Cheating *Sarah Elaine Eaton (Calgary)*
	Tensions and Coherence between Federal and Provincial policies *Atiqa Marium (Western)*

Session / Séance 1.5 **Eleanor Winters Art Gallery, Winters College (WC) 129** **In-Person / Sur place** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	**CAREC-ACRPE** **Special Event / Événement spécial** **Art Gallery Installation / Installation à l'Art Gallery** More than the mark: the choreographies and generosities of young children's drawing *Sylvia Kind (Capilano)* This exhibition intends to make visible very young children's drawing as an interactive event of sounds, rhythms, movements, materials, gestures, marks, generosities, hospitalities, synchronicities, and relationalities. It situates drawing as inherently relational and composed together with others as if the act of drawing is about us rather than a self-centred I. This shifts the perceived foundations of drawing and what we think might matter, and opens spaces to consider how the drawing event is much more than the child's representational intent and the marks made.

TIMESLOT 1 / PÉRIODE 1
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 28 / 28 mai 2023

Session / Séance 1.6 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G105** **In-Person / Sur place**	**CASIE-ACÉÉA** **Special Event / Événement spécial** **Opening / Mot de bienvenue**

Session / Séance 1.7 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CATE-ACFE** **Multi-paper / Plusieurs communications** **Equity, diversity, and race** We Are All Racists: Undoing whiteness in Teacher Education *Jess Tsang, Ardavan Eizadirad (Laurier)*
	Freedom Forest: A Competency-Inspired Tool for Teaching 'Freedom' *Lyndze Harvey (Victoria)*

Session / Séance 1.8 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CATE-ACFE / TATE-TFEE** **Multi-paper / Plusieurs communications** **Technology** Head, Heart and Hands: A Multilevel Mixed Methods Study *Jillianne Code (UBC), Kieran Forde (UBC), Rachel Moylan (UBC), Rachel Ralph (Centre for Digital Media)*
	Interpreting Experts' Perspectives on Philosophizing Media and Technology for Children and Youth *Vicente Regis (UBC)*
	Speculative World Building and Professional Development in Secondary School Contexts *Brittany Tomin (Regina)*

TIMESLOT 1 / PÉRIODE 1
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 28 / 28 mai 2023

Session / Séance 1.9 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Classroom assessment** A Comprehensive Evaluation of the Effectiveness of Accommodations for Secondary Gifted Students *Pei-Ying Lin (Saskatchewan)*
	Dissecting the role of feedback on students' learning *Somyata Gupta (Victoria)*
	Exploring parental attitudes towards classroom assessment *Andrew Coombs (Memorial), Joelle Rodway (Memorial), Nevra Ozoren Sener (Memorial)*

Session / Séance 1.10 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Cultural Dissonance** Understanding the Research on Transforming Turnaround Schools in China (2017-2021): A Review *Peng Liu (Manitoba), Fang Zhou Wang (Huazhong Agricultural), Xuyang Li (Manitoba)*
	Canadian Exchange Students' Learning Experiences in Mainland China: Perceived Benefits and Challenges *SHUAI YU (Alberta)*
	Looking at Intercultural Teaching Through Students' Eyes: Four Critical Domains of Practice *Christina Page (Nipissing; Kwantlen Polytechnic)*
	The development of students' intercultural competence in an undergraduate International Education Studies program *Avis Beek (Laurier)*

TIMESLOT 1 / PÉRIODE 1
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 28 / 28 mai 2023

Session / Séance 1.11 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**CIESC-SCÉCI** **Symposium-Panel / Colloque-panel** **Research plans and research realities: What happens when researchers from the Global North enter into research relationships with partners in the Global South** *Geraldine Balzer (Saskatchewan), Michael O'Sullivan (Brock), Luke Heidebrecht (Saskatchewan), Nathalie Jackson (Brock)*

Session / Séance 1.12 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Translanguaging** Research strength analysis, pedagogical components, and effectiveness of translanguaging: A systematic literature review *Qianhui Ma (Western), Zheng Zhang (Western), Jie Zhang (Hong Kong), Sarah Oeste (Western), Chuan Liu (Western), Li Li (Western)*
	Border crossings and belongings: Newcomer journeys through translanguaging and the arts *Julianne Burgess (Brock)*

TIMESLOT 2 / PÉRIODE 2
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 28 / 28 mai 2023

Session / Séance 2.1 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride** **Open Event / Evénement ouvert**	**ARTS-SCÉA / CAARE-ACRAÉ** **Special Event / Événement spécial** **Presidential Spotlight Symposium / Colloque présidentiel Point de mire** Chair/Prés.: Roula Kteily-Hawa (Brescia at Western) Vulnerable Populations and Arts Integrated Research
	Many to one in the global socius: The arts as teacher in the HOPE Collaboratory *Pauline Sameshima (Lakehead)*
	Between being in trouble and of use: Critical arts research with/in the outcast *Dennis Sumara (Calgary), Claire Robson (Simon Fraser)*
	Dogs creating home in long-term care: A participatory arts-informed approach *Ardra Cole (Mount Saint Vincent)*
	'Being Seen and Heard': Engaging Middle Eastern and North African youth in arts-integrated research *Roula Kteily-Hawa (Brescia at Western)*

Session / Séance 2.2 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CAARE-ACRAÉ** **Multi-paper / Plusieurs communications** **Action Research and Expanding Theoretical Lens** Entering the rhizome from the taproot: Action Research with(in) sociomaterial perspectives *Cameron Smith (Ottawa)*
	Faculty Using Action Research to Develop Professional Growth in Teaching Action Research *Lisa Taylor (Nipssing), Glenda Black (Nipissing), Mumbi Kariuki (Nipissing), Christopher Godfrey (Nipissing)*
	Making a Case for Order: A Review of First, Second, Third Order Action Research *Twyla Salm (University of Regina), Hosna Tayebianvar (University of Regina), Heather Carter (University of Regina)*

TIMESLOT 2 / PÉRIODE 2
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 28 / 28 mai 2023

Session / Séance 2.3 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride** **Spotlight / Point de mire**	**CACS-ACÉC** **Symposium-Panel / Colloque-panel** **Social Studies & History Education in the Anthropocene: Building a Network and Reimagining Together** *Heather McGregor (Queen's), Sara Karn (Queen's), Leaf Kretz (Queen's), Micah Flavin (Queen's)*

Session / Séance 2.4 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **STEM Education** Is Interdisciplinarity Beneficial or Challenging? A Commentary on Interdisciplinary Mathematics Education from Students' Perspectives *Midhat Noor Kiyani (McGill), Limin Jao (McGill)*
	A Case Study of Design Fiction as A Pedagogical Approach to STEM Education in the Digital Age *Li Li (Western), Steven Floyd (Western), George Gadanidis (Western)*
	Pay to Learn: Mapping STEM Opportunities Outside of Schools *Jennifer Jenson (UBC), Nora Perry (UBC)*
	Towards Empirically Informed Principles Underpinning STEM Education for Canadian Contexts *Nathan Rickey (Queen's), Michelle Dubek (OISE - Toronto), Christopher DeLuca (Queen's)*

TIMESLOT 2 / PÉRIODE 2
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 28 / 28 mai 2023

Session / Séance 2.5 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Supporting Student Social and Emotional Needs** The Stress Stories Project: Supporting Students to Flourish Through Regulation of Social Emotional and Academic Aspects of School Stress *Meg Kapil (Victoria), Allyson Hadwin (Victoria), Ramin Rostampour (Victoria)*
	The VRC Model: Addressing emergent student emotional needs *Joanne Leitner (Regina)*
	'Universities don't see you': Motivation and Autonomy in Transitional Youth from Residential Care *Samantha Boyko (Queen's)*

Session / Séance 2.6 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place** **Spotlight / Point de mire**	**CAFE-ACÉFÉ** **Multi-paper / Plusieurs communications** **School Policy Responses to Injustices** Educators' Perspectives on the implementation of the Ontario Equity Strategy *Soudeh Oladi (OISE - Toronto), John Portelli (OISE - Toronto), Goli Rezai-Rashti (Western), Awad Ibrahim (Ottawa), Maral Karimi (OISE - Toronto), Maneul Ellul (OISE - Toronto)*
	Recalling memories of racism in a 'white-bre(a)d community' *Mark Currie (Ottawa)*
	"How do we look?" Discourses of Truth and Reconciliation in Select Manitoba School Divisions *Catherine Draper (Manitoba)*

TIMESLOT 2 / PÉRIODE 2
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 28 / 28 mai 2023

Session / Séance 2.7 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride** **Bilingual / Bilingue**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **Leadership Development** Chair/Prés.: Patricia Briscoe (Niagara)
	Les composantes essentielles de l'accompagnement soutenant le développement du leadeurship inclusif et transformatif des directions d'établissement scolaire pour assurer l'équité et l'inclusion de leur communauté éducative *Bianca B-Lamoureux (Sherbrooke)*
	Are Administrative Internships useful to prepare future school leaders? Student Perspectives from a Master of Educational Leadership Program in Ontario, Canada. *Patricia Briscoe (Niagara)*
	An Initial Model for Understanding the Development and Application of Academic Identity among Academic Administrators *Derek Stovin (Winnipeg)*
	La présélection informelle comme facteur d'influence dans l'accès au poste de direction d'école : une étude de cas en contexte scolaire franco-ontarien *Marthe Foka (Ottawa)*

Session / Séance 2.8 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CASE-ACSÉ** **Multi-paper / Plusieurs communications** **Differential Access to Well-Being in K-12 Schools: Pre Covid and in COVID**
	Stratified access to well-being goods and capabilities in K-12 schools: Perspectives of teachers across different school programs *Heather Krepski (Winnipeg)*
	Secondary student engagement and resistance during the pandemic *Christine Corso (OISE - Toronto)*
	Unprecedented Times: Understanding The Impact Of The Educational Changes Due To Covid-19 On Students With Disabilities *Haley Clark (Queen's)*

TIMESLOT 2 / PÉRIODE 2
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 28 / 28 mai 2023

Session / Séance 2.9 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G105** **In-Person / Sur place**	**CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Storied Practices** Building an ethical space: A critical self-study in teacher education and decolonizing practices *Stanley Henry (Brock), Leanne Taylor (Brock)*
	Stories of learning through relationship: Indigenous and non-Indigenous educators in publicly funded schools *Martha Moon (Lakehead)*
	Indigenous Knowledge in the Non-Indigenous Classroom: How Beginning Teachers Are Taking up Indigenization and Decolonization *Jody Dlouhy-Nelson (UBC Okanagan)*

Session / Séance 2.10 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**CATE-ACFE / CAEP-ACP** **Multi-paper / Plusieurs communications** **Special education** Reckoning with Childhood Pasts to Re-Imagine Teacher Education *Lisa Farley (York), Debbie Sonu (CUNY), Julie Garlen (Carleton), Sandra Chang-Kredl (Concordia), Dragana Mirkovic (York), Ellie VanBerkel (York)*
	Understanding and Addressing Loneliness and Belonging in Canadian Schools *Thomas Falkenberg (Manitoba), Rebeca Heringer (Manitoba)*

Session / Séance 2.11 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place**	**CATE-ACFE / CASIE-ACÉÉA** **Symposium-Panel / Colloque-panel** **Decolonizing Professional Learning** *Leyton Schnellert (UBC), Sara Davidson (Simon Fraser), Nikki Yee (Fraser Valley), Whitnee Garrett-Walker (OISE - Toronto), Lisa Howell (Ottawa), Nicholas Ng-A-Fook (Ottawa), Dorothy Vaandering (Memorial), Sylvia Moore (Memorial), Joelle Rodway (Memorial)*

TIMESLOT 2 / PÉRIODE 2
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 28 / 28 mai 2023

Session / Séance 2.12 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Mental health and Diversity** Building a Support System to Foster Students' Capabilities and Well-being in College Access Programs *Clara Tascón (Mohawk)*
	Doing equity' begins with anti-racism: A progress report on anti-racism policy across Canada *Robin Hopson (People for Education), Kaushi Attygalle (People for Education)*

Session / Séance 2.13 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place**	**CERN-RRÉC** **Multi-paper / Plusieurs communications** **Exploring the Field of Citizenship Education** Chair/Prés.: Catherine Broom (UBC) Citizenship Education in Schools and Beyond: A Literature Review *Rebecca Evans (Queen's)*
	Student Activism, Climate Change, and an Eco-Justice Curriculum: The Study of Recent Court Challenges in the Canadian Classroom *Brenda Davis (Simon Fraser)*
	Citizenship Education Theory and Research in Transition in Canada: Exploring the Foundations and Evolution of CERN *Catherine Broom (UBC Okanagan)*

Session / Séance 2.14 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CIESC-SCÉCI** **Symposium-Panel / Colloque-panel** **Working towards decolonial pedagogies for building anti-oppressive partnerships: A Case Study** Chair/Prés.: Aakriti Kapoor (Queen's) *Thashika Pillay (Queen's), Alana Butler (Queen's), Karen Pashby (Manchester Metropolitan), Jeffrey Caton (Toronto District School Board), Kenneth Gyamerah (Queen's), Elise Visentin (Queen's), Mohamed Yusuf (Queen's), Alice Johnston (Queen's), Jane Mao (Queen's), Hassina Alizai (Queen's)*

TIMESLOT 2 / PÉRIODE 2
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 28 / 28 mai 2023

Session / Séance 2.15 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place**	**CPES-SCPÉ** **Symposium-Panel / Colloque-panel** **Philosophy, Therapy, and Education: Epistemic and Ethics Debates** *Heesoon Bai (Simon Fraser), Steven Zhao (Simon Fraser), Denise Findlay (Simon Fraser), Heather Williams (Simon Fraser), Renata Cueto de Souza (Simon Fraser), Jesse Haber (Simon Fraser), David Chang (Simon Fraser)*

Session / Séance 2.16 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Language and Power** Disability Representation in Children's and Young Adult Literature *Aaron Richmond (York)*
	Mind your language: Educators tackle the immersion mindset by reflecting on plurilingual practices in Grade 9 to 12 Ontario International Languages classrooms *Lesya Granger (Ottawa)*
	Silence as political speech *Katherine Entigar (OISE - Toronto)*

TIMESLOT 2 / PÉRIODE 2
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 28 / 28 mai 2023

Session / Séance 2.17 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**SERG-GRES** **Special Event / Événement spécial** **Posters / Présentations visuelles** **Keynote Speaker and Poster Session / Discours principal et séance de présentations visuelles** Integrated, Equitable & Inclusive STEM and STEAM Education
	Decreasing The Gender Gap In School Science Through Outdoor Science Learning Experiences *Elizabeth Beattie (UBC), Douglas Adler, Samson Nashon, Sandra Scott*
	STEAM Education for Creativity & Beauty vs STEAM education for Ecojustice & Equity *Sheliza Ibrahim (Toronto), Sarah ElHalwany, Gonzalo Guerrero, Dave Del Gobbo, Majd Zouda, Nicole Kofman, Michelly Peixoto, Jasmine Yeung, Larry Bencze (Toronto)*
	An Engineering and Design Approach to Building More Equitable Science Curricula: Challenges, Opportunities, and Cautions *Sarah Elizabeth Barrett (York), Lisa Cole (York)*
	The Leaky Pipeline: Does the Metaphor Capture the Reality of Women's Representation in STEM? *Golshan Mahjoub (Ottawa)*

TIMESLOT 3 / PÉRIODE 3
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 28 / 28 mai 2023

Session / Séance 3.1 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CAARE-ACRAÉ** **Special Event / Événement spécial** **Keynote / Discours principal** School Community Health and Wellness *Dan Robinson*

Session / Séance 3.2 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CACS-ACÉC** **Symposium-Panel / Colloque-panel** **Reimagining science and education in the Anthropocene** *Jesse Bazzul (Regina), Xia Ji (Regina), Jessie Beier (Concordia), Cristiano Moura (Simon Fraser), Brittany Tomin (Regina), Priyanka Dutt (Lethbridge), Michelle Gabereau (Alberta), Anastasia Fateyeva (Alberta), Marc Higgins (Alberta)*

Session / Séance 3.3 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride** **Spotlight / Point de mire**	**CACS-ACÉC** **Symposium-Panel / Colloque-panel** **What Does it Take to Unlearn Relationship Denial?** *Etienna Moostoos-Lafferty (Alberta), Lisa Howel (Ottawa), Jennifer MacDonald (Regina), Dwayne Donald (Alberta)*

Session / Séance 3.4 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Forest School** We all have problems in school, we just don't have them when we are at forest school: A Case Study of Participation in Weekly Forest School *Lindsay Detta (Brock), Monique Somma (Brock), Debra Harwood (Brock)*
	Forest School Attendance on Mental Health and Well-being: Parent perspectives *Monique Somma (Brock), Erica Tilbrook (Brock), Lindsay Detta (Brock), Debra Harwood (Brock)*

TIMESLOT 3 / PÉRIODE 3
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 28 / 28 mai 2023

Session / Séance 3.5 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **Educational Leaders Well-Being** Chair/Prés.: Patricia Briscoe (Niagara) School Leadership During a Time of Crisis: Self-Care and Emotional Wellbeing *Anne Marie FitzGerald (PEI), Dale McIsaac (Charlottetown Rural High School), Jane Preston (Canadian International School), Ken MacKinnon (Prince Edward Island)*

Session / Séance 3.6 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G105** **In-Person / Sur place**	**CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Art Experiences** Learning about Indigenous Students' Visions of Education through Virtual Reality Art Co-Creation *Lindsay Morcom (Queen's), Caitlin Fisher (York), Kate Freeman (Queen's), Wallace Edwards, Carleigh Milburn (Queen's), Deb St. Amant (Queen's)*
	Toward the Inclusion of Indigenous Women's Arts in Ontario Secondary schools and its Role in Developing Education for Reconciliation *Carleigh Milburn (Queen's)*

Session / Séance 3.7 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place** **11:15 A.M. – 2:45 P.M. / 11 h 15 – 14 h 45**	**CASWE-ACÉFÉ** **Special Event / Événement spécial** **CASWE-ACÉFÉ Institute: Feminist Conversations: Creating Equitable Spaces and Places for All**

TIMESLOT 3 / PÉRIODE 3
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 28 / 28 mai 2023

Session / Séance 3.8 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place** **Spotlight / Point de mire** **Open Event / Evénement ouvert**	**CATE-ACFE** **Symposium-Panel / Colloque-panel** **Enacting Anti-Racism and Activist Pedagogies in Teacher Education – Book Panel** *Ardavan Eizadirad (Laurier), Zuhra Abawi (Niagara), Andrew Campbell (OISE- Toronto), Melissa Proietti (Champlain College), Bronwen Low (McGill), Mary Carmen Lara-Villanueva (OISE - Toronto), Zainab Zafar (OISE - Toronto), Carmen-Rodriguez de France (Victoria), Jessalynn Tsang, Yara Kodershah*

Session / Séance 3.9 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place**	**CATE-ACFE** **Symposium-Panel / Colloque-panel** **Teaching, mentoring and leading before and during the Covid-19 pandemic in the English Educational Community in Quebec** *Trista Hollweck (Ottawa), Julie Corrigan (Concordia), Hannah Chestnutt (McGill), Avril Aitken (Bishop's), Teresa Hernandez-Gonzalez (Concordia), Heather McPherson (McGill), Niloufar Baradaran (McGill), Maria Jimenez (Concordia), Caroline Riches (McGill)*

Session / Séance 3.10 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place** **Bilingual / Bilingue**	**CATE-ACFE** **Symposium-Panel / Colloque-panel** **The contributions of teacher education student voice to program quality at an Ontario Faculty of Education** *Gary Pluim (Lakehead Orillia), Jana Semeniuk (Lakehead), Erin Valenzuela (Lakehead), Joan Chambers (Lakehead), Gajenthiran Sivakumar (Lakehead), Maria-Elena Alhambra (Lakehead), Julian Rossi (Lakehead)*

TIMESLOT 3 / PÉRIODE 3
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 28 / 28 mai 2023

Session / Séance 3.11 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Research Methods** Using data visualisation to provoke thought about faculty collaborations *Nathalie Sinclair (Simon Fraser), Quincy Wang (Simon Fraser)*
	More than a metaphor: Engaging complexity in classroom assessment research *Michael Holden (Queen's)*
	Experience leads the way: What makes narrative inquiry critical? *Darlene Ciuffetelli Parker (Brock), Cheryl Craig (Texas A&M)*

Session / Séance 3.12 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place** **Spotlight / Point de mire**	**CIESC-SCÉCI** **Symposium-Panel / Colloque-panel** **Is re-imagining possible?: Internationalization in pandemic times** *Kumari Beck (Simon Fraser), Roumiana Ilieva (Simon Fraser), Juliana Ferreira (Simon Fraser), Carol Suhr (Simon Fraser), Neha Arora (Simon Fraser)*

Session / Séance 3.13 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CJE-RCÉ** **Special Event / Événement spécial** **Special Session: Getting Published in the Canadian Journal of Education: Meet the Anglophone Co-Editors!** *Jeannie Kerr (Simon Fraser, CJE), Ee-Seul Yoon (Manitoba, CJE)*

Session / Séance 3.14 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place**	**CPES-SCPÉ** **AGM / AGA**

TIMESLOT 3 / PÉRIODE 3
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 28 / 28 mai 2023

Session / Séance 3.15 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**LLRC-ACCLL** **AGM / AGA**

TIMESLOT 4 / PÉRIODE 4
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 28 / 28 mai 2023

Session / Séance 4.1 **In Zoom via the Swoogo Platform / Dans Zoom via la plateforme Swoogo** **Online Only / Uniquement en ligne**	**ACDE-ACDÉ** **Meeting / Réunion** **Business Meeting / Séance de travail** Chair/Prés.: Sharon Wahl (New Brunswick)

Session / Séance 4.2 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CAARE-ACRAÉ** **Symposium-Panel / Colloque-panel** **Action Research: School Community Health and Wellness** *Glenda Black (Nipissing)*

Session / Séance 4.3 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CACS-ACÉC** **AGM / AGA**

Session / Séance 4.4 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CASE-ACSÉ** **AGM / AGA** Facil.: Augusto Riveros (Western)

Session / Séance 4.5 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place** **Spotlight / Point de mire**	**CERN-RRÉC** **AGM and Keynote / AGA et discours principal** Chair/Prés.: Catherine Broom (UBC) *Joel Westheimer (Ottawa)*

TIMESLOT 4 / PÉRIODE 4
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 28 / 28 mai 2023

Session / Séance 4.6 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**CIESC-SCÉCI** **Special Event / Événement spécial** **Graduate Student Event / Événement des étudiant.e.s aux cycles supérieurs**

Session / Séance 4.7 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CSSE-SCÉÉ** **Special Event / Événement spécial** **Town Hall / Discussion ouverte** **Equity, Diversity, Inclusion, and Decolonization** CSSE-SCÉÉ delegates are invited to attend a Town Hall focused on equity, diversity, inclusion, and decolonization and the ongoing work of CSSE-SCÉÉ as a scholarly society. The Town Hall will include members of CSSE-SCÉÉ's Standing Committee on Equity, Diversity, Inclusion, and Decolonization; an overview of the recommendations made by the 2022 Working Group on Equity, Diversity, Inclusion, and Decolonization; an update on these recommendations and recent progress; and open discussion. Feedback, insights, and ideas related to this ongoing work are most welcome. Please note: The same event will be held in both Timeslot 4 (Hybrid) and Timeslot 11 (In-Person) to allow as many members to attend as possible. We invite you to join for whichever timeslot works best with the rest of your conference schedule.

Session / Séance 4.8 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**LLRC-ACCLL** **Special Event / Événement spécial** **Master's Award Ceremony / Cérémonie de remise du prix pour un mémoire de maîtrise**

TIMESLOT 4 / PÉRIODE 4
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 28 / 28 mai 2023

Session / Séance 4.9 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**QSEC-ÉAÉC** **AGM / AGA** Facil.: Pamela Malins

Session / Séance 4.10 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**SERG-GRES** **AGM / AGA**

TIMESLOT 4 / PÉRIODE 4
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 28 / 28 mai 2023

Session / Séance 4.11 **Location TBD / Lieu à confirmer** **Hybrid / Hybride** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **12:15 – 1:15 P.M. / 12 h 15 – 13 h 15**	**Federation of the Humanities and Social Sciences** **Fédération des sciences humaines** **Big Thinking / Voir Grande** **Thinking across differences: Decolonial, anti-racism and feminist perspectives** **Pousser la réflexion au-delà des différences : perspectives liées à la décolonisation, la lutte contre le racisme et le féminisme** *Joyce Green (Regina), Gina Starblanket (Victoria), Rinaldo Walcott (Buffalo), Christina Sharpe (York)* What is needed to live in non-hierarchical relationships that can truly honour our human differences? Can we re-imagine a new set of social relationships grounded in decoloniality, anti-racism, and feminism today for a better tomorrow? For this Big Thinking lecture, join this interdisciplinary panel of scholars in conversation as they imagine together how to enact the terms under which we might create a radically different world. This event will take place in English, with Simultaneous Interpretation in French, Closed Captioning, and ASL services available. Que faut-il faire pour entretenir des relations non hiérarchiques qui respectent véritablement nos différences humaines? Pouvons-nous réinventer un ensemble de rapports sociaux qui sont fondés sur la décolonialité, la lutte contre le racisme et le féminisme aujourd'hui afin d'assurer un futur meilleur? Dans le cadre de cette causerie Voir Grand, joignez-vous à la conversation menée par un groupe interdisciplinaire de chercheur.euse.s, rassemblés afin d'imaginer ensemble comment promulguer les conditions dans lesquelles nous pourrions créer un monde radicalement différent. Cet événement se déroulera en anglais, avec interprétation simultanée en français, sous-titrage codé et ASL.

TIMESLOT 5 / PÉRIODE 5
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 28 / 28 mai 2023

Session / Séance 5.1 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**ARTS-SCÉA** **Symposium-Panel / Colloque-panel** **Positionality in Research-based Theatre** *Graham Lea (Manitoba), George Belliveau (UBC), Christina Cook (UBC)*

Session / Séance 5.2 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride** **Spotlight / Point de mire**	**CACS-ACÉC** **Symposium-Panel / Colloque-panel** **The Art of Inquiry as a Praxis for Creating a Radical Re-imagining of our Collective Futures: A Métissage** *Vicki Kelly (Simon Fraser)*

Session / Séance 5.3 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Teacher Education** Teacher Education in the Arts in Ontario: An Environmental Scan *Terry Sefton (Windsor), Danielle Sirek (Western), Chenkai Chi (Windsor)*
	Reading Speculative Fiction: Symbolic Provocations and Truth Telling *Avril Aitken (Bishop's), Linda Radford (Ottawa)*

Session / Séance 5.4 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Inclusive Education** The Role of Self-Efficacy Beliefs and Inclusive Education Beliefs on Teacher Burnout *Deanna Friesen (Western), Unnati Shory (Western), Chastine Lamoureux (Western)*
	Championing Inclusive Education in Canada: Voices of Educators, Advocates, and Researchers *Sydeny Bota (Western), Jacqueline Specht (Western), Gordon Porter (Inclusive Education Canada), Diane Richler (Inclusion International), Krista Carr (Inclusion Canada)*

TIMESLOT 5 / PÉRIODE 5
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 28 / 28 mai 2023

Session / Séance 5.5 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CAFE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Learning from the Past: Professionalism, School Discipline, Teacher Education and the Archives** Teachers of Teachers: A Comparative Historical Study of Canadian Normal School Instructors (1925 to 1950) *Lynn Lemisko (Saskatchewan), Helen Raptis (Victoria), Kurt Clausen (Nipissing), Frances Helyar (Lakehead Orillia), Melina Kristensen (Saskatchewan), Meghan McQuay (Victoria), Renee McKinstry (Mount St. Vincent)*
	Teachers, Curriculum and Professionalism: Perspectives from British Columbia, 1872-2020 *Catherine Broom (UBC Okanagan), Helen Raptis (Victoria)*
	Always a Last Resort: Corporal Punishment and its Alternatives in Canadian Schools, 1920-1973 *Jason Ellis (UBC)*
	Getting the history of educators to the Archives, piece by agonizing piece *Charles Levi (Archives of Ontario)*

Session / Séance 5.6 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride** **Open Event / Evénement ouvert**	**CASEA-ACÉAS** **Symposium-Panel / Colloque-panel** **Decolonizing Research on Educational Leadership Through Land-based Writing Retreats: An Indigenous/Non-Indigenous Partnership** *Pamela Osmond-Johnson (Regina), Shannon Fayant (Regina), Celia Deschambeault (Regina), Jessica Madiratta (Regina)*

Session / Séance 5.7 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride** **Spotlight / Point de mire**	**CASE-ACSÉ** **Symposium-Panel / Colloque-panel** **Book Panel: Counternarratives of Pain and Suffering as Critical Pedagogy: Disrupting Oppression in Educational Contexts** Facil.: Alana Butler (Queen's) *Ardavan Eizadirad (Laurier), Andrew Campbell (OISE - Toronto), Steve Sider (Laurier), Kateri Marandola, Daniel Lumsden*

TIMESLOT 5 / PÉRIODE 5
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 28 / 28 mai 2023

Session / Séance 5.8 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G105** **In-Person / Sur place**	**CASIE-ACÉÉA** **Symposium-Panel / Colloque-panel** **Education reimagined: kakewîtotemahk the story of one community reconnecting to Indigenous roots.** *Janine Chesworth (Alberta), Cynthia Youngchief (Kehewin Cree Nation), Elissa Gadwa (Kehewin Cree Nation), Melissa Paul (Kehewin Cree Nation)*

Session / Séance 5.9 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place** **Bilingual / Bilingue**	**CATE-ACFE / CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Plurilingual education** Literacy and Numeracy: Exploring Culture and Equity Through Picture Books *Carolyn Clarke (St. Francis Xavier), Evan Throop-Robinson (St. Francis Xavier), Ellen Carter (St. Francis Xavier), Jo Anne Broders (Newfoundland and Labrador English School District)*
	Activity or approach? What educators said they needed as they reflected on operationalizing plurilingual pedagogies in Ontario Grade 9- 12 International Languages classrooms *Lesya Granger (Ottawa)*
	Children as Levels: How Preservice Teachers Conceptualize Reading Development *Andrea Dunk (Saskatchewan)*

Session / Séance 5.10 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CATE-ACFE / CASIE-ACÉÉA** **Symposium-Panel / Colloque-panel** **Teacher Education in Inuit Nunangat: The preparation and pathways of Inuit educators.** *Ruth Kane (Ottawa), Kathy Snow (Prince Edward Island), Nunia Qanatsiaq (Prince Edward Island), Melanie O'Gorman (Winnipeg), Sylvia Moore (Memorial), Ruth Kane (Nunatsiavut Government), Doris Boase (Newfoundland and Labrador English School District), Colleen Pottle (Newfoundland and Labrador English School District)*

TIMESLOT 5 / PÉRIODE 5
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 28 / 28 mai 2023

Session / Séance 5.11 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**CATE-ACFE / CACS-ACÉC** **Multi-paper / Plusieurs communications** **Math** Teacher pedagogical hack entangling competencies from content: Math 12 as site for transferable life-skills *Tim Hopper (Victoria), Katherine Sanford (Victoria), Hong Fu (Victoria), Thiago Alonso Hinkel (Victoria), Tim Spray (Oak Bay High School)*
	P-K Theory through their eyes: New teachers' conceptualizations of connection making *Marc Husband (St. Francis Xavier), Tina Rapke (York), Cristina De Simone (York)*

Session / Séance 5.12 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place** **Bilingual / Bilingue**	**CATE-ACFE / CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **Equity, diversity, and institutions** Impacts of anti-racist professional development on teacher candidates' racial literacy and commitment to anti-racist education *Jake Bergen (Winnipeg), Carmen Gillies (Saskatchewan), Chelsea Davis (Saskatchewan).*
	Contemplative Practices and Anti-Oppression Pedagogy *Leslie Shayer (UBC Okanagan), Karen Ragoonaden (UBC), Heeson Bai (Simon Fraser), Heather Williams (Simon Fraser), Renata Cueto de Souza (Simon Fraser)*

Session / Séance 5.13 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place**	**CCPA-ACPC** **Multi-paper / Plusieurs communications** **Reimagining, Restorying, Resinging Family and Community-centred spaces for New Canadians** Creating a Familycentric School Environment for Newcomer Parents *Debbie Pushor, Emma Chen (Saskatchewan)*
	Reimagining and Re-storying Forced Displacement: Collaborative Ethnographic Songwriting with Refugee Youth as Critical Pedagogy *Kael Reid (York), Andrea Emberly (York), Nadeen Abu Shaban (York)*

TIMESLOT 5 / PÉRIODE 5
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 28 / 28 mai 2023

Session / Séance 5.14 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Inclusion and antiracism** Are we making a difference? Exploring Impact from a Collaborative Evaluation of an Equity Action Plan in Education *Michelle Searle (Queen's), Lori Kirkpatick (Western), Jennifer Hughes (Queen's), Lisa Deveau (Queen's), Francois-Daniel Levasseur-Portelance (Queen's), Jennifer Thompson (Queen's)*
	It Warmed My Heart, Seeing That: Indigenous 'Dreams' and Enactments of Creativity as Survivance *Joaquin Munoz (UBC)*
	The Intertwining Michif Methodology: Metis-specific Research *Laura Forsythe (Winnipeg)*

Session / Séance 5.15 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CIESC-SCÉCI / CERN-RRÉC** **Multi-paper / Plusieurs communications** **Employment and Immigration/Refuge** Strategies to Support Newcomer Refugee Students in Ontario through a Resilience Based Framework: The Experiences of Settlement Workers in Schools *Raghad Ebied (Western)*
	Canadian Labour Market: Immigrants' Employment and Credentialing Barriers *Ayodeji Osiname (Brandon)*
	Teachers Education and Employment Trajectory for TESL Professionals in An Atlantic Canada Province *Xuemei Li (Memorial)*
	The Paradoxes of Securing Migrants Rights to Education in Latin American Emerging Migration States *Claudia Diaz Rios (Toronto), Indira Quintasi (Toronto)*

TIMESLOT 5 / PÉRIODE 5
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 28 / 28 mai 2023

Session / Séance 5.16 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place**	**CPES-SCPÉ** **Special Event / Événement spécial** **Early Career Invited Lecture / Conférence d'un jeune chercheur invité**

Session / Séance 5.17 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Critical Literacy** Children Collaborating and Composing Literacies through Design Thinking *Melissa McKinney-Lepp (District School Board of Niagara), Diane Collier (Brock), Simranjeet Kaur (Brock), Zachary Rondinelli (Brock)*
	Reducing Video Data by Screenshotting: A Method for Consensus in Critical Literacy Research *Diane Collier (Brock), Simranjeet Kaur (Brock), Melissa McKinney-Lepp (District School Board of Niagara), Zachary Rondinelli (Brock)*

Session / Séance 5.18 **Seymour Schulich Building (SSB) W255** **In-Person / Sur place**	**QSEC-ÉAÉC** **Multi-paper / Plusieurs communications** **Centering Marginalized Voices** Representing young people's activism: A reflective essay *Allison Risch (Lakehead), Lee Iskander (UBC)*
	Queering the Listening Guide Method *Lucy Fowler (Manitoba)*
	Collective autoethnography and a queer research project's racial reckoning: Making space for BIPOC researchers. *David Pereira, Jen Gilbert (York), Kethmi Egodage (Toronto), Neel Desai (Toronto), Vaishnavy Puvipalan (Toronto), Vijay Saravanamuthu (Toronto), Pearl Finkelzon (Trent), Jessica Fields (Toronto Scarborough)*

TIMESLOT 5 / PÉRIODE 5
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 28 / 28 mai 2023

Session / Séance 5.19 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**SERG-GRES** **Multi-paper / Plusieurs communications** **Minoritized Learners and Inclusion in STEM Areas** The perspectives and practices of science teacher educators (STEs) as it relates to inclusion: An Activity Theory perspective *Karen Goodnough (Memorial)*
	STEM education for minoritized learners: A consultation with local experts *Lydia E Carol-Ann Burke (OISE - Toronto)*
	Context is Key: How Exemplary Educators Operationalize Integrated STEM Education in Ontario *Michelle Dubek (OISE - Toronto), Christopher DeLuca (Queen's), Nathan Rickey (Queen's)*
	Science Education for Youth who are Involved in the Justice System: Second Chances *Diandra Singh (Crandall)*

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.1 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place** **Spotlight / Point de mire**	**ACDE-ACDÉ / CASIE-ACÉÉA** **Special Event / Événement spécial** **Townhall / Discussion ouverte** **Revision of the Accord on Indigenous Education** Chair/Prés.: Jan Hare (UBC), Jennifer Tupper (Alberta)

Session / Séance 6.2 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **The Arts and Social Change 1** The Road to Hell is Paved: Curriculum Violence in Drama Education *Robyn Shenfield (Victoria), Monica Prendergast (Victoria)*
	Learning to Hum: The Embodiment of Sound and Reimagining Social Systems *Stacey Bliss (Alberta)*

Session / Séance 6.3 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CAARE-ACRAÉ** **Multi-paper / Plusieurs communications** **Action Research and Children and Youth** Bridging the Gap: Fostering Success for Youth in Care *Lindsay Morcom (Queen's), Imaan Bayoumi (Queen's), Alana Butler (Queen's), Suzie Brooks, Claire Scruby (Queen's)*
	Recasting Research Actors: Children's Participation in Ecological Research and Action *The Eco Research Organization, Susan Jagger (Toronto Metropolitan)*
	Guidelines for providing anti-racism education: A scoping review of the literature *Shamiga Arumuhathas (Western), Nedra Peter (Western), Immaculate Namukasa (Western)*

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.4 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Decolonizing and Reconciliation Education**
	Co-Curricular Making Land-Based Pedagogy Experiences: Impacts and Future Directions *Jody Dlouhy-Nelson (UBC Okanagan), Danielle Lamb (UBC Okanagan), Margaret Macintyre Latta (UBC Okanagan), Desiree Marshall-Peer (UBC Okanagan)*
	The Disrupting Interview: Theorization of a Decolonizing Practice *Michelle Yeo (Mount Royal), Gabrielle Lindstrom (Mount Royal), Lee Easton (Mount Royal)*
	Wayfinding Reconciliation Through Place-based Education: A Northern Narrative *Brenda Davis (Simon Fraser), Sage Davis (Simon Fraser)*

Session / Séance 6.5 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Indigenous and Refugee/Newcomer Perspectives**
	Culturally Relevant Food Offerings and Their Mental Health Impacts for Refugee and Newcomer Families, Children, and Youth in Canada: A Narrative Inquiry *Thi-Thuy-Hang Tran (Regina), Nathalie Reid (Regina)*
	Opening Decolonizing Possibilities in Educational Psychology Courses Through Reflexive Practice in a Community of Inquiry *Nikki Yee (Fraser Valley), Sarah Davis (Victoria), Christine Abbot (Fraser Valley)*
	Honouring Indigenous people in an EAP classroom *Jacqueline Ng (York), Olga Makinina (York), Heejin Song (York)*

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.6 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CAFE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Making the Past Personal: Civic Engagement, Historical Empathy and Curricular Frameworks** Exploring History Teachers' Perspectives on Historical Empathy and Citizenship *Sara Karn (Queen's)*
	Identifying and Extending the Edges of Ontario's Citizenship Framework for Supporting Climate Action *Rebecca Evans (Queen's), Heather McGregor (Queen's)*
	Making the Past Personal: Historical Mindedness in Ontario's High School History Curriculum *Christopher McCuaig (Queen's)*
	Historically Minded Civic Engagement: A Conceptual Framework to Consider Civic Engagement in History Education *Mallory Davies (Waterloo), Aurra Startup (York), Kristina Llewellyn (Waterloo), Alan Sears (New Brunswick), Carla Peck (Alberta)*

Session / Séance 6.7 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **School Climate: Support, Retention, Attrition and Mentorship** Chair/Prés.: Bin Tan Learning from the Long-Term Impact Evaluation of Winnipeg School Division's Teacher Induction and Mentorship Program *Jennifer Watt (Manitoba), Gail Ruta-Fontaine (Winnipeg School Division), Devin King (Winnipeg School Division), Renee Sanguin (Winnipeg School Division)*
	K-12 Administrators' Experiences and Perceptions of New Teacher Recruitment, Retention and Support *Jody Dennis (Calgary), Shannon Tipping (Calgary)*
	Promising Solutions to Address Challenges with FSL Teacher Recruitment and Retention *Judith Nyman (Ontario Public School Boards' Association), David Jack (Ontario Public School Boards' Association)*

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.8 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place** **Spotlight / Point de mire**	**CASE-ACSÉ** **Symposium-Panel / Colloque-panel** **The Life and Work of Erving Goffman: Self-Presentation in the Digital Age** Chair/Prés.: David Mandzuk (Manitoba) How Erving Goffman's formative years shaped his interest in dramaturgical sociology *David Mandzuk (Manitoba)*
	An analysis of scholars' presentations of self on Twitter using Goffman's concept of front *Ee-Seul Yoon (Manitoba)*
	Erving Goffman: Our old (foundations) cat *Jonathan Anuik (Alberta)*

Session / Séance 6.9 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CATE-ACFE / TATE-TFEE** **Multi-paper / Plusieurs communications** **Practicum** Student teachers creating electronic portfolios to document the development of their professional competencies: Who likes doing it and why? *Eva Mary Bures (Bishop's)*
	Towards a genealogy of early career teacher mentorship in Canada *Anne Hales (UBC)*
	She shuts her English channel in her brain: Kindergarten practicums with multilingual students *Katie Brubacher (Alberta), Thursica Kovinthan Levi (Toronto)*

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.10 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CATE-ACFE / CACS-ACÉC / TATE-TFEE** **Multi-paper / Plusieurs communications** **STEM**
	Building Community and Sustainability in a National E-Course for Preservice Teachers *Hilary Inwood (OISE - Toronto), Erin Sperling (OISE - Toronto), Laura Sims (Saint Boniface), Paul Eliott (Trent)*
	The Dilemmas of Science Curriculum Implementation: Exploring Ghanaian Science Teachers' Curriculum Knowledge and Classroom Practices *Martin Ako (McGill), Kenneth Gyamerah (Queen's)*
	STEM Course Offerings in Canadian BEd Programs *G. Michael Bowen (Mount Saint Vincent), Allison Gonsalves (McGill), Pratim Sengupta (Calgary), Wendy Simms (Vancouver Island), Dawn Wiseman (Bishop's), Marie-Claire Shanahan (Calgary), Samia Khan (British Columbia), Eva Knoll (UQAM), Ashley Carter (Mount Saint Vincent)*

Session / Séance 6.11 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place**	**CATE-ACFE** **Symposium-Panel / Colloque-panel** **(Re)conceptualizing Teacher Education: Abolishing Whiteness, Empowering Racial Justice** (Re)conceptualizing Teacher Education: Abolishing Whiteness, Empowering Racial Justice *Shyam Patel (York), Farah El-Tobgy (Ottawa), Myrtle Sodhi (York), Vidya Shah (York)*

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.12 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place** **Bilingual / Bilingue**	**CATE-ACFE** **Multi-paper / Plusieurs communications** **Teacher education programming** Ethics and Integrity in Pre-Service Teacher Education: Academic Integrity as a Foundation of Teacher Training *Sarah Elaine Eaton (Calgary), Astrid Kendrick (Calgary)*
	Portrait of the Characteristics of English-Speaking Bachelor of Vocational Education Students at the Université de Sherbrooke *Alexandre Mesquita (Sherbrooke), Stéphanie Breton (Sherbrooke), Chantale Beaucher (Sherbrooke), Carolyn Murphy*
	Exploring Educator Well-Being in Teacher Education Programs across Canada / Une exploration du bien-être dans les programmes de formation initiale *Karen Ragoonaden (UBC Okanagan), Jodi Basch (Queen's), Sabre Cherkowski (UBC Okanagan), Ben Kutsyuruba (Queen's), Keith Walker (Saskatchewan), Lorraine Godden (Carleton), Time Claypool (Saskatchewan)*

Session / Séance 6.13 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CCPA-ACPC** **Multi-paper / Plusieurs communications** **Intersectional Feminist Critical Pedagogies in Virtual, post-secondary and transnational spaces** A Critical Ethnographic Study of Intersectionality in a College Communications Class: A Research Proposal *Michelle Pereira (Brock; Sheridan)*
	Resistance to feminist pedagogies in online classrooms *Tannaz Zargarian (York), Nombuso Dlamini (York)*
	Transformative experiential learning and feminist pedagogy: Remembrances of generative tensions *Kathleen (Kaye) Hare (Canada West), Amber Moore (Simon Fraser)*

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.14 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CERA-ACCÉ** **Symposium-Panel / Colloque-panel** **Current Issues and Solutions to Educational Testing** Validation Considerations for Competency Examinations in Specialty Surgical Training *Simon Turner (Alberta)*
	Considerations in Digitally-based Assessment Environment to Monitor Examinee's Engagement and Learning Behaviours *Jinnie Shin (Florida)*
	Challenges with Banking and Deploying Generated Test Items *Hollis Lai (Alberta), Mark Gierl (Alberta)*
	Issues and Solutions for Virtual Standard Setting in Licensure Testing *Karen Fung (Pharmacy Examining Board of Canada)*
	Test Security Challenges to Standardized Clinical Examinations for Licensure *Qi Quo (Medical Council of Canada), Cecilia Alves (Medical Council of Canada), Andrea Gotzmann (Medical Council of Canada)*

Session / Séance 6.15 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CERN-RRÉC / CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Refugees, Immigrants and Settlement** Chair/Prés.: Catherine Broom (UBC) 15 Former Refugees inform Canadians about their Identity Crisis *Sofia Noori (UBC)*
	Does gender matter? Integration struggles of newcomers in Canada *Fatima Jalali-Tehrani (Simon Fraser)*
	Ethically decolonizing citizenship: First- and second-generation Canadians working in the settlement and integration sector in truth and reconciliation with Indigenous peoples *Sulyn Bodnaresko (Calgary)*
	A Narrative Inquiry into Recent Adult Chinese Immigrants' Understanding of Multiculturalism in Canada *Xingtan Cao (Ottawa)*

TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.16 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride** **Spotlight / Point de mire**	**LLRC-ACCLL** **Symposium-Panel / Colloque-panel** **Working Ideas in Literacy Research: A Conversation About Autobiographical Writing and Academia** Chair/Prés.: Sonya Sachar (Alberta) *Dennis Sumara (Calgary), Donna Alverman (Georgia), Maren Aukerman (Calgary), Linda Laidlaw (Alberta), Tara Goldstein (Toronto), Rebecca Luce-Kapler (Queen's), Kim Lenters (Calgary), Jan Hare (UBC)*

Session / Séance 6.17 **Seymour Schulich Building (SSB) W255** **In-Person / Sur place**	**QSEC-ÉAÉC** **Multi-paper / Plusieurs communications** **Celebrating Artists and Activists** Re-imagining and Re-encountering the Stories of Our Past: Singing Queer and Trans Activism into the Present Through the Pedagogy of Song *Kael Reid (York)*
	Imagining Queer Futures through Cellphilm Production with 2SLGBTQ+ Atlantic Canadian Youth & Elders *Casey Burkholder (New Brunswick), Katie MacEntee (Toronto), Megan Hill (Trent), Indigo Poirer (Saint Thomas), Aaron Beaumont (Saint Thomas), Symone Hunt*
	Around the Kitchen Table: Two-Spirit and Indigiqueer Art as Animate Futurity Dani Harris and Robert Durocher *Dani Harris (Toronto District School Board)*

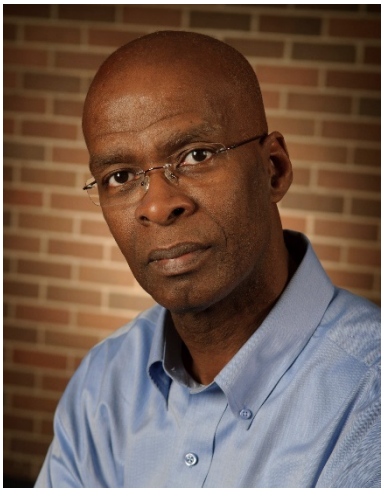
TIMESLOT 6 / PÉRIODE 6
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 28 / 28 mai 2023

Session / Séance 6.18 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**SERG-GRES / CAARE-ACRAÉ / TATE-TFEE** **Multi-paper / Plusieurs communications** **Professional Learning and Reflection** Professional learning communities: The journey from 'Do we HAVE to go there' to 'Teachers getting together and being colleagues' *Heather McPherson (McGill), Anila Asghar (McGill)*
	Developing TVET Education Lecturer's STEM pedagogies through an International Professional Development Summer Institute *Kamini Jaipal Jamani (Brock), Hope Mayne (Technology, Jamaica), Sheliza Ibrahim (Toronto)*
	Portraiture in Action Research on Technology Education *Gerald Tembrevilla (Mount Saint Vincent)*
	Science teachers' perceptions of local school communities: A cross-national Canadian survey *Xavier Fazio (Brock)*

TIMESLOT 7 / PÉRIODE 7
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 28 / 28 mai 2023

Session / Séance 7.1 **Curtis Lecture Halls (CLH) I** **Hybrid / Hybride** **Spotlight / Point de mire** **Open Event / Evénement ouvert**	**CSSE-SCÉÉ** **Special Event / Événement spécial** **Plenary / Séance plénière** **Are EDI Initiatives and Pledges helping? The Idea is to Ensure Equitable Educational Outcomes** *Carl James (York)*

In this presentation, I examine the idea that Equity, Diversity, and Inclusion (EDI) initiatives and pledges along with the promise of the Employment Equity Act 1986/1995 have long been a discourse in Canadian society, and relatedly, in public and private institutional ecosystems. How is it that related efforts – in terms of access, opportunities, treatment, participation, and outcomes – have failed to effectively address the schooling and educational needs, interests, concerns and aspirations of some Canadians? What more should Education Faculties be doing?



Carl James holds the Jean Augustine Chair in Education, Community and Diaspora in the Faculty of Education; and is the Senior Advisor on Equity and Representation in the Office of the Vice President of Equity, People and Culture at York University. His research interests include examination of the educational, social, and occupational experiences, opportunities and achievements of Black and other racialized Canadians – noting the ways in which societal and institutional structures mediate their lived realities. A Fellow of the Royal Society of Canada, he was the 2022 Killam Laureate for Social Sciences awarded by Canada Council for the Arts. His most recent publications include: "Colour Matters": Essays on the Experiences, Education and Pursuits of Black Youth and First Generation Student Experiences in Higher Education: Counterstories coauthored with Leanne Taylor (Fall 2022).

Financial support for this session was provided by the Federation for the Humanities and Social Sciences.

EVENING / SOIR
6:00 P.M. Eastern / 18 h 00 Est
May 28 / 28 mai 2023

Second Student Centre Convention Centre **In-Person / Sur place** **6:00 – 8:00 P.M. /** **18 h 00 – 20 h 00**	**CSSE-SCÉÉ / ACDE-ACDÉ / OADE** **Special Event / Événement spécial** **Reception / Réception**

TIMESLOT 8 / PÉRIODE 8
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 29 / 29 mai 2023

Session / Séance 8.1 **Seymour Schulich Building (SSB) W253** **In-Person / Sur place**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **The Arts and The Pandemic** Laughter, Beauty And Collective Joy: The Drama Classroom For Building Flourishing Futures In Postnormal Times *Christine Balt (Toronto)*
	The Art of Turbulence in Changing Times: An Exploration of Self-Employment in Arts Education in the Pandemic World *Jen Hinkkala (McGill)*
	A Collaborative Mail Art Project: Pedagogy of traveling art in the time of COVID-19 pandemic *Yasaman Moussavi (UBC), Elmira Sarreshtehdari (UBC)*

Session / Séance 8.2 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Curriculum Studies 2** Disc./Comm.: Melanie Janzen (Manitoba) Re-Imagining Curriculum via Spirituality and Transdisciplinarity *Elise Chu (UBC)*
	In Fencing Curriculum Futures: Three Case Studies of Anticipatory Governance *JC Couture (Alberta Teachers' Association), Jill Morris (UBC), Anne Phelan (UBC)*
	Representing Risk: Designing a 'Vertical Studio' for Knowledge Mobilization and Impact *Helen Yaqing Han (York), Jen Gilbert (York), Deana Leahy (Monash), Angela Norwood (York)*
	Exploring DIY Education Strategies and Feelings of Comfort in Teaching Comprehensive Sex Education in New Brunswick *Casey Burkholder (New Brunswick), Lucia O'Sullivan (New Brunswick), Sandra Byerrs (New Brunswick), Katie Hamill (New Brunswick)*

TIMESLOT 8 / PÉRIODE 8
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 29 / 29 mai 2023

Session / Séance 8.3 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CAEP-ACP** **Symposium-Panel / Colloque-panel** **Learning Science from a Circuit Simulation: Within-Inquiry Guidance and Individual Differences** Chair/Prés.: John C. Nesbit (Simon Fraser) *John Nesbit (Simon Fraser), Phil Winne (Simon Fraser), Mari Fukuda (Simon Fraser), Shiva Hajian (Simon Fraser), Arita Liu (Simon Fraser), Quincy Wang (Simon Fraser), Misha Jain (Simon Fraser)*

Session / Séance 8.4 **Eleanor Winters Art Gallery, Winters College (WC) 129** **In-Person / Sur place** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	**CAREC-ACRPE** **Special Event / Événement spécial** **Art Gallery Installation / Installation à l'Art Gallery** More than the mark: the choreographies and generosities of young children's drawing *Sylvia Kind (Capilano)* This exhibition intends to make visible very young children's drawing as an interactive event of sounds, rhythms, movements, materials, gestures, marks, generosities, hospitalities, synchronicities, and relationalities. It situates drawing as inherently relational and composed together with others as if the act of drawing is about us rather than a self-centred I. This shifts the perceived foundations of drawing and what we think might matter, and opens spaces to consider how the drawing event is much more than the child's representational intent and the marks made.

TIMESLOT 8 / PÉRIODE 8
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 29 / 29 mai 2023

Session / Séance 8.5 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **Lessons from Leading in the COVID-19 pandemic and Beyond** Chair/Prés.: Jacqueline Kirk (Brandon)
	Restoring School Community Relationships after COVID-19: A Case Study of an Educational Leader Building a Positive School Culture in a Rural French Immersion School *Jacqueline Kirk (Brandon), Ayodeji Osiname (Brandon), Kathryn Reuter (Seine River School Division)*
	Has COVID-19 changed the purposes of schooling in Canada? Early reports on system leaders' views on purpose and policy change *Kelly Gallagher-Mackay (Laurier), Racheal Kalaba (Toronto)*
	Ontario Secondary School Teachers' Perspectives on System Leadership During Times of Crisis *Stephen MacGregor (Calgary), Amanda Cooper (Queen's)*
	The OECD's 2022 Trends Shaping Education: A Reimagined Discourse for an Era of Disruptions? *Bob Rigas (Brock), Renée Kuchapski (Brock)*

Session / Séance 8.6 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASIE-ACÉÉA** **Symposium-Panel / Colloque-panel** **Land as Medicine** *Colette Yellow Robe (Northern Cheyenne Tribe), Loretta Robinson (Naskapi Nation of Kawawachikamach), Curran Jacobs (Kanien'kehá:ka Nation), Avril Atkin (Bishop's)*

TIMESLOT 8 / PÉRIODE 8
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 29 / 29 mai 2023

Session / Séance 8.7 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride** **Spotlight / Point de mire** **Open Event / Evénement ouvert**	**CATE-ACFE** **Symposium-Panel / Colloque-panel** **Language, Race/Racism, and Teacher Education** Disc./Comm.: Mimi Masson (Sherbrooke) *Jeff Bale (Toronto), Yasemin Karakaşoğlu (Bremen), Alisha Heinemann (Bremen), Clea Schmidt (Manitoba), Mimi Masson (Sherbrooke)*

Session / Séance 8.8 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CATE-ACFE / CIESC-SCÉCI** **Symposium-Panel / Colloque-panel** **Reckoning and Reimagining Pre-Service Teacher Education Through West-East Reciprocal Learning** Chair/Prés.: Shijing Xu (Windsor) Disc./Comm.: Michael Connelly (OISE) *Chenkai Chi (Windsor), Shijing Xu (Windsor), Xue'er Chen (Southwest), Yibing Liu (Southwest), Lijuan Jiang (Southwest), Haojun Guo (Windsor), Bruce Tucker (Windsor), Zuochen Zhang (Windsor), Yuhan Deng (Windsor), David Meloche (Windsor)*

Session / Séance 8.9 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Mathematic education** Using contemplative pedagogy to develop positive math identities and decrease math anxiety *Leslie Shayer (UBC), Karen Ragoonaden (UBC)*
	Computational Thinking in Mathematics Education: An Analysis of School and Community Outreach Practices through Cognitive, Situated and Critical Framing *Hatice Sezer (Western), Immaculate Namukasa (Western)*

TIMESLOT 8 / PÉRIODE 8
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 29 / 29 mai 2023

Session / Séance 8.10 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Indigeneity** How First Peoples Principles of Learning are Included in British Columbia Offshore School Inspection Reports 2018 to 2021 *Ian Alexander (UBC)*
	Education for a World Worth Living In: Enacting Praxis for a Just and Sustainable Future *Kristin Reimer (Monash), Mervi Kaukko (Tampere)*
	Resourcing a decolonial ecological praxis for education for environmental sustainability and global citizenship *Marta da Costa (Manchester Metropolitan), Karen Pashby (Manchester Metropolitan), Louise Sund*

Session / Séance 8.11 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G105** **In-Person / Sur place**	**LLRC-ACCLL** **Workshop / Atelier** **Teaching Your First Literacy or Language Course** *Carol Doyle-Jones (Niagara), Laura Hermans-Nymark*

Session / Séance 8.12 **Seymou Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**SSTEP-GAMFE** **Multi-paper / Plusieurs communications** Full STEAM ahead: A self-study *Sarah Hamilton (Mount Royal), Norman Vaughan (Mount Royal), Kristen Schaffer (Mount Royal), Kevin O'Connor (Mount Royal), Greg Neil (Mount Royal)*
	Infusing Treaty Education and embracing Indigenous content and perspectives within social studies curriculum and instruction courses: A self-study of teacher education practice *Ingrid Robinson (St. Francis Xavier), Owen Ferguson (St. Francis Xavier)*

TIMESLOT 8 / PÉRIODE 8
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 29 / 29 mai 2023

Session / Séance 8.13 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**TATE-TFEE** **Multi-paper / Plusieurs communications** **Technology and Teacher Education in International Contexts** Chair/Prés.: Liu Chuan The influence of a group of Chinese EFL teachers' beliefs on lesson planning with video-based synchronous computer-mediated communication: A qualitative multiple case study *Chuan Liu (Western)*
	Emergency Remote Assessment Experiences of Teacher Candidates in Ghana during COVID-19 *Kenneth Gyamerah (Queen's), Daniel Asamoah (Brunei Darussalam), David Baidoo-Anu (Queen's), Eric Quainoo (Beijing Normal), Ernest Amoateng (Western Michigan), Ernest Sasu (Ada College)*

TIMESLOT 9 / PÉRIODE 9
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 29 / 29 mai 2023

Session / Séance 9.1 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CCGSE-CCÉÉCSÉ** **Roundtables / Tables rondes** **International Student Experiences** Social Support As A Solution For International Students' Acculturative Stress *Thi Kim Thu Le (Windsor)*
	Doctoral students' experiences of dissertation writing in English as an additional language: A narrative inquiry *Aide Chen (Western), Yan Su (Western), Wenmin Liang (Western)*
	Starting journey to the second chapter of life: Transition experiences to Higher Education of International nontraditional students in Canada *Misung Yim (Lakehead)*

Session / Séance 9.2 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CCGSE-CCÉÉCSÉ / CAARE-ACRAÉ** **Roundtables / Tables rondes** **STEM Education** SDG STEM Club: A STEM Informal Learning Space to Promote Learning and Action for Sustainable Development Goals (SDGs) among University Students *Midhat Noor Kiyani (McGill)*
	Supporting Technology Integration in Middle School Classrooms: A Grassroots Action Research Approach *Christopher Godfrey (Nipissing)*
	Me, my family, and math: towards a characterization of familial relationships with mathematics *Cristina De Simone (York)*
	Reflecting on interdisciplinary approaches to climate justice: Experiences from members of a graduate-level environmental student association *Lois Boody (OISE - Toronto), Gayatri Thakor (OISE - Toronto)*

TIMESLOT 9 / PÉRIODE 9
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 29 / 29 mai 2023

Session / Séance 9.3 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CCGSE-CCÉÉCSÉ** **Roundtables / Tables rondes** **Wellbeing & Mental Health** Amplifying Black Canadian Youth Voices on Mental Health Service Utilization *Petra Owusu (Western), Jacqueline Specht (Western), Gabrielle Lee (Western)*
	Student experiences of school and their ideas for change *Vanessa Gold (McGill)*

Session / Séance 9.4 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CCGSE-CCÉÉCSÉ** **Roundtables / Tables rondes** **Research Conversations** A research conversation about teaching through moments of struggle *Maria-Josée Bran Lopez (McGill)*
	Bourdieu and Educational Research: A Practitioner's Guide to Navigating the Weeds *Julianne Gerbrandt (New Brunswick)*

Session / Séance 9.5 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CCGSE-CCÉÉCSÉ** **Roundtables / Tables rondes** **Second Language Education** The impact of Kahoot and WhatsApp on adult ESL students' motivation during COVID-19 *Man Tran (Nipissing)*
	Pedagogical Possibilities and Limitations of Implementing Seamless Learning Environments (SLE) for Second/Foreign Language Education *Shaily Zolfaghari (Ottawa)*

TIMESLOT 9 / PÉRIODE 9
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 29 / 29 mai 2023

Session / Séance 9.6 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CCGSE-CCÉÉCSÉ** **Roundtables / Tables rondes** **Indigenous and Cultural Education** The Role of Cultural Instruction in Indigenous Language Learning *Tessa Troughton (Nipissing; Ontario Tech)*
	Toward the Inclusion of Indigenous Women's Arts in Ontario Secondary schools and its Role in Developing Education for Reconciliation *Carleigh Milburn (Queen's)*
	Collaborative art practices with new Canadians: Food practices, Identity and belonging *Arianna Garcia-Fialdini (Concordia)*
	Re-imagining culturally relevant pedagogy through aesthetic lived experiences *Sheetal Prasad (York), Haidy Díaz (South Carolina)*

Session / Séance 9.7 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CCGSE-CCÉÉCSÉ** **Roundtables / Tables rondes** **Child Development and Support** Self-regulation in Play-based Kindergarten Contexts: A Document Analysis of Kindergarten Curriculum Frameworks in Canada and China *Yiqin Ji (Queen's)*
	An Investigation on Family Education Guidance for 'One-child' and 'Multi-child Parents' in Chinese Kindergartens *Xinyue Liu (Central China Normal), Yiqin Ji (Queen's)*

Session / Séance 9.8 **In Zoom via the Swoogo Platform / Dans Zoom via la plateforme Swoogo** **Online Only / Uniquement en ligne**	**CCGSE-CCÉÉCSÉ** **Roundtables / Tables rondes** **Research Approaches** Challenges in conducting online surveys: During the Covid-19 pandemic *Yina Liu (Alberta), Gamolnaree Laikram (Alberta)*
	Le Français en Colombie-Britannique? C'est Nous!: Identity, Group Belonging and Accent as Understood by BC French Immersion Students *Livia Poljak (Simon Fraser)*

TIMESLOT 9 / PÉRIODE 9
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 29 / 29 mai 2023

Session / Séance 9.9 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CCGSE-CCÉÉCSÉ** **Posters / Présentations visuelles** How Immigrant Graduate Students Support Each Other During the Pandemic *Emma Chen (Saskatchewan), Yina Liu (Alberta)*
	Understanding Transformational Leadership in International Higher Education *Rakha Zabin (Brock)*
	Wells Integrated Destination Learning High School Project: Conducting Community Based Participatory Research in the Rural Town of Wells, BC *Christy McHarg (UNBC), Philip Mullins (UNBC)*
	It was Neither Confucian nor Confusion: Dynamics of Intercultural Sensitivity among East-Asian Students at Canadian Universities *Xuechen Yuan (Lakehead)*
	Interdisciplinary teacher collaboration: Teachers' experiences with a Professional Learning Community *Sun Jung Choi (McGill), Limin Jao (McGill)*
	Exploring the Portfolio-Style Dissertation for an Educational Evaluation Doctorate *Paisley Worthington (Queen's), Michelle Searle (Queen's), Amanda Cooper (Queen's)*
	Beyond Data Collection: Reflections Supporting Students' Learning About Themselves *Cinzia Di Placido (McGill), Martin Ako (McGill), Limin Jao (McGill), Dawn Wiseman (Bishop's)*
	Instructional Strategies of Educators Working with Students with Special Needs: A Trinidad and Tobago Case *Sasha Nandlal (PEI; New Brunswick)*
	Examining the Impact of Pre-Service Teachers' Perceptions of Inclusive Education *Elizabeth Blake (PEI), Tess Miller*
	Métis status in Canada and how the debate surrounding it may affect the mental health of those involved *Lucas Gambacort (Queen's)*

TIMESLOT 10 / PÉRIODE 10
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 29 / 29 mai 2023

Session / Séance 10.1 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**ACDE-ACDÉ** **Symposium-Panel / Colloque-panel** **Decanal Leadership in Times of Uncertainty and Complexity** Chair/Prés.: Richard Barwell (Ottawa) Disc./Comm.: Marianne Cormier (Moncton), Dianne Gereluk (Calgary) Institutional Betrayal: Leadership in a Toxic Culture *Lynn Bosetti (UBC)*

Session / Séance 10.2 **Seymour Schulich Building (SSB) W253** **In-Person / Sur place**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **Connecting Through the Arts** We Play Art!: Intra-action and pedagogy of play in the art-making processes *Kwang Dae (Mitsy) Chung (Western), Geralyn (Gigi) Schroeder Yu (New Mexico), Jason Cox (Toledo), Lillian Luwis (Virginia Commonwealth)*
	An UnCommon Field Guide: Understanding interconnected life worlds with nature, children and early childhood educators in precarious times *Sarah Hennessy (Western)*
	Pairs Together: A collaborative a/r/tographic inquiry with visual-textual propositions *Ken Morimoto (UBC), Marzieh Mosavarzadeh (UBC), Rita Irwin (UBC)*

Session / Séance 10.3 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **History Education** Rethinking Presentism in History Education *James Miles (Columbia), Lindsay Gibson (UBC)*
	When History is 'a Downer:' Difficult History in Crash Course History Videos *Eve Herold (Columbia), James Miles (Columbia)*
	Contested Minoritized Commemorations as Sites of Historical Encounters: Exploring New Possibilities for History Education *David Scott (Calgary), Raphaël Gani (Laval), Jessica Gobran (Rocky View Schools)*

TIMESLOT 10 / PÉRIODE 10
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 29 / 29 mai 2023

Session / Séance 10.4 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Attention and Literacy** Designing children's media: Taxonomies as a scaffold for learning and attention *Tanya Kaefer (Lakehead), Ashley Pinkham (West Texas A&M), Susan Neuman (New York)*
	The Five-Minute Interview Assessment: An Intervention for Developing Feedback Literacy in Middle School Students *Sarina Sabet Sarvestany (OISE - Toronto), Garrick Burron (OISE - Toronto), Geoffrey Mohtadi (Upper Canada College)*

Session / Séance 10.5 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CAFE-ACÉFÉ** **Special Event / Événement spécial** **The E. Lisa Panayotidis Dissertation Award Session / Remise du Prix E. Lisa Panayotidis pour une thèse de doctorat** Facil.: Gemma Porter (St. Thomas)

Session / Séance 10.6 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CASEA-ACÉAS** **Special Event / Événement spécial** **Greenfield Award Presentation / Remise du Prix Greenfield** Chair/Prés.: Paul Newton

Session / Séance 10.7 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G105** **In-Person / Sur place**	**CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Repatriation and Resilience** Two Stories of Re-Righting/Re-Writing History: The Repatriation of the Ni'isjoohl Memorial Pole & Raising of Nisga'a Carving Knowledge in the Village of Laxgalt'sap *Amy Parent (Simon Fraser)*
	Enacting a Pedagogy of Resilience from a Blackfoot Perspective *Gabrielle Lindstrom (Mount Royal), Kristie Baptiste (Mount Royal), Mildred Young Pine (Mount Royal)*

TIMESLOT 10 / PÉRIODE 10
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 29 / 29 mai 2023

Session / Séance 10.8 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASWE-ACÉFÉ** **Special Event / Événement spécial** **Conversation Corner**

Session / Séance 10.9 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CATE-ACFE / CACS-ACÉC / CIESC-SCÉCI** **Symposium-Panel / Colloque-panel** **Disaggregating English Language Learners: Generation 1.5, Refugee Claimants and Early Study Abroad Students** *Nancy Bell (York), Sandra Schecter (York), Zaitun Phyuis (York)*

Session / Séance 10.10 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place** **Spotlight / Point de mire** **Open Event / Evénement ouvert**	**CATE-ACFE** **Multi-paper / Plusieurs communications** **Sexual Orientation and Gender Identity** Literacies of Inclusion: Innovation and Leadership *Wendy Carr (UBC), Blye Frank (UBC)*
	Toward a queer and trans-inclusive teacher education: A collaborative manifesto *Jen Gilbert (York), Darren Cummings, Amanda Arruda, Marlene Bird, Samantha Lobb, Bryanna McFarland, Jennifer Tran, Vivian Tran*
	Interpreting Teachers' Professional Roles: Implications Related to Social Justice *Lorenzo Cherubini (Brock)*

TIMESLOT 10 / PÉRIODE 10
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 29 / 29 mai 2023

Session / Séance 10.11 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CCPA-ACPC** **Multi-paper / Plusieurs communications** **Mapping Spaces of antiracist Youth resistance and access in Toronto and Montreal** Safe Spaces and Critical Places: Youth Programming, Cultural Production and Wellbeing Beyond Schools *Emmanuel Tabi (McGill), Alexandra Arraiz Matute (Carleton)*
	Mapping Youth Transitions *Bronwen Low (McGill), Tya Collins (Ottawa), Rodney Handelsman (McGill), Lynn Worrell (Carrefour Jeunesse Emploi), Colin Throness (English Montreal School Board), Roberto Leclerc (English Montreal School Board), Jennifer Barrow (English Montreal School Board), Lea Ehret (McGill)*

Session / Séance 10.12 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CERA-ACCÉ** **AGM / AGA**

Session / Séance 10.13 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**CERN-RRÉC / CIESC-SCÉCI** **Symposium-Panel / Colloque-panel** **Beyond fact checking: Digital citizenship education and democracy in a social media society** Chair/Prés.: Catherine Broom (UBC) Beyond fact checking: Digital citizenship education and democracy in a social media society *Carrie Karsgaard (Arizona State), Lynette Shultz (Alberta), Karen Pashby (Manchester Metropolitan), Nancy Holt (Manchester Metropolitan), Dimitri Pavlounis (CIVIX Canada)*

TIMESLOT 10 / PÉRIODE 10
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 29 / 29 mai 2023

Session / Séance 10.14 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Policy/International Education** Futures on hold: A poststructural analysis of Canadian study permit policy processes in times of COVID-19 *Renata Matsumoto (Western), Melody Viczko (Western)*
	Analyzing racialized international graduate students and spouses' employment trauma in Canada: "They want our money, but not our experience" *Benjamin Denga (Alberta)*
	Challenging Whiteness in Restorative Justice Education *Aurra Startup (York)*

Session / Séance 10.15 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Adult Learning and Literacies** Returning to face-to-face classes: A look into doctoral students' readiness for the new normal way of learning during the post-pandemic time *Vickie Wai Kei Li (Hong Kong Polytechnic)*
	Policies, Policing, and the Perpetuity of Racism in Adult Literacy in Ontario *Lisa Ambaye (Ottawa)*

Session / Séance 10.16 **Seymour Schulich Building (SSB) W254** **In-Person / Sur place**	**QSEC-ÉAÉC** **Multi-paper / Plusieurs communications** **Queer Parenting** Yeah, but what is it?: Gender joy, justice, and the nonbinary infant *Lindsay Herriot (Victoria), Rodney Knight (Montréal)*
	Creating Family Through Transnational Adoption *Tara Goldstein (OISE - Toronto)*
	Reconceive: Game pedagogies for queer fertility *Karleen Pendleton Jimenez (Trent)*

TIMESLOT 10 / PÉRIODE 10
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 29 / 29 mai 2023

Session / Séance 10.17 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place** **Bilingual / Bilingue**	**RÉÉFMM** **Multi-paper / Plusieurs communications** Expansion d'un profil stratégique du leadeurship en aménagement linguistique et culturel pour le système d'éducation francophone du Nouveau-Brunswick : comment accompagner le personnel enseignant? *Francis Bourgoin (Moncton), Lyne Chantal Boudreau (Moncton)*
	Façonner l'avenir par l'utilisation d'un questionnaire d'autoévaluation de la compétence interculturelle des directions d'établissement scolaire de langue française *Jean Labelle (Moncton), Andréanne Gélinas-Proulx (UQAO), Philippe Jacquin (Moncton), Amélie Cambron-Prémont (UQAO)*
	Prévenir le décrochage professionnel en misant sur le bien-être du personnel enseignant, de la formation initiale à la fin des premières années en milieu scolaire *Laurie Carlson Berg (Ontario français), Marie-Élaine Desmarais (Saint-Boniface), Annie Kenny (Sainte-Anne)*

Session / Séance 10.18 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**SERG-GRES** **Roundtables / Tables rondes** **Graduate Students' Roundtables / Tables rondes des étudiant.e.s aux cycles supérieurs** The Adaptation of the Educational Rating Scale for Sustainable Development in Early Childhood (ERS-SDEC) *Roxana Yanez-Gonzalez (Ottawa)*
	Exploring the viability of qualitative portraiture as impactful STEM identity research *Elizabeth Saville (UBC Okanagan)*
	Asset-full intersections: An informal science educator's transformative experience of critical practitioner inquiry and funds of knowledge *Kristen Schaffer (Mount Royal)*
	Global Competencies, Indigenous Knowledge, and Scientific Literacy In Canada *Selina Greco (York)*

TIMESLOT 10 / PÉRIODE 10
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 29 / 29 mai 2023

Session / Séance 10.19 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**SSTEP-GAMFE** **Multi-paper / Plusieurs communications** Podcast Creation in/as Teacher Education: In(form)ing Self-Study *Jennifer Watt (Manitoba), Devin King (Manitoba)*
	Igniting Critical Possibilities for Peer Support Initiatives in Education: A Scholar-Practitioner Collaborative Self-Study *Morgan Gardner (Memorial), Chris Cumby (Memorial), Janis Campbell (Stepped Care Solutions)*

Session / Séance 10.20 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**TATE-TFEE** **Multi-paper / Plusieurs communications** **Technology and the COVID-19 Pandemic: Critical Perspectives** Chair/Prés.: Beyhan Farhadi Hybrid Learning in Ontario and Crisis Education Policy *Beyhan Farhadi (York)*
Spotlight / Point de mire	Lessoned Learned or Lost? A Review of COVID-19 Technology and Education plan *Jennifer Jenson (UBC), Irina Tursunkulova (UBC), Nora Perry (UBC)*

Session / Séance 10.21 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place** **11:15 A.M. – 2:45 P.M. / 11 h 15 – 14 h 45**	**York University | Université York** **Posters / Présentations visuelles** **Poster Session for Faculty of Education members, Postdoctoral Fellows and Graduate Students** **Séance des affiches pour les membres de la faculté d'éducation, les chercheur.e.s postdoctoraux et des étudiant.e.s aux cycles supérieurs** This poster session showcases the diversity of research and scholarship engaged by faculty members, post-doctoral fellows, and graduate students in the Faculty of Education at York University. Posters on display represent a range of scholarly frameworks, research methodologies, and modes of expression that address responsibilities, solidarities, and challenges of reckoning with the past and re-imagining the future of education.

TIMESLOT 11 / PÉRIODE 11
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 29 / 29 mai 2023

Session / Séance 11.1 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CAARE-ACRAÉ** **AGM and Special Event: Awards for Action Research Presentation** **AGA et événement spécial : remise des prix pour les présentations sur la recherche-action**

Session / Séance 11.2 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CACS-ACÉC** **Special Event / Événement spécial** **Awards / Remise des prix**

Session / Séance 11.3 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G105** **In-Person / Sur place**	**CAEP-ACP** **Special Event / Événement spécial** **John Freeman Mentorship Lunch / Lunch de mentorat John Freeman**

Session / Séance 11.4 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CAFE-ACÉFÉ** **AGM / AGA** Facil.: Gemma Porter (St. Thomas)

Session / Séance 11.5 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CASEA-ACÉAS** **AGM / AGA**

TIMESLOT 11 / PÉRIODE 11
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 29 / 29 mai 2023

Session / Séance 11.6 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CASIE-ACÉÉA** **AGM / AGA**

Session / Séance 11.7 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASWE-ACÉFÉ** **AGM / AGA**

Session / Séance 11.8 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CERA-ACCÉ** **Special Event / Événement spécial** **Keynote / Discours principal**

Session / Séance 11.9 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**CIESC-SCÉCI** **AGM / AGA**

TIMESLOT 11 / PÉRIODE 11
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 29 / 29 mai 2023

Session / Séance 11.10 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CSSE-SCÉÉ** **Town Hall / Discussion ouverte** **Equity, Diversity, Inclusion, and Decolonization** CSSE-SCÉÉ delegates are invited to attend a Town Hall focused on equity, diversity, inclusion, and decolonization and the ongoing work of CSSE-SCÉÉ as a scholarly society. The Town Hall will include members of CSSE-SCÉÉ's Standing Committee on Equity, Diversity, Inclusion, and Decolonization; an overview of the recommendations made by the 2022 Working Group on Equity, Diversity, Inclusion, and Decolonization; an update on these recommendations and recent progress; and open discussion. Feedback, insights, and ideas related to this ongoing work are most welcome. Please note: The same event will be held in both Timeslot 4 (Hybrid) and Timeslot 11 (In-Person) to allow as many members to attend as possible. We invite you to join for whichever timeslot works best with the rest of your conference schedule.

Session / Séance 11.11 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place** **Bilingual / Bilingue**	**RÉÉFMM** **AGM / AGA**

Session / Séance 11.12 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**TATE-TFEE** **AGM and Lunch / AGA et lunch** Chair/Prés.: Megan Cotnam-Kappel

TIMESLOT 11 / PÉRIODE 11
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 29 / 29 mai 2023

Session / Séance 11.13 **Location TBD /** **Lieu à confirmer** **Hybrid / Hybride** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **12:15 – 1:15 P.M. /** **12 h 15 – 13 h 15**	**Federation of the Humanities and Social Sciences** **Fédération des sciences humaines** **Big Thinking / Voir Grande** **Seeds of the future: Climate justice, racial justice, and Indigenous resurgence** **Graines d'espoir : justice climatique, justice raciale, et résurgence autochtone** *Alanis Obomsawin* Climate change is one of the most pressing issues of our time, but it cannot be separated from issues of racial justice and Indigenous futures. In this Big Thinking lecture, discover the importance of Indigenous relationships with the land through the lens of Alanis Obomsawin, renowned Abenaki filmmaker, singer, artist and activist. Join Alanis Obomsawin in a discussion on what might be possible when we reckon with and re-imagine climate mitigation strategies through the lens of racial justice and Indigenous resurgence. This event will take place in English, with Simultaneous Interpretation in French, Closed Captioning, and ASL services available. Les changements climatiques représentent l'un des enjeux les plus urgents de notre époque, mais ils ne peuvent être envisagés de façon distincte des enjeux de justice raciale ainsi que des perspectives d'avenir des Autochtones. Dans le cadre de cette causerie Voir Grand, vous découvrirez l'importance des relations autochtones avec la terre selon l'optique d'Alanis Obomsawin, célèbre cinéaste, chanteuse, artiste et activiste abénakise. Joignez-vous à Alanis Obomsawin afin d'envisager ensembles les possibilités et stratégies d'atténuation climatique dans une optique de justice raciale et de résurgence autochtone. Cet événement se déroulera en anglais, avec interprétation simultanée en français, sous-titrage codé et ASL.

TIMESLOT 12 / PÉRIODE 12
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 29 / 29 mai 2023

Session / Séance 12.1 **Seymour Schulich Building (SSB) W253** **In-Person / Sur place**	**ARTS-SCÉA / CAARE-ACRAÉ** **Multi-paper / Plusieurs communications** **Design in Education and The Arts**
	Reading the Design Language of Intercultural Artifacts through a Peacebuilding Education Lens *Rim Fathallah (Toronto)*
	Designing with the Arts in a Pedagogy of Multiliteracies: An Action Research Study *Beryl Peters (Manitoba), Julie Mongeon-Ferré (Saint-Boniface)*

Session / Séance 12.2 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CAARE-ACRAÉ** **Multi-paper / Plusieurs communications** **Action Research and Indigenous Communities**
	Community Conversations: The Collaborative Design of Inclusive Education Programming *Kianna Mau (Queen's), Ian Matheson (Queen's)*
	A Collaborative Teacher Educator Self-Study through Action Research: Infusing Treaty Education and Indigenous Content in Curriculum and Instruction Courses *Lori McKee (St. Francis Xavier), Jennifer Mitton (St. Francis Xavier), William Walters (St. Francis Xavier), Daniel Robinson (St. Francis Xavier)*
	Ethical and Relational Responsibilities for Enacting Collaborative Action Research With/In Indigenous Communities *Nicola Friedrich (OISE - Toronto), Jennifer Brant (OISE - Toronto)*

TIMESLOT 12 / PÉRIODE 12
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 29 / 29 mai 2023

Session / Séance 12.3 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Multiliteracies** Animal and Non-Human Teachers in Comics: Anthropomorphic Representatives, Multispecies Representation *David Lewkowich (Alberta)*
	Online Remote Proctoring Software: Student Experiences with and Perceptions of Surveillance and Stress *Cristyne Hébert (Regina)*
	Towards deep learning in online courses: A case study in cross-pollinating Universal Design for Learning and dialogic teaching *Qiongli Zhu (OISE - Toronto), Sarfaroz Niyozov (OISE - Toronto)*

Session / Séance 12.4 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Philosophical Inquiry** Toward a Refractively Eventful English Language Arts Curriculum and Pedagogy: Complicating Badiou, 'Auto'ethnography and the Humilitant Critical Pedagogue *Robert Piazza (Alberta)*
	Beginning with Ourselves: Re-imagining Our Paths Forward as We Reckon with Social and Cultural Issues That Surround Us *Carmen Shields (Nipissing), Carmen Schlamb (Seneca), Jeff Adams (Lakehead), Adam Podolski (Quest Art School and Gallery), Carmen Shields (Nipissing)*
	Engaging in philosophical inquiry with children: A Non-canonical approach *Nikki Rotas (Western)*
	The Challenges of Implementing Contemplative Inquiry In Post-Secondary Educational Curricula and Pedagogy *Heather Williams (Simon Fraser), Charles Scott (Simon Fraser), Allen Yee (Simon Fraser), Scott Bowering (Simon Fraser), Renata Cueto de Souza (Simon Fraser)*

TIMESLOT 12 / PÉRIODE 12
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 29 / 29 mai 2023

Session / Séance 12.5 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Intellectual and Developmental Disabilities** An analysis of references to non-cognitive factors on U15 universities' website content for prospective students with disabilities *Jeffrey MacCormack (Lethbridge), Ian Matheson (Queen's)*
	Time and Place as Factors Affecting Disability Identification in Ontario: Insights from over a Decade *Jordan Shurr (Queen's), Alexandra Minuk*
	Trends in the Identification and Placement of Students with Intellectual and Developmental Disability *Alexandra Minuk (Queen's), Jordan Shurr (Queen's)*

Session / Séance 12.6 **Seymour Schulich Building (SSB) W257** **In-Person / Sur place** **Spotlight / Point de mire**	**CAFE-ACÉFÉ** **Symposium-Panel / Colloque-panel** **Book Panel: Professional Ethics and Law in Education** Chair/Prés.: Bruce Maxwell (Montréal) *Bruce Maxwell (Montréal), Dianne Gereluk (Calgary), Christopher Martin (UBC Okanagan)*

Session / Séance 12.7 **Seymour Schulich Building (SSB) W357** **In-Person / Sur place** **Open Event / Evénement ouvert**	**CASEA-ACÉAS** **Symposium-Panel / Colloque-panel** **A Pan-Canadian study: Assessing the French language proficiency of prospective FSL teachers** Chair/Prés.: Stefan Merchant (Queen's) Assessing French Language Proficiency: A Toolkit for Hiring FSL Teachers *David Jack (Ontario Public School Boards' Association), Stefan Merchant (Queen's)*
	Assessing the French language proficiency of prospective FSL teachers: A pan-Canadian study *Stefan Merchant (Queen's), David Jack (Ontario Public School Boards' Association)*

TIMESLOT 12 / PÉRIODE 12
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 29 / 29 mai 2023

Session / Séance 12.8 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place**	**CASE-ACSÉ** **Multi-paper / Plusieurs communications** **Factors Outside the School Impacting School Experience** Student Mobility and Opportunity Gaps: Addressing Academic Achievement through Community and Policy *Jeannie Kerr (Simon Fraser), Ee-Seul Yoon (Manitoba)*
	Parental rights discourses in Alberta Education *Bridget Stirling (Alberta)*
	Exploring the Nexus Between Housing Instability and K-12 Students' Absenteeism *Richard Oppong-Bosomah (Western)*

Session / Séance 12.9 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASIE-ACÉÉA** **Symposium-Panel / Colloque-panel** **Beyond Metaphorical Language: Treaty as a Living Agreement within Science Education** *Dwayne Donald (Alberta), Karen West (Alberta), Simon Sylliboy (St. Francis Xavier), Dawn Wiseman (Bishop's)*

Session / Séance 12.10 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CATE-ACFE** **Special Event / Événement spécial** **Graduate Student Panel / Panel des étudiant.e.s aux cycles supérieurs** **Publishing in Teacher Education** Chair/Prés.: Michael Holden (Queen's), Sarah Ouellette (Toronto) Facil: Sarah Ouellette (Toronto) *Carole Fleuret (Ottawa), Teresa Strong-Wilson (McGill), Frank Deer (Manitoba), Lauren Halcomb-Smith (Royal Roads), Alison Crump (J-BILD), Kurt Clausen (Nipissing)*

TIMESLOT 12 / PÉRIODE 12
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 29 / 29 mai 2023

Session / Séance 12.11 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CCPA-ACPC** **Symposium-Panel / Colloque-panel** **Critical and Transformative Pedagogy for Leadership, Citizenship and Social Justice in in Higher Education** *Lilach Marom (Simon Fraser), Kimberley White (York), Kathy Sanford (Victoria), Bruno De Oliveira Jayme (Manitoba), Teresa Cappiali (Raoul Wallenberg Institute)*

Session / Séance 12.12 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CERA-ACCÉ** **Symposium-Panel / Colloque-panel** **Collecting data of students and families: Opportunities and Challenges** *Gillian Parekh (York), Carl James (York), Brandy Doan (Toronto Catholic District School Board), Chris Conley (Durham District School Board), David Cameron (Toronto District School Board), Keiko Kuji-Shikatani (Ontario Ministry of Education), Camille Logan (Peel District School Board)*

Session / Séance 12.13 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**CIESC-SCÉCI** **Special Event / Événement spécial** **CIESC-SCÉCI Presidential Address** *Melody Viczko (Western)*

Session / Séance 12.14 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CPES-SCPÉ** **Symposium-Panel / Colloque-panel** **Nonhuman Animals and Philosophy of Education** Facil.: Ann Chinnery (Simon Fraser) Nonhuman Animals as Moral Subjects: Implications for Moral Education *Ann Chinnery (Simon Fraser)*
	The educability of nonhuman animals: Philosophy of education beyond the human world *Claudia Ruitenberg (UBC)*

TIMESLOT 12 / PÉRIODE 12
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 29 / 29 mai 2023

Session / Séance 12.15 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place** **Spotlight / Point de mire**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Reimagining Literacies** Chair/Prés.: Kimberly Lenters (Calgary) Disc./Comm.: Kimberly Lenters (Calgary) Reciprocal Literacies: Artists' Connections to Place *Jana Ellefson (Calgary)*
	Reckoning with and Reimagining Listening in Literacy Education: Towards Listening 'Otherwise' *Sharon Murphy (York)*
	Re-imagining literacy in lockdown: A survey of Canadian educators' experience providing for quality at-home teaching and learning *Sonya Sachar (Alberta), Karen Krasny (York)*

Session / Séance 12.16 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**PHETE-GFEÉPS** **Multi-paper / Plusieurs communications** Chair/Prés.: Moss Norman Chipping Away at the Evidence-Based Edifice: The Chinese-Canadian Undergraduate Experience in KIN *Moss Norman (UBC), Kelvin Cheng (Toronto), Chunlei Lu (Brock)*
	Mobilizing Sporty Bodies for Social Justice *Michael Kehler (Calgary), Gabriel Knott-Fayle (Calgary)*
	Neo Pedagogical Landscapes?: Exploring physical educators new experiences teaching on the land during the pandemic in Winnipeg, Manitoba *jay johnson (Manitoba), Jordan Laidlaw (Winnipeg)*

TIMESLOT 12 / PÉRIODE 12
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 29 / 29 mai 2023

Session / Séance 12.17 **Seymour Schulich Building (SSB) W254** **In-Person / Sur place**	**QSEC-ÉAÉC** **Multi-paper / Plusieurs communications** **Curriculum and the Significance of Language**
	'Unclean','Impure','Defiled': Conceptualizing sexuality and uncloaking shame in Ontario Christians' life narratives *Jacob DesRochers (Queen's)*
	A Potentially Queer Extension of Martin Garden's Two-Child Problem *Katryne Dubeau (Saskatchewan), Sandra Hall (Saskatchwan), Egan Chernoff (Saskatchewan)*
	Disrupting Gender-based Violence and Re-conceptualizing Consent Education with the Notion of Queer Sexual Joy *Jessica Wright (MacEwan), Alexandra Zidenberg (King's College)*

Session / Séance 12.18 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place** **Bilingual / Bilingue**	**RÉÉFMM** **Multi-paper / Plusieurs communications**
	Les pratiques pédagogiques gagnantes en situation de pandémie pour façonner l'avenir de l'éducation en milieu minoritaire francophone au Manitoba et en Nouvelle-Écosse *Gail Cormier (Saint-Boniface), Andrea Burke-Saulnier (Sainte-Anne)*
	Un portrait de la francisation à l'Île-du-Prince-Édouard *Rachelle Gauthier (PEI), Diego Medina Figuera (PEI)*
	Qu'entend-on par résilience linguistique? *Hannah Sutherland (Ottawa)*

Session / Séance 12.19 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**SERG-GRES** **Multi-paper / Plusieurs communications** **Teaching and Learning in STEM**
	Investigating the use of Socio-Scientific Reasoning in Science Classrooms *Ian Doktor (Alberta)*
	Pre-Service Biology Teachers' Conceptions Of What It Means To Understand Biology *Gregory Thomas (Alberta)*
	Science and Character Education: A Curriculum *Albert Kok (Beacon Christian School)*

TIMESLOT 12 / PÉRIODE 12
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 29 / 29 mai 2023

Session / Séance 12.20 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place** **Spotlight / Point de mire** **Bilingual / Bilingue**	**TATE-TFEE** **Symposium-Panel / Colloque-panel** **Green, Screen, Machine, and Everything in Between: Five Scoping Reviews on Learning Through Play / Enviro, techno, bricolo et tout ce qui est socio: Cinq revues de la portée sur l'apprentissage et le jeu** Chair/Prés.: Michelle Hagerman *Megan Cotnam-Kappel (Ottawa), Amal Boultif (Ottawa), Phyllis Dalley (Ottawa), Trista Hollweck (Ottawa), Michelle Schira Hagerman (Ottawa), Jess Whitley (Ottawa), Patrick Labelle (Ottawa), Allison Cattani (Ottawa), Béatrice Crettenand Pecorini (Ottawa), Nicolas Gourde (Ottawa), Sajani Karunaweera (Ottawa), Alice Neiley (Ottawa), Sima Neisary (Ottawa), Amanda May (Ottawa)*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.1 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**ACDE-ACDÉ** **Symposium-Panel / Colloque-panel** **Deans in Dialogue: Implementing the Accord on Education for a Sustainable Future** Chair/Prés.: Rob VanWynsberghe (UBC), Paul Elliott (Trent) Richard Barwell (Ottawa), Patrick Howard (Cape Breton), Thomas Falkenberg (Manitoba), Yovita Gwekwerere (Laurentian), Ellen Field (Lakehead)

Session / Séance 13.2 **Seymour Schulich Building (SSB) W253** **In-Person / Sur place**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **The Arts in Teacher Education** Project of Heart: A Self-Study of Curating an Arts-Based Installation for Reconciliation *Katie Tremblay (Trent), McKenna Jackson (Trent)*
	Mapping Four Years of Beginning Teacher Confidence in the Inclusive Classroom: A Poetic Inquiry *S. Anthony Thompson (Regina), Jacqueline Specht (Western), Jessica Delorey (Western), Tsz-Wing Zita Lau (Western)*
	Elementary Preservice Arts Education Training: A Potential Solution to Limited Program Instructional Hours *Peter Vietgen (Brock), Shelley Griffin (Brock), Kari-Lynn Winters (Brock)*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.3 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Social Justice and Youth Education** What do youth have to do with it? Social justice education in 'the everyday' *Kenneth Gyamerah (Queen's), Shuyuan Liu (Queen's), Thashika Pillay (Queen's), Claire Ahn (Queen's)*
	Making sense of COVID-19: How youth navigate pandemic-related information *Catherine Burwell (Calgary), David Scott (Calgary), Maren Aukerman (Calgary)*
	Reckoning with Time: Learning with Girls in the Digital World *Julie Garlen (Carleton), Sarah Hembruff (Ottawa Carleton District School Board), Evie Ruddy (Carleton), Brandon Tobin (Ottawa Catholic School Board), Brittany Parisien (Toronto)*

Session / Séance 13.4 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Trauma-Informed Practices** Post-traumatic Growth in Teachers as a Response to the COVID-19 Pandemic *Laura Sokal (Winnipeg), Lesley Eblie Trudel (Winnipeg), Carl Heaman-Warne (Winnipeg)*
	It's A Communal Effort: Benefits of Social Enterprise Adopting Trauma-Informed Practices *Erika Kirk (Acadia), Tanya Surette (Acadia)*
	Teacher's Experiences with Children of War in their Classrooms *Lilian Wataka (UBC)*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.5 **Seymour Schulich Building (SSB) W257** **In-Person / Sur place**	**CAFE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Concerns in Teacher Education: Reconciliation, Whiteness, and Parental Engagement** Teacher Education for Reconciliation: Program Insights for Practice *Gemma Porter (Saint Thomas)*
	Countering Whiteness as property in anti-racist teacher education professional development *Carmen Gillies (Saskatchewan), Chelsea Davis (Saskatchewan), Jake Bergen (Winnipeg)*
	Preparing teachers for parental engagement: Role of teacher educators in Canada *Max Antony-Newman (Sheffield Hallam)*

Session / Séance 13.6 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **Educational Policy and Planning** Chair/Prés.: Donna Swapp (Regina) Inspiring Success: Collaborative animation of an Indigenous education policy framework as a means of defining the path and assessing progress *Scott Tunison, Ted Amendt (Saskatchewan School Boards Association)*
	Review and Analysis of Education Policy Trajectories in Newfoundland and Labrador: Phase 1: Public Communications through Media Releases *Gerald Galway (Memorial), Christine Arnold, Joelle Rodway*
	"Playing Politics:" A Primary Feature of the Grenadian School Principalship *Donna Swapp (Regina)*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.7 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place**	**CASE-ACSÉ** **Multi-paper / Plusieurs communications** **Inequalities Created within Schools/Infrastructure** Enhancing school staff knowledge to better support homeless students *Jacqueline Kennelly (Carleton), Rebecca Stroud Stasel (Carleton)*
	Who uses Portable Classrooms in Ontario and for How Long? *Augusto Riveros (Western), Chenyang Zhou (Western)*
	Using News Reports to Investigate Community Perceptions of Portable Classrooms: A Critical Discourse Analysis *Marzieh Forozantabar (Western), Augusto Riveros (Western)*

Session / Séance 13.8 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Language, Literacies, and Stories** Little Spirits Reaching for Wild Flowers Literacy Project *Sandra Styres (OISE - Toronto), Ryan Neepin (Laurier)*
	Exploring an Indigenous Restorative Pedagogical Approach *Jeffrey Wood (Laurentian)*

Session / Séance 13.9 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G110** **In-Person / Sur place** **Bilingual / Bilingue**	**CASWE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Women's Experiences with Leadership** La progression de carrière des femmes en leadership scolaire : états de lieux en Alberta *Leticia Nadler Gomez (Alberta), Samira ElAtia (Alberta), Elissa Corsi (Alberta), Komla Essiomle (Alberta)*
	Understanding the leadership lifeworlds of women postsecondary middle-level leaders: A narrative inquiry *Danni Chen (Calgary), Emilie Maine (Calgary), Amy Burns (Calgary)*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.10 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CATE-ACFE / CASIE-ACÉÉA / CACS-ACÉC** **Multi-paper / Plusieurs communications** **Pedagogies and Stories of Change** Watering the Seed: understanding your own paradigm in Indigenous Education *Lydia Sunchild (Niagara), Laryssa Gorecki (Niagara)*
	Praxis-Oriented Pedagogies for Pre-Service Teachers: Teaching About and For Social Justice Through Equity Literature Circles *Joanne Robertson, Awneet Sivia (Fraser Valley)*
	Reciprocal Learning Between Generalist and Specialist Teaching Models: Canadian and Chinese Sister School Teachers Co-planning and Co-teaching a Mathematics Lesson *Shijing Xu (Windsor), Chenkai Chi (Windsor), Chris Hickman (Greater Essex County District School Board), Jiaojiao Pan (Chongqing Yuzhong District School Board)*

Session / Séance 13.11 **Seymour Schulich Building (SSB) W254** **In-Person / Sur place**	**CCPA-ACPC** **Multi-paper / Plusieurs communications** Rigour for the Hobby Painter? Re-Imagining Art Education Classrooms Between the Community and University Settings. *David LeRue*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.12 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place** **Bilingual / Bilingue**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Classroom assessment** Less is more: Developing an abridged version of the Approaches to Classroom Assessment Inventory *Christopher DeLuca (Queen's), Danielle LaPointe-McEwan (Queen's), Andrew Coombs (Memorial), Michael Holden (Queen's), Nevra Ozoren Sener (Memorial), Nathan Rickey (Queen's), Alex Hemmerich (Queen's)*
	Competency-based training: a paradigm shift through the eyes of the learners *Ingrid de Vries (Queen's)*
	Assessing the Impacts of Collaborative Research Approaches in Education *Stephen MacGregor (Calgary)*
	Un exemple de revue systématique des écrits sur les pratiques d'évaluation formative les plus efficaces à l'éducation préscolaire *Marie-Hélène Hébert (TÉLUQ), Monica Boudreau (UQAR), Éric Frenette (Laval), Mario Richard (TÉLUQ), Steve Bissonnette (TÉLUQ), Naomie Fournier Dubé (Montréal)*

Session / Séance 13.13 **Seymour Schulich Building (SSB) W356** **In-Person / Sur place**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Narratives** Caste-ing Narratives of Caste in Canada *Aakriti Kapoor (Toronto District School Board), Shikha Diwakar, Alayna Puli*
	'My story, your story' - honoring our transcultural differences through the ABC's model *Zahra Golneshan (Calgary), Marigona Morina (Calgary)*
	Comparing knowledge of inclusion and exclusion: Revisioning and reimagining with the other *Nombuso Dlamini (York)*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.14 **Seymour Schulich Building (SSB) W357** **In-Person / Sur place**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **COVID-19 Learning** Education responses and building back better aspirations: How are teachers framed in international organizations' pandemic discourses? *Tatiana Feitosa de Britto (OISE - Toronto)*
	Experiencing Teaching and Learning Online during the Pandemic: Perspectives of Instructors and Learners in a Chinese University *Olivia Zhang (Trinity Western), Liwei (Lewis) Shang (Hebei)*
	Privilege, Policy, and Passport Power Colliding: International Students and Inequity During COVID-19 *Shannon Hutcheson (McGill)*

Session / Séance 13.15 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place**	**CPES-SCPÉ** **Multi-paper / Plusieurs communications** **The Pedagogical Possibilities of Difficult Knowledge, Grief, and Humility** The pedagogy of grief: Public pedagogy through commemorative practice at the Toronto Homeless Memorial *Timothy Martin (York)*
	Attending to our 'Historical Agnosia': Defending our Ignorance of Climate Devastation *Mario Di Paolantonio (York)*
	Intellectual Humility and Teaching *Sandra Bruneau*

Session / Séance 13.16 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Reading and Technology** Unfriended: Relationality, ICT/Social Media, and Critical Reading Skills in the Post-truth Era *Joe Stouffer (Brandon), Zahra Kasamali (Brandon), Matteo Di Muro (Brandon), Ellen Watson (Brandon), Michelle Lam (Brandon)*
	A systematic review: The use of digital technology for Indigenous students' learning of English language skills *Jia Li (Ontario Tech), Novera Roihan (Ontario Tech)*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.17 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**PHETE-GFEÉPS** **Multi-paper / Plusieurs communications** Chair/Prés.: LeAnne Petherick A Discourse Analysis of the Media Coverage of the Debate Surrounding Sex and Sexuality Education *LeAnne Petherick (UBC), Moss Norman (UBC), Genevieve Rail (Concordia), Kaila Bonnell (UBC), Kailee Hirsche (UBC)*
	Positive education: A new approach to quality HPE *Krystal Gray (Brock), Chunlei Lu (Brock)*
	Teachers Returning to the Island: Supporting teachers ongoing professional development in school-context *Steve McGinley (UBC), LeAnne Petherick (UBC), Anthony Clarke (UBC)*

Session / Séance 13.18 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**QSEC-ÉAÉC** **Multi-paper / Plusieurs communications** **Examining Policy and Reform** Facil.: Bridget Stirling (Alberta) Protections and Opportunities: A Review of Provincial 2sLGBTQ+ K-12 School Policies *Taylor Stocks (Memorial)*
	Examining Gender Policy in the context of Anglo-Caribbean Higher Education *George McCaulsky (West Indies - Mona)*
	Contested education in Manitoba: Education reform efforts and impact for 2SLGBTQIA+ subjects *Christopher Campbell (Manitoba)*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.19 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride** **Bilingual / Bilingue**	**RÉÉFMM** **Multi-paper / Plusieurs communications** Le Francopass: Overview and Future Perspectives *Sathya Rao (Alberta), Martine Cavanagh (Alberta)*
	Un modèle d'enseignement de l'écriture adapté pour favoriser une pratique culturellement durable | Adapting a Model for the Teaching of Writing to Promote Culturally-Sustainable Practice *Martine Cavanagh (Alberta), Émilie Lavoie (Alberta)*
	Immigration et pluriethnicité: Quelles orientations pour l'école de langue française? *Elie Ndala (Ottawa)*

Session / Séance 13.20 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**SERG-GRES** **Multi-paper / Plusieurs communications** **Reimagining STEM Education** Re-imagining laboratory teaching and learning: Listening to diverse college biology students' voices on their experiences in a constructivist discovery learning research project *Neerusha Baurhoo-Gokool (Montréal)*
	How a small selection of Canadian secondary and post-secondary STEM+ educators adapted their inquiry-based pedagogies for virtual instruction *Christina Phillips (OISE - Toronto)*
	Science for All! Supporting the Science Learning of Students with Learning Disabilities *Cinzia Di Placido (McGill)*
	Climate Drama: Theatre As Empowerment, Learning, And Agency *Josefina Rueter Veiga (York)*

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.21 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place** **Bilingual / Bilingue**	**SIGEMM-GISÉMM** **Multi-paper / Plusieurs communications** **Creative Pedagogies, Criticality, Social Inclusion: Expanding the Institutional Roles of Science Museums?** Chair/Prés.: Marie-France Berard (UBC)
	Augmented Reality: A media-educology for museum education *Quincy Wang (Simon Fraser), Kristiina Kumpulainen (Simon Fraser)*
	I Just Wanted To See... How Other People Deal With It: Visitors' Experiences At A Mental Health Exhibition *Ana Maria Navas Iannini (Simon Fraser), Erminia Pedretti (OISE - Toronto)*
	What mission statements reveal about the roles of Canadian science museums *Natalie Sadowski (Ottawa), Christine Tippett (Ottawa), Anik Meunier (UQAM)*

Session / Séance 13.22 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**SSTEP-GAMFE** **AGM / AGA**

TIMESLOT 13 / PÉRIODE 13
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 29 / 29 mai 2023

Session / Séance 13.23 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**TATE-TFEE** **Multi-paper / Plusieurs communications** **Designing Learning** Chair/Prés.: Sandra Becker Are Making and Schooling Compatible?: Exploring the Use of a Teaching Sequence on 2D Shapes in an Elementary School Makerspace *Sandra Becker (Calgary), Jesus Enrique Hernandez-Zavaleta (Calgary), Doug Clark (Calgary), Michele Jacobsen (Calgary)*
	Deploying a Technology Enabled Active Learning Classroom to a High School on a Shoestring Budget: Practical Suggestions and Pedagogical Practices *Garrick Burron (OISE - Toronto)*
	Reaching ahead with the Mathspace app: Creative implementation of a Grade 9 math preparation and support program *Shalini Arjomand (Queen's), Maria Neag (Toronto District School Board), Amanda Cooper (Queen's)*

Session / Séance 13.24 **Seymour Schulich Building (SSB) W141, Robert R. McEwan Auditorium** **In-Person / Sur place** **3:00 – 5:00 P.M. / 15 h 00 – 17 h 00** **Open Event / Evénement ouvert**	**York University | Université York** **Symposium-Panel / Colloque-panel** **Fireside Chat with Hon. Jean Augustine and Professor Carl James** This fireside chat features a conversation with Hon. Jean Augustine and Professor Carl James (Jean Augustine Chair, Faculty of Education). The chat provides an opportunity to learn from Augustine, her perspectives on how her presence in and contributions to the historical, political, social, educational, and cultural life of Canada – particularly, in areas of immigrant settlement, community leadership, teaching and education leadership, parliamentary life and undertakings, and Canadian life generally in terms of equity, social justice, and international relations. With her experiences as reference, the conversation with Dr. Augustine will provide insights into the systems and structures that have operated to bring into existence life in Canada today and that of racialized and Black people in particular. The conversation will be animated by a visual display of a selection of Augustine's fonds borrowed from the Clara Thomas Archives and Special Collections at the Scott Library.

TIMESLOT 14 / PÉRIODE 14
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 29 / 29 mai 2023

Session / Séance 14.1 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place** **Bilingual / Bilingue**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **Perspectives and Conceptualizations about Leadership** Chair/Prés.: Nancy Matthews (Crandall)
	Using Grounded Theory Methodology and the Outcome *Nancy Matthews (Crandall)*
	Turnaround Leadership Research: What We Have Learned From 2017 to 2021 *Peng Liu (Manitoba), Ya Long Bo (Hong Kong)*
	Toward an Explanation of Variation in Teachers' Perceptions of Teacher Leadership *lili Liu (East China Normal), Peng Liu (Manitoba), Xuan Wen Kong (East China Normal)*
	Que savons-nous des compétences en littératie statistique des directions d'écoles canadiennes? *Komla essiomle (Alberta), Samira ElAtia (Alberta), Darryl Hunter (Alberta), Glenn Borthistle (Alberta)*

Session / Séance 14.2 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Responsibility, Loss, and Survival**
	Recognizing the Roles and Responsibilities of White-Presenting Métis Educators in Anti-Racist Education *Carmen Gillies (Saskatchewan), Amanda Nelson (Saskatchewan)*
	The Niitsitapi (the Real People) Stolen Children: Stories of Survival *Tiffany Prete (Lethbridge), Trey Twigg (Lethbridge), Kelsey Many Fingers (Lethbridge)*
	Teaching about Missing and Murdered Indigenous Women and Girls *Catherine Vanner (Windsor), Angelina Weenie (First Nations), Meegwun Logan (Windsor), Kendal Ryan (Wiindsor), Jillian Goyeau (Windsor), Claudia Mitchell (McGill)*

TIMESLOT 14 / PÉRIODE 14
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 29 / 29 mai 2023

Session / Séance 14.3 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CATE-ACFE** **Special Event / Événement spécial** **Keynote / Discours principal** Facil.: Julia Rheaume (Red Deer) Kikinamagozewin A place of learning: Faculties of Education and Research must Decolonize! *Nicholas Ng-A-Fook (Ottawa), Anita Tenasco (Kitigan Zibi), Jenny Tenasco (Kitigan Zibi)*

Session / Séance 14.4 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride** **4:30 – 6:00 P.M. / 16 h 30 – 18 h 00**	**CCGSE-CCÉÉCSÉ** **Workshop / Atelier** **Networking, Professional Skills, and Headshots**

Session / Séance 14.5 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place** **Spotlight / Point de mire**	**CIESC-SCÉCI / CERN-RRÉC** **Symposium-Panel / Colloque-panel** **Commitments to equity and inclusion in diverse Canadian educational sectors: Critical, comparative examinations of K-12 school and post-secondary contexts.** *Steve Sider (Laurier), Kumari Beck (Simon Fraser), Ardavan Eizadirad (Laurier), Jhonel Morvan (Brock)*

Session / Séance 14.6 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**CPES-SCPÉ** **Special Event / Événement spécial** **MA Thesis Award Presentation / / Remise du prix pour un mémoire de maîtrise**

TIMESLOT 14 / PÉRIODE 14
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 29 / 29 mai 2023

Session / Séance 14.7 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride** **Spotlight / Point de mire**	**LLRC-ACCLL / TATE-TFEE** **Multi-paper / Plusieurs communications** **Digital Literacies and Algorithms** Chair/Prés.: Mary Ott (Western) A seamless graft: Considering the integration of language and literacy scholars into data-driven companies *Ernesto Peña (UBC)*
	Understanding literacy practices in creative, multimodal, and digital environments through PhoneMe, a social media app for sharing poetry *Rachel Horst (UBC), Sonia Martin (York), Alexandra Minuk (Queen's), William Rowluck (UBC), Yuya Takeda (UBC), Natalia Balyasnikova (York), Claire Ahn (Queen's), Kedrick James (UBC)*
	AI in Education: Its Impact and the Need for AI Literacy *Lesley Wilton (York), Stephen Ip, Athena Tassis, Rutwa Engineer*

Session / Séance 14.8 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**PHETE-GFEÉPS** **Multi-paper / Plusieurs communications** Chair/Prés.: Hart Banack The Where of Teaching and Learning: initial findings *Hartley Banack (UNBC)*
	Salsa Rhythms and Kinaesthetic Connection: Motion-Sensing Pathways to InterActive Flow *Rebecca Lloyd (Ottawa), Stephen Smith (Simon Fraser)*

Session / Séance 14.9 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place** **Bilingual / Bilingue**	**RÉÉFMM** **Multi-paper / Plusieurs communications** Représentations Sociales Du Concept D'inclusion *Méralyne Fleurant*
	On continue d'évoluer en parallèle : les parents québécois et les politiques linguistiques minoritaires appliquées au contexte majoritaire *Andréanne Langevin (McGill)*

TIMESLOT 14 / PÉRIODE 14
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 29 / 29 mai 2023

Session / Séance 14.10 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place** **Bilingual / Bilingue**	**SIGEMM-GISÉMM** **AGM / AGA** **Museum Education & Mediation: Survey of Current Research in Canadian Universities** Chair/Prés.: Marie-France Berard (UBC) Disc./Comm.: Marie-France Berard (UBC)

Session / Séance 14.11 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place** **Spotlight / Point de mire**	**EdCan Network / CSSE-SCÉÉ** **Special Event / Événement spécial** **Being 'Well at Work' in K-12 – Exploring Research Gaps and Opportunities** Well at Work by the EdCan Network connects research and practice to foster workplace wellbeing in the Canadian K-12 education sector. As a trusted intermediary organization, a key part of EdCan's work is sharing current research findings so that they can be implemented by system leaders and workplace wellbeing practitioners. This interactive roundtable discussion will bring together new and emerging researchers in the field of K-12 workplace wellbeing to share current research priorities, explore gaps in the existing data, and identify potential future research directions and opportunities for partnerships and knowledge mobilization. *Max Cooke (EdCan Network), Kathleen Lane (EdCan Network)*

EVENING / SOIR
6:00 P.M. Eastern / 18 h 00 Est
May 29 / 29 mai 2023

Eleanor Winters Art Gallery, Winters College (WC) 129 **In-Person / Sur place** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **6:00 P.M. / 18 h 00**	**CAREC-ACRPE** **Special Event / Événement spécial** **Art Gallery Installation Opening / Inauguration de l'installation à l'Art Gallery** More than the mark: the choreographies and generosities of young children's drawing *Sylvia Kind (Capilano)* This exhibition intends to make visible very young children's drawing as an interactive event of sounds, rhythms, movements, materials, gestures, marks, generosities, hospitalities, synchronicities, and relationalities. It situates drawing as inherently relational and composed together with others as if the act of drawing is about us rather than a self-centred I. This shifts the perceived foundations of drawing and what we think might matter, and opens spaces to consider how the drawing event is much more than the child's representational intent and the marks made.

Timbers Lodge Social Grill (York Lanes) **In-Person / Sur place**	**CASEA-ACÉAS** **Special Event / Événement spécial** **Book Launch / Lancement de livres**

Scott Library - Atrium **In-Person / Sur place** **5:00 – 7:00 P.M. /** **17 h 00 – 19 h 00**	**CSSE-SCÉÉ** **Special Event / Événement spécial** **York University Reception / Réception de l'Université York**

TIMESLOT 15 / PÉRIODE 15
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 30 / 30 mai 2023

Session / Séance 15.1 **Seymour Schulich Building (SSB) W253** **In-Person / Sur place**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **Music Education** Composing for students: Composers' reflections on the process of creating educational music *Bernard Andrews (Ottawa), Susan Mielke (Ottawa)*
	Exploring the Personal Role of Music in the Lives of Generalist Teachers *John Vitale (Nipissing)*

Session / Séance 15.2 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Environmental Education** Rethinking and Realizing Participation: Children's Engagement in Ecological Curriculum and Research *Susan Jagger (Toronto Metropolitan), Breanna Ashdown (Toronto Metropolitan)*
	Forest Schools and Child Well-Being *Michael Link (Winnipeg), Heather Krepski (Winnipeg), Thomas Falkenberg (Manitoba)*
	Place in the Pass: Second-Year Observations form an Initiative Supporting Place-Conscious Pedagogy in Crowsnest Pass *Darron Kelly (Memorial), Sharon Pelech (Lethbridge), Sydney Genineau-Olay (Lethbridge), Dorcas Obeng (Lethbridge)*
	It's not a positive story, we've got to change this label!: Representations of biodiversity in science museums *Ana Maria Navas Iannini (Simon Fraser), Martha Marandino (Sao Paulo), Erminia Pedretti (OISE - Toronto)*

TIMESLOT 15 / PÉRIODE 15
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 30 / 30 mai 2023

Session / Séance 15.3 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Teacher Experiences 1** Assessment Practices in Grade 9 Destreamed Mathematics Classrooms *Douglas McDougall (OISE - Toronto), Sofia Ferreyro Mazieres (OISE - Toronto), Rachael Lewitzky (OISE - Toronto)*
	BC's Revised Curriculum: Conflicted Teacher Perspectives? *Scott Robertson (UBC)*
	The Dynamic Between K-8 Teacher Agency and Education Policy Discourse During COVID-19 *Tanjin Ashraf (Australian Catholic)*
	Jean Baudrillard & Media Education: Reimagining our Assumptions *Cathryn van Kessel (Texas Christian)*

Session / Séance 15.4 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Transition to Adulthood** Stakeholder Perspectives about the Supports Intensity Scale: Helping or Hindering the Transition to Adulthood *Nadine Bartlett (Manitoba), Eefa Khan (Manitoba), Rebeca Heringer (Manitoba), Anne Kresta*
	Impact of Youth/Adult Digitality on Managing Cyber Conflict *Laurie-ann Hellsten (Winnipeg), Brenan Smith (Saskatchewan), Laureen McIntyre (Saskatchewan), Brittany Hendry (Saskatchewan)*

TIMESLOT 15 / PÉRIODE 15
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 30 / 30 mai 2023

Session / Séance 15.5 **Eleanor Winters Art Gallery, Winters College (WC) 129** **In-Person / Sur place** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	**CAREC-ACRPE** **Special Event / Événement spécial** **Art Gallery Installation / Installation à l'Art Gallery** More than the mark: the choreographies and generosities of young children's drawing *Sylvia Kind (Capilano)* This exhibition intends to make visible very young children's drawing as an interactive event of sounds, rhythms, movements, materials, gestures, marks, generosities, hospitalities, synchronicities, and relationalities. It situates drawing as inherently relational and composed together with others as if the act of drawing is about us rather than a self-centred I. This shifts the perceived foundations of drawing and what we think might matter, and opens spaces to consider how the drawing event is much more than the child's representational intent and the marks made.

Session / Séance 15.6 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **Diverse Leadership Landscapes** Chair/Prés.: Amy Burns (Calgary) Single-sex schooling at an Elite Independent School: A Multi-methods Case Study *Gregory Hadley (St. Francis Xavier), Daniel Robinson (St. Francis Xavier), Jennifer Mitton (St. Francis Xavier),*
	Abbott Elementary's Principal Ava Coleman - A Contrast for Black Female Administrators *Gillian Elango (Ontario Tech), Diana Petrarca (Ontario Tech)*
	Martyrdom as a metaphor for women's middle-level postsecondary leadership *Amy Burns (Calgary)*

TIMESLOT 15 / PÉRIODE 15
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 30 / 30 mai 2023

Session / Séance 15.7 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place**	**CASE-ACSÉ** **Multi-paper / Plusieurs communications** **Students and Teachers: Constructions, Relationships and Migrations** Constructions of Students and Teachers on British Columbia Offshore School Provincial Government Websites *Ian Alexander (UBC), Laura Werbitsky (UBC)*
	Beyond the Chasm of Ethnic Incongruence: Pupils' Perceptions of Student-Teacher Relationships in Mainstream and Supplementary Schools in Flanders, Belgium *Julia Steenwegen (Antwerp), Noel Clycq, Jan Vanhoof*
	Why Is Identity Revindication Pivotal for Adolescent Female Newcomers from Muslim Countries in Canada? *afrouz Tavakoli khou (McGill)*

Session / Séance 15.8 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASIE-ACÉÉA** **Symposium-Panel / Colloque-panel** **When mathematics has spirit: Aki Chike Win** *Lisa Lunney Borden, Dawn Wiseman, Loretta Robinson, Karen West, Simon Sylliboy (St. Francis Xavier), Anita Lafferty, Melissa Daoust, Elmer Ghostkeeper, Florence Glanfield, Monica Ribbonleg, Kyla Bernard*

TIMESLOT 15 / PÉRIODE 15
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 30 / 30 mai 2023

Session / Séance 15.9 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CATE-ACFE / CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Indigenous-settler co-construction of knowledge** Considering Kinship: Involving Teachers in Thinking Differently *Avril Aitken (Bishop's), Linda Radford (Ottawa), Curran Jacobs (Bishop's), Victoria Starnino*
	Power of Oral Culture in Education *Njoki Wane (OISE - Toronto), Ardavan Eizadirad (Laurier), Zuhra Abawi (Niagara), Soudeh Oladi (OISE - Toronto), Jennifer Straub (Laurier), Aida Al-Thayabeh (OISE - Toronto)*
	Exploring reconciliatory praxis in Quebec Teacher Education: Re/Positioning alongside while designing curricular resources for early childhood education (ECE) (ages 4-8 years old). *Mindy Carter (McGill), Sheryl Smith-Gilman (McGill), Sandra Deer (McGill)*

Session / Séance 15.10 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CATE-ACFE** **Multi-paper / Plusieurs communications** **Practicum Mentors** Feedback in the Field: Exploring Practicum Supervision in a Faculty of Education *Greg Ogilvie (Lethbridge), Dawn Burleigh (Lethbridge)*
	How can classroom students support the development of student teachers during practicum? Re-imagining the triad mentoring model *Joanne Pattison-Meek (Bishop's)*
	Developing and implementing a peer mentor support model for practicum: A self-study *Diana Royea (Bishop's), Joanne Pattison-Meek (Bishop's)*

TIMESLOT 15 / PÉRIODE 15
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 30 / 30 mai 2023

Session / Séance 15.11 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Teaching, learning and testing**
	Consequence, Impact, Washback, and Test Preparation: A Systemic Review of the Literature *Peiyu Wang (Queen's)*
	Lives Shaped by Young Learners' English Tests *Jia Guo (Queen's)*
	A designed based research study to implement a mathematical problem solving intervention *Sarah Hamilton (Mount Royal), Dana Braunberger (Calgary), Meadow Schroeder (Calgary)*

Session / Séance 15.12 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Leadership and Gender**
	Debt, Religion, and Education in a Former European Colony in the Caribbean: Contextualizing School Principals' Work in Grenada *Donna Swapp (Regina)*
	Privatization of Education: How does it Construct the Beyond School Inequity/Equity in Education *Sefut Shan (Jackson State), Sumaiya Chowdhury (Queen's)*
	Social Impact Centres Around the Globe: Amplifying Research Impact in Communities *Amanda Cooper (Queen's), Emily Teves (Queen's), Rebecca Luce-Kapler (Queen's), Michelle Searle (Queen's), Joelle Rodway (Memorial)*

TIMESLOT 15 / PÉRIODE 15
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 30 / 30 mai 2023

Session / Séance 15.13 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CIESC-SCÉCI** **Symposium-Panel / Colloque-panel** **Reckoning and Reimagining Language and Culture Education Through West-East Reciprocal Learning** Disc./Comm.: Julian Kitchen (Brock) *Yuhan Deng (Windsor), Shijing Xu (Windsor), Luxin Yang (Beijing Foreign Studies), Haojun Guo (Windsor), Chen Li (Beijing Foreign Studies), Lintao Zhang (Beijing Foreign Studies), Yishin Khoo (Windsor), Teresa Iandolo, Hongjie Deng, David Meloche*

Session / Séance 15.14 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Silence and rage in language and literacy education** Chair/Prés.: Katie Brubacher (Alberta) Whirlpooling feminist rage in YA sexual assault stories: Examining gang rape-revenge in Foul is Fair and The Nowhere Girls *Amber Moore (Simon Fraser)*

Session / Séance 15.15 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**PHETE-GFEÉPS** **AGM / AGA**

TIMESLOT 15 / PÉRIODE 15
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 30 / 30 mai 2023

Session / Séance 15.16 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**TATE-TFEE** **Multi-paper / Plusieurs communications** **Knowledge Building** Chair/Prés.: Preeti Raman Towards Fostering Systems Thinking via Knowledge Building Discourse *Dina Soliman (Toronto), Preeti Raman (Toronto)*
	Brave Spaces, Brave Facilitators, Brave Conversations: Microaggressions in the Online Environment *Christine Cho (Nipissing), Julie Corkett (Nipissing)*
	Transforming Teacher Learning in the Knowledge Building Innovation Network: Reflections from the Field *Leanne Ma (OISE - Toronto)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.1 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CACS-ACÉC** **Roundtables / Tables rondes** **History** Noble navigators/explorers OR merciless colonizers/imperialists? *Momina Khan (Saskatchewan), Irteqa Khan (York)*
	We are more than our traumas: Imagining a haunted, spiral curriculum for Holocaust Education *Eleanor Johnston (York)*

Session / Séance 16.2 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CACS-ACÉC** **Roundtables / Tables rondes** **Identity** Instagram, Social Justice, and Teenage Female Athletes: Negotiations of Feminism Online *Danica Vidotto (Toronto), Rebecca Hughes (Toronto)*
	I want to know what love is: Making a case for white male love *Teresa Fowler (Concordia Edmonton), Bryana Perlette, Carson Cardinal*
	Supporting Indian newcomers to maintain their mother tongue and promoting parental engagement using digital tools at home *Sudhashree Girmohanta (OISE - Toronto)*
	The re-imagining of my life as a white settler through a discussion of two indigenous art exhibitions *Sandra Filippelli (UBC)*

Session / Séance 16.3 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CACS-ACÉC** **Roundtables / Tables rondes** **Issues in Pedagogy** Active Listening-based pedagogies: the art of listening and fruitful relationships in education *Rafael Pellizzer Soares (Alberta)*
	Reimagining Education Through Culturally Relevant Pedagogy *Sepideh Mahani (Yorkville)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.4 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CASIE-ACÉÉA** **Roundtables / Tables rondes** Grounding Elementary Social Studies Teacher Education in Indigenous Knowledge *Sharla Peltier (Lakehead), Janice Huber (Alberta)*
	Anishinaabemowin and Lenaapeewi Language Teaching and Learning Model in a Public School System *Gretchen Sands-Gamble (Queen's)*

Session / Séance 16.5 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CASIE-ACÉÉA** **Roundtables / Tables rondes** Centering the Wholeness & Wellbeing of Children: Nehiyaw Language and Knowledge *Trudy Cardinal (Alberta), Patricia Steinhauer (Alberta), Janice Huber (Alberta), Patricia Steinhauer (Alberta), Janice Huber (Alberta)*
	Nestiun Wiapi: Understanding together: A community-engaged research approach for accessing linguistic and cultural resurgence, revitalization, and reclamation efforts for early childhood education *Ashley Julian-Rikihana (Acadia)*

Session / Séance 16.6 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CASIE-ACÉÉA** **Roundtables / Tables rondes** Experiential and Land Based Learning of Wapana'ki Language, Culture, Art and Worldviews – Piquing Interest and Accessibility through Digital Archiving *Starlit Simon (New Brunswick)*
	Conceptualizing Morality in Indigenous Consciousness *Frank Deer (Manitoba), Rebeca Heringer (Manitoba)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.7 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CASIE-ACÉÉA** **Roundtables / Tables rondes** Using Decolonizing Methodologies as a Non-Indigenous Person to Explore Roles of Storytelling in Culturally Responsive Environment in Educational Leadership *Sunny Jun (Victoria)*
	Speaking Out Loud the Attempted Points of Erasure *Laura Forsythe (Winnipeg)*

Session / Séance 16.8 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CATE-ACFE / CACS-ACÉC** **Roundtables / Tables rondes** **Climate Change** Making Kin with Multispecies' Flourishing in the Anthropocene: A Multiperspectival Narrative *Steven Khan (Brock), Thi-Thuy-Hang Tran (Regina), Tram-Anh Bui (Brock), Dianne Kenton (Brock), Sreedevi Rajasekharan (Brock), Olivia Lu (Toronto)*
	On Becoming Teacher with Climate Crisis: Encountering Climate Crisis Through a Relational Psychoanalytic Lens *Christie Petersen (Manitoba)*

Session / Séance 16.9 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CATE-ACFE** **Roundtables / Tables rondes** **Social Justice in Teacher Education** Decolonizing practice: The story we tell ourselves *Christine Ho Younghusband (UNBC), Melanie Bellwood (UNBC)*
	Beyond COVID-19: improving best practices and relationships among newcomer students, their school, and community *Rahat Zaidi (Calgary), Marigona Morina (Calgary), Michelle Veroba (Brooks Composite High School), Chantal Palmer (Calgary)*
	Bridging Programs for Internationally Educated Teachers: Exploring the Canadian Landscape and Creating Research Collaborations *Randolph Wimmer (Alberta), Danielle Gardiner Milln (Alberta)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.10 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CATE-ACFE** **Roundtables / Tables rondes** **Teacher Education** Communities of practice in initial teacher education: A policy initiative from a critical complexity perspective *Adam Kaszuba (Ottawa)*
	Faculty Experiences with Student Evaluations of Teaching: A New Model *Cristyne Hebert (Regina), Christine Massing (Regina), Lucrecia Fuhrmann (Regina), Alayne Armstrong (Regina)*

Session / Séance 16.11 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CATE-ACFE** **Roundtables / Tables rondes** **Assessment, identity, and engagement** Using Arts-Informed Inquiry to Construct and Conceptualize Assessment Identity in Pre-Service Teacher Education *Katrina Carbone (Queen's), Sumiaya Chowdhury (Queen's), Michelle Searle (Queen's), Christopher DeLuca (Queen's)*
	Assessment as a Partnership *Allison Tucker (St. Francis Xavier), Marc Husband (St. Francis Xavier)*

Session / Séance 16.12 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CATE-ACFE / CACS-ACÉC** **Roundtables / Tables rondes** **Math** Educational Accountability: A Case Study of the Creation, Implementation and Cancellation of the Math Proficiency Test in Ontario, Canada *Sarah McGinnis (Ottawa)*
	Factors Enhancing Pre-service Teachers' Preparation to Effectively Integrate Technology into Mathematics Teaching *Soheila Shahmohammadi (Brock)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.13 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CATE-ACFE** **Roundtables / Tables rondes** **Equity** Factors Influencing Performance Decline in Civic Education among Students in Junior Secondary School (a case of Lagos, Nigeria) *Olatunji Ganiu (Lagos State)*
	Two-eyed seeing: What does Integrative History look like? *Heather Compeau (Fraser Valley)*
	Building program coherence in teacher education: An examination of equity pedagogy across the program *Yiola Cleovoulou (OISE - Toronto), Shamina Shaheen (OISE - Toronto), Michelle Iznardo (OISE - Toronto), Aliyana Hirji (OISE - Toronto)*

Session / Séance 16.14 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**SERG-GRES** **Roundtables / Tables rondes** Review of Science Surveys and a Proposal for a New National Survey *Samia Khan (UBC)*
	Mathematical Identity Work of Children Who Were Born Extremely Premature *Rebecca Pearce (McGill)*
	An Experimental Study of Categorizing Pendulum Motion *Lin Li (Windsor), George Zhou (Windsor)*
	What makes a good math app? Parents prefer math apps which they rate as teaching fewer math skills *Nicola Urquhart (Laurier), Joanne Lee (Laurier), Eileen Wood (Laurier)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.15 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**TATE-TFEE** **Roundtables / Tables rondes** Chair/Prés.: Helen DeWaard (Lakehead) Examining Barriers to Technology Integration in the Wake of COVID-19 *Matteo Di Muro (Brandon)*
	The Entangled Agential Practices of Families when Using Mobile Digital Devices *Kristen Swenson (Deakin)*
	Media and digital literacies of teacher educators in Canadian faculties of education: The future is open *Helen DeWaard (Lakehead)*

Session / Séance 16.16 **In Zoom via the Swoogo Platform / Dans Zoom via la plateforme Swoogo** **Online Only / Uniquement en ligne**	**ARTS-SCÉA** **Roundtables / Tables rondes** Reflections from an Improv Walk: Nature is a Part of Me *Kelly Young (Trent), Karleen Pendleton Jimenez (Trent), Lisa Trefzger Clarke (Trent), Derek Newman-Stille (Trent), Lauren Hill (Trent)*

Session / Séance 16.17 **In Zoom via the Swoogo Platform / Dans Zoom via la plateforme Swoogo** **Online Only / Uniquement en ligne**	**TATE-TFEE** **Roundtables / Tables rondes** Assessing the impact of a virtual academic support service on youth in Nova Scotia *Julia Forgie (Toronto), Rebeccah Raphael (Toronto)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.18 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CACS-ACÉC** **Posters / Présentations visuelles** The Nexus Moment of Curriculum Work: An Internationalist Conversation *Allan Michel Jales Coutinho (UBC)*
	Exploring how discourses of curriculum reform shape teachers' subjectivities *Laura Werbitsky (UBC)*

Session / Séance 16.19 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CAEP-ACP** **Posters / Présentations visuelles** Examining University Students Past and Current Views on Academic Integrity During COVID-19 *Sabrina Silvestre (Laurier), Eileen Wood (Laurier), Zachariah Hamzagich (Laurier), Judy Eaton (Laurier)*
	Roll call: A scoping review of school attendance problems among children *Nilufar Mokhtarian (Ottawa), J. David Smith (Ottawa), Jessica Whitley (Ottawa), Maria Rogers (Carleton)*
	Navigating School Remotely: Experiences of Students with Disabilities and Their Families During COVID-19 *Adrianna Arsenault (Ottawa)*
	Examining the relationships between student engagement, self-regulated learning, and academic challenges for middle school students in Canada *Safoura Askari (Victoria), Meng Qi Wu (Victoria), Allyson Hadwin (Victoria)*
	Fostering Children and Youth's Mental Health through a Collaborative, School-based Support Intervention *Jessica Haight (Alberta)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.20 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CASEA-ACÉAS** **Posters / Présentations visuelles** Barriers To Assessing Higher Educational Services: What More Can We Do For Boys From Bame In London *James Onukwu (Commonwealth Council for Educational Management)*
	As Sunflowers Face the Sun: Black and Indigenous women school administrators sharing experiences and opportunities for solidarity *Whitneé Garrett-Walker (OISE - Toronto), Nia Spooner (OISE - Toronto), Jasmine Pham (OISE - Toronto), Rotem Raz (OISE - Toronto), Luísa Gragirena-Husbands (OISE - Toronto)*
	An Examination of Educational Leadership Preparation in Ontario: Are Principals Prepared to Lead Equitably? *Nia Spooner (Toronto)*

Session / Séance 16.21 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CASIE-ACÉÉA** **Posters / Présentations visuelles** Challenging the Canon: Exploring Intersectionality and Ways of Life via Indigenous Storytellers *Rebecca Stroud Stasel (Carleton)*

Session / Séance 16.22 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**LLRC-ACCLL** **Posters / Présentations visuelles** English for Academic Purposes as a bridge connecting English as Additional Language graduate students in Education with the existing body of knowledge and the academic community in a Canadian post-secondary institution context *Huong Cao (Manitoba)*
	Comparative Study of Elementary English Curriculum between Quebec and China Mainland: A missing piece in academic literacy puzzle *Haiyi Yan (McGill), Chuan Liu (Western)*
	Understanding Canadian Youths' Reading Experiences on Cell Phones *James Nahachewsky (Victoria), Sam Liu (Victoria)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.23 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**TATE-TFEE** **Posters / Présentations visuelles** Perceptions of instructors on the benefits and challenges of technology-enhanced classrooms *Zian Zhang (OISE - Toronto)*
	Love and The Distance *Keith Brown (OISE - Toronto), Zian Zhang (OISE - Toronto)*
	A Tale of Two Analyses: Comparing the Results of Artificial Intelligence and Human Qualitative Analysis *Soroush Sabbaghan (Calgary)*

Session / Séance 16.24 **In Zoom via the Swoogo Platform / Dans Zoom via la plateforme Swoogo** **Online Only / Uniquement en ligne**	**CAEP-ACP** **Posters / Présentations visuelles** Climate Change and Eco-anxiety: Tracking Changes in Education *Emma Cognet (Bishop's), Dawn Wiseman (Bishop's)*

Session / Séance 16.25 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place** **Spotlight / Point de mire**	**ACDE-ACDÉ** **Special Event / Événement spécial** **The Sherman Lecture / La Conférence Sherman** **Looking Back, Moving Forward with Critical Anti-Racist Education** Chair/Prés.: Lace Marie Brogden (St. Francis Xavier) *Verna St. Denis (Saskatchewan)* The integration of First Nations, Metis and Inuit children into Canadian public education began in the mid 1950s. Despite the availability of various renditions of culturally responsive education, public education continues to struggle to meet the needs of Indigenous and other racially minoritized children. Faculties of Education must be compelled to examine and seek to disrupt the whiteness of its faculty, its educational programs, specifically its graduate education curriculum that inevitably reproduce future generations of faculty. Meaningfully addressing the racial inequities that public education produces must become a priority for our Faculties of Education.

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.26 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CAFE-ACÉFÉ** **Symposium-Panel / Colloque-panel** **Well-Being and Well-Becoming in Schools: Conceptualizing, Contextualizing, Curricularizing** Chair/Prés.: Thomas Falkenberg (Manitoba) *Thomas Falkenberg (Manitoba), Frank Deer (Manitoba), Lesley Eblie Trudel (Winnipeg), Cameron Hauseman (Manitoba), Jeannie Kerr (Simon Fraser), Heather Krepski (Winnipeg), Michael Link (Winnipeg), Jennifer Watt (Manitoba)*

Session / Séance 16.27 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CASE-ACSÉ** **Multi-paper / Plusieurs communications** **Student Inequalities in Higher Education: Coloniality, EDI, and Microaggressions** Facil.: Christine Corso (OISE - Toronto) Why Must Rhodes Fall? Confronting the Coloniality of English Higher Education *Eva Crowson (UBC)*
	A Critical Perspective: East Asian Students' Experiences in Higher Education in Ontario *Vivian Leung (Western)*
	The Implementation of Equity, Diversity and Inclusion policies in Higher Education *Karine Fofou (Montréal)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.28 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **New Perspectives on Data** Insights Into Computational Thinking from Multi-Modal Data: A Systematic Review *Hao-Yue Jin (Alberta), Zexuan Pan (Alberta), Maria Martínez Rodríguez (Alberta), Maria Cutumisu (Alberta)*
	Counter-Mapping University Campuses: Using Intersectionality and Spatiality to inform EDI Policy in Higher Education *Ehsan Akbari (Regina), Robert Mizzi (Manitoba), Chris Yendt (Manitoba), Tannaz Zargarian (Manitoba), Chris Campbell (Manitoba)*

Session / Séance 16.29 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CERN-RRÉC / CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Global Citizenship: Meaning and Experiences** Chair/Prés.: Taciana Lirasilva (Ottawa) Decolonizing Global Citizenship in Teacher Education: A pilot study of a critical, collaborative experience between Canadian and Ethiopian students *Leigh-Anne Ingram (Lakehead), Gary Pluim (Lakehead), Solomon Belay (Addis Ababa), Rochelle Robinson*
	How Language Education and Critical Cosmopolitan Citizenship Can Shape the Future of Humanity. *Taciana Lirasilva (Ottawa)*
	Internationalized Curriculum for Social Justice: Decolonial Forces, Connections, and Imaginations *Hayley Brooks (OISE - Toronto)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.30 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CIESC-SCÉCI / CERN-RRÉC** **Multi-paper / Plusieurs communications** **International Education** An Examination of International Master of Education Programs in Canadian Universities *Han Xu (Queen's)*
	A comparative analysis on the regulatory policies of International Student and Immigration Advisor in Canada and the UK *Yixin Jiang (OISE - Toronto)*
	Academic Association through Overseas Visits: A Multiple-case Study of Chinese Doctoral Students from the Perspectives of A(N)T *Hongxia Shan (UBC), Zheng Ren, Yonghong Ma*
	We are not children anymore: Reflections on international research and education collaborations *Megan Aston (Dalhousie), Danielle Macdonald*

Session / Séance 16.31 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride** **Spotlight / Point de mire**	**CPES-SCPÉ** **Symposium-Panel / Colloque-panel** **Unsettling Care Ethics and Care-Writing for Threaded and Twisted Times** Facil.: Ann Chinnery (Simon Fraser) Care Ethics and Care-Writing for Threaded and Twisted Times *Claudia Eppert (Alberta), Alex Olsvik (Alberta), Robert Piazza (Alberta), Christie Schultz (Regina), Melaina Weiss (Alberta), Ann Chinnery (Simon Fraser)*

TIMESLOT 16 / PÉRIODE 16
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 30 / 30 mai 2023

Session / Séance 16.32 **Seymour Schulich Building (SSB) N107, Wekerle Family Lecture Hall** **In-Person / Sur place** **10:30 A.M. – 12:15 P.M. / 10 h 30 – 12 h 15**	**York University | Université York** **Symposium-Panel / Colloque-panel** **Pedagogies Towards More Just Futures: Reckonings and Re-Imaginings in Education** Chair/Prés.: Korina Jocson (York), Warren Earl Crichlow (York) *Mario DiPaolantonio (York), Cristina Delgado Vintimilla (York), Molade Osibodu (York), Vidya Shah (York)* Hosted by the York University Faculty of Education, this panel will explore the conference themes of reckonings and re-imaginings from a range of perspectives – including the humanities, philosophy, feminist, and Black studies – with a view to rethink pedagogies and relationships between the past and present, education and schooling, teaching and learning, and leadership and responsibility towards more just futures.

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.1 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place** **Spotlight / Point de mire**	**ACDE-ACDÉ** **Symposium-Panel / Colloque-panel** **From rhetoric to responsibility: Canadian Deans of Education move forward with EDID** Chair/Prés.: Allyson Jule (Fraser Valley), Lara Ragpot (Trinity Western) Discussion Leaders: Jerome Cranston (Regina), Reginald D'Silva (UBC), Sheryl MacMath (UFV)

Session / Séance 17.2 **Seymour Schulich Building (SSB) W253** **In-Person / Sur place**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **The Arts and Social Change 2** Elaborating a Working Theory of Trans Arts-Based Resilience *Michel Levesque (Alberta)*
	Exploring the role of intimacy in high school drama education *Kristy Smith (York)*

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.3 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CAARE-ACRAÉ** **Multi-paper / Plusieurs communications** **Action Research and Teacher Education**
	Developing Teacher-Researcher Identity and Practice through Collaborative Inquiry: Findings from a Pilot Project with In-Service and Pre-Service Teachers *Angela Vemic (OISE - Toronto), Lincoln Smith (OISE - Toronto), Rubaina Khan (OISE - Toronto), Joel Wiebe (OISE - Toronto), Garrick Burron (OISE - Toronto), Sisi Feng (OISE - Toronto), Sarina Sabet Sarvestany (OISE - Toronto), Geoff Mohtadi, Andrew MacDougall*
	Enacting new curriculum through action research: COVID-19 as an anchor for socio-scientific issue-based instruction. *Travis Fuchs (UBC; West Point Grey Academy), Elysia Jellema (West Point Grey Academy)*
	Beyond a Teacher's Scope? A Pan-Canadian Survey of the Use of Action Research in Teacher Education Programs *Kurt Clausen (Nipissing), Glenda Black (Nipissing), Christopher Godfrey (Nipissing)*

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.4 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CACS-ACÉC** **Symposium-Panel / Colloque-panel** **Embodied Reflexivity through the Arts** Chair/Prés.: Ellyn Lyle (Yorkville), Jee-Yeon Ryu (Yorkville), Celeste Snowber (Simon Fraser)
	In Motion. An Adaptation of Enriched and Inclusive Audio Description Practices *Carolina Bergonzoni (Simon Fraser)*
	The Gift of Loss: A Rhizomatic Connection Journey *Christine L. Cho (Nipissing)*
	Transcorporeal Witnessing: Re-figuring Toxic Entanglements through the Arts *Claudia Eppert (Alberta), Diane Conrad (Alberta)*
	Fleshing Out the Embodied Potentialities of Positionality *Sandeep Kaur Glover (Simon Fraser)*
	Merging Eco-Literacy, Visual Poetry, and Arts-Informed Practices: A Curriculum of Eco-Justice Education *Andrejs Kulnieks (Saskatchewan)*
	Salsa Rhythms and Soul Connections *Rebecca J. Lloyd (Ottawa)*
	Every Seashell is a Story *Ellyn Lyle (Yorkville)*
	Accessing Embodied Knowledges: Poetry as Culturally Relevant Pedagogy *Sepideh Mahani (Yorkville)*
	Nine Women: Collages of Spirit, Collages of Self *Indrani Margolin (UNBC)*
	Emergence: (Un)Common Intervention *Malvika Agarwal (Western), Sandra Poczobut (Western)*
	Relational Ethics through the Flesh: Considerations for Anti-Colonial Future in Art Education *Nicole Rallis (UBC), Rita Irwin (UBC)*
	Beautiful Mis/takes *Jee Yeon Ryu (Yorkville)*
	Water Stories *Celeste Nazeli Snowber (Simon Fraser)*
	Red Thread Dancing | Feather Dreaming *Darlene St. Georges (Lethbridge), alexandra fidyk (Alberta)*
	Reintegration as Border Pedagogy: A Female Text *Lorie C. Wright (Queen's)*

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.5 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Language Education** Vandalized Bilingual Stop Signs: A Resource to Learn About Anglophone Perspectives on Francophone Perspectives *Raphaël Gani (Laval)*
	The absence of cultural learning in French immersion: 'It was verbs and nothing' *R. Marika Kunnas (York)*
	The French School in a Minority Setting in the Context of Changing Demographics *Zain Esseghaier (PEI)*

Session / Séance 17.6 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Resilience** Resilience and impairment: A study of factors supporting counsellor development and career longevity *Tanya Surette (Acadia), Erika Kirk (Acadia)*
	A Multi-informant Semi Longitudinal Qualitative Approach to Uncovering Youth Resilience and Wellbeing During COVID-19 *Alexandra Paiva (Brandon), Breanna Lawrence (Brandon)*
	Resilience: From What Raw Material Will One (Keep) Building a Self? *Alice Neiley (Ottawa)*

Session / Séance 17.7 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**CAFE-ACÉFÉ** **Symposium-Panel / Colloque-panel** **Tarnished Legacy: Whatever Happened to the "House That Ryerson Built"?** Chair/Prés.: Paul W. Bennet (Saint Mary's) *Paul Bennett (Saint Mary's), Catherine Ellis (Toronto Metropolitan), David Hutchison (Brock), Samantha Cutrara (York)*

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.8 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CAREC-ACRPE** **Multi-paper / Plusieurs communications** Chair/Prés.: Christine Massing (Regina) From Workforce to Feminist Force: Reconfiguring Activism in Early Childhood Education *Iris Berger (UBC)*
	Reimagining Pedagogical Documentation Post-Covid: Lessons from Pandemic, Virtual and Hybrid Teaching in Ontario's Full-Day Kindergarten Program *Kamini Kamdar (York), Dragana Mirkovic (York)*

Session / Séance 17.9 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CASEA-ACÉAS** **Symposium-Panel / Colloque-panel** **Supporting Principals to Address the Challenges in Retention and Professional Support of FSL Teachers** *Brenda Blancher (Ontario Public School Boards' Association), Judith Nyman (Ontario Public School Boards' Association)*

Session / Séance 17.10 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place**	**CASE-ACSÉ** **Multi-paper / Plusieurs communications** **The Lived Experience of Teachers: Professionalism, Activism, Racialization** Queering Traditional Understandings of Teacher Professionalism Through Teacher Activism *Trudy Keil (Regina), Pamela Osmond-Johnson (Regina)*
	Centering and unpacking the lived experiences of racialized public school occasional teachers *Monica Tang (York), Rabia Khokhar (OISE - Toronto)*

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.11 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Re-imagining Curriculum**
	Examining the new First Voices course: Calling for Indigenous Cultural Safety and Ethical Commitments within Reconciliation Education *Jennifer Brant (OISE - Toronto), Erenna Morrison*
	(Re)designing curriculum: Educators share their experiences and insights about Indigenizing curricula *Martha Koch (Manitoba), Margaret Hart (Manitoba)*

Session / Séance 17.12 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CATE-ACFE / CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Addressing the Truth and Recolonization Calls to Action**
	Spiritual Exchange' in Practice: Inspirations and Insights for Teacher Education *Victoria Bouvier (Mount Royal), Jennifer MacDonald (Regina)*
	Inclusive Worldviews and Pedagogies: Advancing an Institute Approach to Teacher Educations *Katherine Sanford (Victoria), Tanya Manning-Lewis (Thompson Rivers)*

Session / Séance 17.13 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place** **Bilingual / Bilingue**	**CATE-ACFE** **Multi-paper / Plusieurs communications** **Teacher Education procedures**
	Research Projects in Teacher Education Programs: The Experiences of Secondary Mathematics Pre-Service Teachers *Limin Jao (McGill), Martin Ako (McGill), Maria-Josée Bran Lopez (McGill)*
	Re-imagining admissions: Part one in a plan for strong equity in teacher education *Deanna Friesen (Western), Yi Chen (Western), Rebecca Cole (Western), Kevin Hobbs (Western), Mary Ott (Western), Janelle Rouse (Western), Robyn Turgeon (Western), Kathy Hibbert (Western)*
	How do we go from glow to grow? Nurturing an inquiry stance in teacher candidates *Jessica Swift (Western), Mary Ott (Western), Kathy Hibbert (Western)*

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.14 **Seymour Schulich Building (SSB) W254** **In-Person / Sur place**	**CCPA-ACPC** **Multi-paper / Plusieurs communications** **"Can you hear us now?" Critical analysis of neoliberal neoconservative educational 'reform'**
	Discursive Justifications for Neoliberal and Neoconservative Curricular Reform *Adamo Di Giovanni (Windsor), Lana Parker (Windsor)*
	'Can you hear me now?' Online Virtual Learning and Immigrant Families' Experiences *Alexandra Arraiz Matute (Carleton), Chizorom Sandra Ogbuagu (Carleton), Lan Tuyet Vu (Carleton)*
	A Critical Analysis of Neoliberal Educational Reform: The Student as Subject *Melanie Janzen (Manitoba), Rebeca Heringer (Manitoba)*

Session / Séance 17.15 **Seymour Schulich Building (SSB) W255** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Special education populations**
	Teacher Perceptions of an Online Training Module on Accommodations for Students with Mathematical Learning Disabilities *Zain Japanwala (Saskatchewan), Pei-Ying Lin (Saskatchewan)*
	Re-examining the Evidence: A Cost-Benefit Analysis of Applied Behaviour Analysis (ABA) for Autistic People in Canada *Nancy Marshall (York)*
	Using cultural probes to learn from lived experience *Ryan Collis (York)*

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.16 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Higher education** Fostering 21st Century Skills Development for Physics Undergraduates *Carolyn Sealfon (Toronto; Ronin Institute), Garrick Burron (Toronto)*
	Exploring Inclusion and 'Reverse Discrimination' at a Small Canadian University *Tehmina Khwaja (Thompson Rivers)*
	How are social science funding agencies changing? Exploring the shifting global landscape of knowledge mobilization and research impact towards integrating equity and multi-stakeholder collaborations *Amanda Cooper (Queen's), Stephen MacGregor (Calgary), Paisley Worthington (Queen's), Joelle Rodway (Memorial), Michelle Searle (Queen's)*

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.17 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CIESC-SCÉCI** **Special Event / Événement spécial** **CIESC-SCÉCI Book Launch / Lancement de livres** Opening Remarks / Remarques liminaires
	Superdiversity and teacher education: Supporting teachers in working with culturally, linguistically, and racially diverse students, families, and communities *Guofang Li (UBC), Jim Anderson, Jan Hare, Marianne McTavish*
	Handbook of research on teaching strategies for culturally and linguistically diverse international students *Clayton Smith, George Zhou (Windsor)*
	Teaching Global Citizenship: A Canadian Perspective *Lloyd Kornelsen, Geraldine Balzer (Saskatchewan), Karen Magro*
	Restorative justice in the classroom: Liberating students' voices through relational pedagogy *Crystena Parker-Shandal (Waterloo)*
	Finding Refuge in Canada: Narratives of Dislocation *George Melnyk, Crystena Parker-Shandal (Waterloo)*
	Preparing globally competent professionals and leaders for innovation and sustainability *Linyuan Guo (PEI)*
	Education for global citizenship and sustainability: From theory to practice *Linyuan Guo (PEI)*
	Living Well in a World Worth Living In for All: Current practices of social justice, sustainability and wellbeing *Kristin Reimer (Monash), Mervi Kaukko (Tampere), Sally Windsor, Kathleen Mahon, Stephen Kemmis*
	Multilingualism and Education: Researchers' Pathways and Perspectives *Gail Prasad, Nathalie Auger, Emmanuelle Le Pichon-Vorstman (Toronto)*
	Global citizenship education *Eva Aboagye (George Brown), S. Nombuso Dlamini (York)*
	The Power of Diversity in the Armed Forces: International Perspectives on Immigrant Participation in the Military *Grazia Scoppio (RMC), Sara Greco*
	Instagram as public pedagogy: Online activism and the Trans Mountain pipeline *Carrie Anne Karsgaard (Arizona State)*

TIMESLOT 17 / PÉRIODE 17
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 30 / 30 mai 2023

Session / Séance 17.18 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Secondary and Young Adult Literacies** Variations of Critical Literacies Practices in a Secondary Transnational Education Program *Zheng Zhang (Western), Rong Hai (Western)*
	An Exploration of Multiliteracies in Secondary Schools and Adult Education *Susan Holloway (Windsor), Patricia Gouthro (Mount Saint Vincent), Rasha Qaisi (Windsor)*

Session / Séance 17.19 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**QSEC-ÉAÉC** **Multi-paper / Plusieurs communications** **Leadership and the Impacts on School Culture** I don't honestly think that gender matters: Queering denial that gender impacts principal leadership *Ken MacKinnon (PEI)*
	Interrogating Cis-Heteronormativity in New Brunswick Schools' Dress Code Policies *melissa keehn (New Brunswick)*
	Supporting Safer Spaces: How School Administrators Shape the School Culture for Sexual and Gender Minority Students *Ariadne Jevnikar (Lakehead)*

Session / Séance 17.20 **Stedman Lecture Hall D** **Hybrid / Hybride** **Open Event / Evénement ouvert** **11:00 A.M. – 12:30 P.M. / 11 h 00 – 12 h 30**	**CSSHE-SCÉES / CAFS / ANSER / CSSE-SCÉÉ** **Special Event / Événement spécial** **2023 Joint Presidential Address: Food Security on Campus**

TIMESLOT 18 / PÉRIODE 18
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 30 / 30 mai 2023

Session / Séance 18.1 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CSSE-SCÉÉ** **AGM / AGA** **Members are invited to attend this year's Annual General Meeting, which features key updates from the Executive on various initiatives, a presentation of the CSSE-SCÉÉ budget, and discussion of future direction for our scholarly society.** **Light refreshments will be served.** If Seymour Schulich Building (SSB) E111 is full, in-person delegates may attend via Hybrid rooms E112, E115, or E118. **Les membres sont invités à assister à l'assemblée générale annuelle, qui comprendra des mises à jour clés de l'exécutif sur diverses initiatives, une présentation du budget de la CSSE-SCÉÉ et une discussion sur l'orientation future de notre société scholiaire.** **Des rafraîchissements légers seront servis.** Si la salle Seymour Schulich Building (SSB) E111 est pleine, les délégués en personne peuvent participer via les salles hybrides E112, E115 ou E118.

TIMESLOT 19 / PÉRIODE 19
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 30 / 30 mai 2023

Session / Séance 19.1 **Seymour Schulich Building (SSB) W253** **In-Person / Sur place**	**ARTS-SCÉA** **Symposium-Panel / Colloque-panel** **Creative Ecologies in Higher Education** Growing creative ecologies in higher education: Case studies from Montreal, Toronto, and Melbourne *Layal Shuman (Toronto Metropolitan), Mindy Carter (McGill), Daniel Harris (RMIT), Christopher Blomkwist (Toronto Metropolitan), Natalie Tacuri (McGill), Julia Vagg (RMIT), Fallon Andy (Toronto Metropolitan)*

Session / Séance 19.2 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride** **Spotlight / Point de mire**	**CACS-ACÉC** **Symposium-Panel / Colloque-panel** **Eco-justice education curriculum, theory, and practice: Exploring the work of C. A. Bowers** *Andrejs Kulnieks (Saskatchewan), Johnny Lupinacci (Wahington State), Jennifer Thom (Victoria), Kelly Young (Trent)*

Session / Séance 19.3 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Student Experiences** International Graduate Students and Graduate Advisor Collaborate on Designing a Study Related to Student Acculturation and Identity Shifting *Ruthanne Tobin (Victoria), Sara Fallahi (Victoria), Tatiane Rigonati (Victoria)*
	School Division Administrative Policies and Contemporary Assessment Principles: The Saskatchewan Context *Kent LeNouail (Regina), Cristyne Hebert (Regina)*
	Bridge, Curriculum, and Place Stories: Exploring Curriculum as Poetic Dwelling in-between Place Stories *Patricia Liu Baergen (Thompson Rivers)*
	Mobilizing Sustainability Leadership Competencies to Generate Solutions to Wicked Problems *Kshamta Hunter (UBC)*

TIMESLOT 19 / PÉRIODE 19
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 30 / 30 mai 2023

Session / Séance 19.4 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CAEP-ACP** **AGM / AGA**

Session / Séance 19.5 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place** **Spotlight / Point de mire**	**CAFE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Theoretical Provocations in the Foundations: Sound, Materiality and Identity** Tuning In: Affect, embodiment, and silence in sonic foundations *Adrian Downey (Mount Saint Vincent), Michelle Forrest (Mount Saint Vincent)*
	Reading Alharthi's 'Celestial Bodies' in Translation: Reframing Practices of Reading *Meezan Eglen (York)*
	I must keep up my everyday pose: Split and Secret Identities of Teachers in Comics *David Lewkowich (Alberta)*

Session / Séance 19.6 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CAREC-ACRPE** **Multi-paper / Plusieurs communications** Chair/Prés.: Iris Berger (UBC) Starting from a different place: The need for self-study in emancipatory pedagogical research *Alicja Frankowski (York), Lisa Johnson (York), Teresa Humphrey (York)*
	Maintaining Bilingualism in Autism: Perspectives of Bilingual Chinese Canadian Immigrant Parents of Young Children on the Autism Spectrum *David Yang (Queen's)*
	Impact of Home Literacy Environment Changes through the Pandemic on Chinese-Canadian Children's Early Biliteracy Development *Guofang Li (UBC), Zhen Lin (UBC), Fubiao Zhen (UBC)*

TIMESLOT 19 / PÉRIODE 19
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 30 / 30 mai 2023

Session / Séance 19.7 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride** **Open Event / Evénement ouvert**	**CASEA-ACÉAS** **Special Event / Événement spécial** **Panel** **"Reckonings and Re-Imaginings"** Chair/Prés.: Patricia Briscoe (Niagara) *Vidya Shah, Zhaawnong Webb*

Session / Séance 19.8 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place**	**CASE-ACSÉ** **Symposium-Panel / Colloque-panel** **Rising Elitism in Public Schools in the Era of School Choice and Marketization** Chair/Prés.: Ee-Seul Yoon (Manitoba) Teacher-Parents Choosing Elite Options in Ontario's Public School System *Juli Chami Lyndsay (Toronto)*
	Elite Education and School Choice in Canada's School Systems: Spatial Analysis *Ee-Seul Yoon (Manitoba)*
	The Marketization of Swedish K-12 Schools and Changing Elite Schools *Eric Larsson (Stockholm)*

Session / Séance 19.9 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place**	**CASWE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Narratives of Feminism** Feminism through Intergenerational, Intersectional and International Lenses *Katherine Sanford (Victoria), Tanya Manning-Lewis (Thompson Rivers), Nabila Kazmi (Victoria)*
	Walking with Wisdom: Advice from the Grandmothers and Aunties *Laura Forsythe (Winnipeg)*

TIMESLOT 19 / PÉRIODE 19
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 30 / 30 mai 2023

Session / Séance 19.10 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CATE-ACFE / CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Indigenizing education** Integrating Indigenous Perspectives in a Faculty of Education: A Mixed-Methods Approach *Dawn Burleigh (Lethbridge)*
	Indigenizing a STEAM Course: A Focus Group Inquiry *Robert Campbell (UBC), Bill Cohen (UBC), Wendy Klassen (UBC), Des Marshall-Peer (UBC)*
	Teacher Educator Identity and the Teaching of Indigenous Education Coursework *Jan Hare (UBC)*

Session / Séance 19.11 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CATE-ACFE / CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Education in International Settings** Exploring Teacher Educators' Conceptions of Assessment in Nigerian Teacher Education Programs *Monsurat Raji (Ottawa)*
	B.Ed. Programs, School Culture and the International Baccalaureate Educators' Certificate: Three Philosophies creating context for student teaching practicum experiences *Cody Alderson (New Brunswick), Mark Hirschkorn (New Brunswick)*
	Teacher Learning and Agency in Rwanda and Canada: An Autoethnographic Exploration *Kerry Rose (Alberta), Herine Otieno (African Institute for Mathematical Sciences)*

TIMESLOT 19 / PÉRIODE 19
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 30 / 30 mai 2023

Session / Séance 19.12 **Seymour Schulich Building (SSB) W254** **In-Person / Sur place**	**CCPA-ACPC** **Multi-paper / Plusieurs communications** **Decolonizing and reimagining elementary and math education** When those people come for the land, they never quit: Students reckon with settler-colonialism *Daniela Bascuñán (OISE - Toronto)*
	Re-Imagining a framework for assessment in mathematics using speculative fiction as a thought experimentation strategy *Stéphanie La France (UBC)*
	Community Engaged Learning: Illuminating the 'Crisis of Meaning' in University Communities *Sandra Smeltzer (Western), Amala Poli (Western), Kristina Axenova (Western)*

Session / Séance 19.13 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CERA-ACCÉ** **Symposium-Panel / Colloque-panel** **Beyond 'data from Toronto District School Board': Research, Schooling, and Equitable Education** *Kelly Gallagher-Mackay (Laurier), Christine Corso (OISE - Toronto), Robert Brown (York), Katherine Barron (York), Gillian Parekh (York), Christine Corso (OISE - Toronto), Chris Conley (Durham District School Board), Alexandra Pulchny (McMaster), David Walters (Guelph)*

Session / Séance 19.14 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Learning in Different Spaces** Using formative assessment in EFL classrooms: Perspectives from post-secondary language instructors *Hanh Pham (Victoria)*
	Understanding the relationship between K-12 teachers' conceptions of assessment and approaches to assessment *David Baidoo-Anu (Queen's), Christopher DeLuca (Queen's)*
	How does study abroad foster global mindedness? A meta-analysis of qualitative empirical accounts *Haoming Tang (Western)*

TIMESLOT 19 / PÉRIODE 19
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 30 / 30 mai 2023

Session / Séance 19.15 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**CIESC-SCÉCI / CERN-RRÉC** **Symposium-Panel / Colloque-panel** **From Enduring Issues to Actions in the Education of Students of Refugee Background in Canada & Beyond** *Antoinette Gagné (Toronto), Max Antony-Newman (Sheffield Hallam), Stephen Bahry (OISE - Toronto), Emmanuelle Le Pichon-Vorstman (OISE - Toronto), Dania Wattar (OISE - Toronto), Sarfaroz Niyozov (OISE - Toronto)*

Session / Séance 19.16 **Curtis Lecture Hall (CLH) B** **Hybrid / Hybride** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **1:30 – 3:00 P.M. / 13 h 30 – 15 h 00**	**CSA-SCS / CSSE-SCÉÉ / CASIE-ACÉÉA / ILSA / CSDH-SCHN / WGSRF** **Special Event / Événement spécial** **Enlivening the Practice of Collaborative Indigenous Research: A new digital garden** *Eve Tuck (OISE - Toronto)* In this lecture, Eve Tuck will share what she and her collaborators have learned, thus far, in their creation of a new digital garden to support the growth of Collaborative Indigenous Research theory and practice. Meant to support community and university-affiliated researchers alike, the digital garden is a way to cultivate inspiration and connection for a field that is often under-resourced in university settings. More, it works against the frequent request for one universal model for working meaningfully and ethically with Indigenous communities, instead emphasizing the place-based specificities that shape collaborative Indigenous research. www.CollaborativeIndigenousResearch.com Financial support for this session was provided by the Federation for the Humanities and Social Sciences.

TIMESLOT 19 / PÉRIODE 19
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 30 / 30 mai 2023

Session / Séance 19.17 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Teacher Reflections**
	Multiverse of Madness: Four Teacher's Lived Classroom Experiences of Schwab's Commonplaces from Pre-Post Pandemic *Carol Doyle-Jones (Niagara), Terry Loerts (Redeemer)*
	Teacher Candidates' Reflexivity Practices on Literature Circle Constructions *Asma Ahmed (Niagara), Carol Doyle-Jones (Niagara), Emilia Biasi (Niagara), Avonit Pannu (Niagara), Jasman Mundi (Niagara), Priyanka John (Niagara), Mandeep Ajimal (Niagara)*

Session / Séance 19.18 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**QSEC-ÉAÉC** **Multi-paper / Plusieurs communications** **The Importance of Care and Support**
	(Re)Understanding Creating/Integrating/Facilitating Education for Marginalized People *Jane Mao (Queen's)*
	60 Years of Queer and Trans Moments of Activism and Care *Jenny Salisbury (OISE - Toronto), Tara Goldstein (OISE - Toronto)*
	Coming out in a Pandemic: Reimagining Risk in the Lives of Queer Young Women and Non-binary Youth during COVID *Jen Gilbert (York), Jessica Mencia, The 4theRecord Team*

TIMESLOT 19 / PÉRIODE 19
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 30 / 30 mai 2023

Session / Séance 19.19 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**SERG-GRES** **Multi-paper / Plusieurs communications** **Progressive and Integrated STEM Education** How to make a physics department more progressive *Laura Stiles-Clarke (Saint Mary's)*
	Fostering collaboration and support amongst women science teachers: Towards a gender-inclusive science education *Shamnaz Arifin Mim (McGill)*
	Career-Integrated Learning and Interdisciplinarity in a STEM Program *Colleen Knechtel (Alberta)*
	The teacher's perspective of integrating STEM or Integrated STEM (iSTEM) or STEAM in their classrooms. *Atiya Razi (Windsor)*

Session / Séance 19.20 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place**	**TATE-TFEE** **Multi-paper / Plusieurs communications** **Teacher education and perspectives** Chair/Prés.: Norman Vaughan Community of Inquiry: Developing a self-assessment tool for pre-service education students *Norman Vaughan (Mount Royal), Jessica Lee Wah (Mount Royal)*
	Digital Wisdom Intervention: Students' and Teachers' Experiences with Educational Change at Havergal College *Kirk Perris (OISE - Toronto), Adam Caplan (Havergal College), Jeff Adams (Havergal College), Garth Nichols (Havergal College)*

TIMESLOT 20 / PÉRIODE 20
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 30 / 30 mai 2023

Session / Séance 20.1 **Seymour Schulich Building (SSB) W253** **In-Person / Sur place**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **Music and Social Change** Sounding youth: Supporting youth well-being in studio recording programs *Samuel Veissière (McGill), Bronwen Low (McGill), Marcelle Partouche (McGill)*
	Rethinking Representations of Race and Gender in Highschool Musicals: Art in Whose Image? *Sara Schroeter (Regina)*

Session / Séance 20.2 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CACS-ACÉC** **Symposium-Panel / Colloque-panel** **PhoneMe app: an innovative research approach to community literacy** *Kedrick James (UBC), Natalia Balyasnikova (York), Claire Ahn (Queen's), William Rowluck (UBC), Rachel Horst (UBC), Yuya Takeda (UBC), Alexandra Minuk (Queen's), Sonia Martin (York)*

Session / Séance 20.3 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Research Paradigms 1** Know Your Place for Mental Health on the Prairies: A Topographical Study of an Albertan Curricula *Regan Holt (Alberta)*
	Transpedagogical data/dada assemblages of Art/Re-search (T)here *Genevieve Cloutier (Western Quebec School Board; Ottawa)*

Session / Séance 20.4 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CAEP-ACP** **Special Event / Événement spécial** **Keynote and Awards / Discours principal et remise de prix**

TIMESLOT 20 / PÉRIODE 20
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 30 / 30 mai 2023

Session / Séance 20.5 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CAREC-ACRPE** **Multi-paper / Plusieurs communications** Chair/Prés.: Iris Berger (UBC) Refugee Background Families' Transnational Capital and Engagement in Elementary Schooling *Christine Massing (Regina), Needal Ghadi (Regina)*
	School Backpacks as Unexplored Underworlds of Possibilities in Early Childhood Education *Esther Maeers (Regina)*

Session / Séance 20.6 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride** **Open Event / Evénement ouvert**	**CASEA-ACÉAS** **Special Event / Événement spécial** **Graduate Session / Séance des étudiant.e.s aux cycles supérieurs** **Access to Academic Jobs for Minority and Indigenous Academics in Educational Leadership in Canada: Opportunities and Obstacles** Chair/Prés.: Aloysius Maduforo Disc./Comm.: Peng Liu, Deji Osinamea, Donna H. Swapp

Session / Séance 20.7 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place**	**CASE-ACSÉ** **Multi-paper / Plusieurs communications** **Intersections with Poverty: Fostercare, Incarceration and Pathways** Foster Parent Perceptions of School Success for Children and Youth in Foster Care *Ellen Carter (St. Francis Xavier)*
	Escaping the Box: Exploring the Educational Experiences of Formerly Incarcerated Women *Andrea Hill (Queen's)*
	Using skills-based college training to create pathways to employment for low-income groups *Alan Bourke (Mohawk), Amanjit Garcha (Mohawk)*

TIMESLOT 20 / PÉRIODE 20
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 30 / 30 mai 2023

Session / Séance 20.8 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place** **Spotlight / Point de mire** **3:00 – 5:45 P.M. / 15 h 00 – 17 h 45**	**CASIE-ACÉÉA** **Special Event / Événement spécial** **Mutual Thinking for Structural Change in Teacher Education Programs** Chair/Prés.: Dwayne Donald (Alberta), Kiera Brant-Birioukov (York)

Session / Séance 20.9 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place** **Spotlight / Point de mire**	**CASWE-ACÉFÉ** **Symposium-Panel / Colloque-panel** **Non-Violent Relations: Reckoning with Violence and Re-Imagining Education** *Emily Moorhouse (OISE - Toronto), Daniella Robinson, Abarna Selvarajah*

Session / Séance 20.10 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride** **Spotlight / Point de mire** **Open Event / Evénement ouvert**	**CATE-ACFE** **Special Event / Événement spécial** **Panel** Facil.: Caroline Riches (McGill)

TIMESLOT 20 / PÉRIODE 20
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 30 / 30 mai 2023

Session / Séance 20.11 **Seymour Schulich Building (SSB) W254** **In-Person / Sur place**	**CCPA-ACPC** **Multi-paper / Plusieurs communications** **What can we learn from unlearning and entrenched refusals?** What can we learn from Flat Earth Dave? More than you might think. *iowyth ulthiin (T'karanto Metropolitan)*
	The journey of unlearning in a culture of whiteness: deconstructing one's positionality during graduate research *Elise Visentin*

Session / Séance 20.12 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Knowledge synthesis and mobilization** Unrecognized knowledge mobilizing agents *Fatema Hossain (OISE - Toronto)*
	The Role of Social Capital in K:12 School Improvement Efforts: A Scoping Review *Joelle Rodway (Memorial), Karina Esparza-Sosa (Memorial), Taylor Stocks (Memorial), Natalie Mombourquette (Memorial)*
	Developing a School-Based Research Centre using Evaluation Techniques *Sarah Morrison (Appleby), Saad Chahine (Queen's), Rachel Plouffe (Western)*

Session / Séance 20.13 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Re-imagining/Reckoning** Legacies, harms, and futures of educational colonialism in the Commonwealth *Gary Pluim (Lakehead Orillia), Mairette Newman (Commonwealth of Learning), Paul Cormier (Lakehead; Lake Helen First Nations / Red Rock Indian Band), Jana Semeniuk (Lakehead), Jacob Kearey-Moreland (Lakehead), Rochelle Robinson (Lakehead)*
	Decolonizing the Process: Applied Education Research at the TDSB *Toronto District School Board Research Team (Toronto District School Board)*

TIMESLOT 20 / PÉRIODE 20
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 30 / 30 mai 2023

Session / Séance 20.14 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Research Across Borders** Rethinking Research Methodologies: What does a methodological framework grounded in African philosophical, epistemological, and ontological worldviews encompass? *Kenneth Gyamerah (Queen's)*
	Are two heads better than one? A Duoethnographic Dialogue Exploring the Adaptation Experience of Chinese Students in Ontario *Zeimei Wang (Queen's), Leigh-Anne Ingram (Lakehead)*
	Chinese Immigrant Families' Early Bidialectal Maintenance in Canada: A Multiple-Case Study *Guofang Li (UBC), Senyao Shen (UBC)*

Session / Séance 20.15 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CPES-SCPÉ** **Multi-paper / Plusieurs communications** **Critical Perspectives on Time, Knowing, and Progressivism** Time Warp: Can Video Games Teach Critical Lessons about Time? *David Waddington (Concordia)*
	Why you can't illuminate 'learning' and 'understanding' by using the image of 'grasping': An argument and a case study *Sam Gardner*
	What Progressivism in Education is NOT: Hobbes or Rousseau *Lyndze Harvey (Victoria)*

Session / Séance 20.16 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Literacies in Elementary Schools** Media Literacy in the Elementary Classroom: Teacher Candidates' Perceptions and Experiences *Claire Ahn (Queen's), Pamela Beach (Queen's), Alexandra Minuk (Queen's), Emma Hamilton (Queen's), Charlotte Schwass (Queen's)*
	What's in the Bank? Analyzing Financial Literacy Resources Available to Canadian Elementary Teachers *Alexandra Minuk (Queen's), Gail Henderson (Queen's)*

TIMESLOT 20 / PÉRIODE 20
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 30 / 30 mai 2023

Session / Séance 20.17 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**SERG-GRES** **Multi-paper / Plusieurs communications** **Post Truth, Critical Consciousness and Terror Management Theory** Death in the Curriculum: A Terror Management Theory Assessment of Emotions and Mortality Reminders in Post-Secondary Interdisciplinary Environmental Education Courses across Selected Canadian Universities *Gabriela Vieyra Balboa (Royal Roads)*
	Strategies for science educators to engage in hyper-individualism, post-truth, and anti-intellectualism *Logan Petlak (Regina)*
	Uncovering the influence of curriculum on science teachers' critical consciousness *Stella Kim (York), Sarah Barrett (York)*

TIMESLOT 21 / PÉRIODE 21
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 30 / 30 mai 2023

Session / Séance 21.1 **Seymour Schulich Building (SSB) CIBC Marketplace** **In-Person / Sur place**	**CAEP-ACP** **Special Event / Événement spécial** **Wine and Cheese / Vin et fromage**

Session / Séance 21.2 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **Culturally Responsive School Leadership** Chair/Prés.: Katharine Hartnett (New Brunswick) The Ship is Sinking: Supporting Educational Leaders and Teacher to Prepare for Newcomer Students *Katharine Hartnett (New Brunswick)*
	Re-imagining organizational leadership to support teachers supporting vulnerable students at international schools: A case study *Rebecca Stroud Stasel (Carleton)*
	Using Duo-Ethnographic Storytelling towards the Development of Empathetic Relationships within Diverse Communities *Ayodeji Osiname (Brandon), Jacqueline Kirk (Brandon)*
	Culturally Responsive School Leadership for Achieving Reconciliation in Education *Ruby Kantharajah (Lakehead)*

Session / Séance 21.3 **Seymour Schulich Building (SSB) W256** **In-Person / Sur place**	**CASWE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Troubling Perceptions of Woman** Troubling Nice Girl Citizenship *Rae Ann Van Beers (Calgary)*
	The Sexualization of Female Teachers on TV: Examining their Dynamics with Male Students *Daniela Colannino (Concordia)*

TIMESLOT 21 / PÉRIODE 21
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 30 / 30 mai 2023

Session / Séance 21.4 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CATE-ACFE** **AGM / AGA** Facil.: Philippa Parks (Sherbrooke)

Session / Séance 21.5 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Data management and use** Data Management Plans: What Canadian Educational Researchers Need to Know *Michel Levesque (Alberta), James Doiron (Alberta)*
	Conceptualizing Cultural Validity in Assessment: Towards Fair and Equitable Assessment Practices *David Baidoo-Anu (Queen's)*
	Data privacy in the digital classroom: Educators' beliefs and barriers *Erica Miklas (Windsor), Bonnie Stewart (Windsor), Samantha Szcyrek (Windsor), Thu Le (Windsor)*

Session / Séance 21.6 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Comparative/Global Education** I Thought We Were Friends: International Students' Understanding of Basic Academic Regulations in a Private Canadian University *Irene Torres-Arends (Calgary; Yorkville)*
	Putting Plagiarism under Scrutiny: International Students and Barriers in Canadian Higher Education *Lilach Marom (Simon Fraser)*
	Brain Drain, Brain Gain and Brain Circulation: Emerging Trends and Patterns of Transnational Chinese Talent Mobility *Shibao Guo (Calgary), Yan Guo (Calgary)*

TIMESLOT 21 / PÉRIODE 21
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 30 / 30 mai 2023

Session / Séance 21.7 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Critical Pedagogy 1**
	A shared onto-epistemological understanding of war and justice: The collective resistance of Tigrayans *Micheal Tesfamariam, Thashika Pillay (Queen's), Fisseha Gebremedhin (Adigrat), Dawit Hailu (Bowie State)*
	Canadian and Iranian Graduate Students' Conceptions of Critical Thinking: A Comparative Study *Farzaneh Ojaghi shirmard (Thompson Rivers)*
	Promoting Peace through science education: Integrated Theory of Pedagogy (ITP) for Developing Whole Child *Pamelia Khaled (Toronto)*

Session / Séance 21.8 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CPES-SCPÉ** **Symposium-Panel / Colloque-panel** **Pedagogies of Attention** Chair/Prés.: Mario DiPaolantonio (York)
	Attention in the impasse *Fenella Amarasinghe (York)*
	Confessions from a former student affairs professional: From disillusionment to re-enchantment *Tesni Ellis (York)*
	A Lucid Exploration of a Terrain: Rekindling Sensibilities and Sensitivities of Time and Conjunction Through Free Jazz Education *Holt Stuart-Hitchcox (York)*

TIMESLOT 21 / PÉRIODE 21
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 30 / 30 mai 2023

Session / Séance 21.9 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Language Learning and Bilingual Explorations** Chair/Prés.: Simranjeet Kaur (Brock) Exploring the Dynamic Interplay of Language Learning and Social Integration: Insights from an International Comparative Study of Adult Migrants *John Ippolito (York), Katherine Rehner (Toronto Mississauga)*
	Privileged and Marginalized: Transnational Parents in Bilingual Children's Language Education *Emma Chen (Saskatchewan)*
	Does Notetaking Contribute to Second Language Vocabulary Learning? *Zhouhan Jin (Western)*

Session / Séance 21.10 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**QSEC-ÉAÉC** **Special Event / Événement spécial** **Graduate Student Event: Building Community / Événement des étudiant.e.s aux cycles supérieurs : création de communautés** Facil.: Ariadne Jevnikar A moment in time when people can get together and share possible resources (e.g. children's literature, professional contacts, and more) and catch up (e.g. hear about post-PhD job adventures, successes, challenges, and beyond).

TIMESLOT 21 / PÉRIODE 21
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 30 / 30 mai 2023

Session / Séance 21.11 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**SERG-GRES** **Multi-paper / Plusieurs communications** **Special Panel: Anti-racist, Decolonizing and Culturally Responsive Science Education** Exploring how diverse students experience secondary STEM classrooms in ways that support disciplinary identity and belonging through qualitative portraiture. Special 1. *Elizabeth Saville (UBC Okanagan)*
	Inclusivity and Responsiveness in Science Classrooms: Canadian Teachers' Perspectives *Latika Raisinghani (Regina), Samson Nashon (UBC)*
	Cultural Models of Education: Analysis of African immigrants' perspectives of their children's mathematics learning in Canada *Kwesi Yaro (Alberta), Samson Nashon*
	Seeking Authentic Science Learning Opportunities for Indigenous Youth Through Climate Monitoring *Tim Molnar (Saskatchewan)*

EVENING / SOIR
6:00 P.M. Eastern / 18 h 00 Est
May 30 / 30 mai 2023

Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium **In-Person / Sur place**	**CACS-ACÉC** **Special Event / Événement spécial** **Celebration of Creative and Scholarly Works / Célébration de travaux créatifs et érudits**
Off-Campus, Location TBD / Hors campus, lieu à confirmer **In-Person / Sur place**	**CASEA-ACÉAS** **Special Event / Événement spécial** **Banquet**
Aish Tanoor, 994 Eglinton Avenue West **In-Person / Sur place** **6:30 P.M. / 18 h 30**	**CATE-ACFE** **Special Event / Événement spécial** **Dinner / Souper** CATE-ACFE invites interested members to attend our annual CATE-ACFE Dinner, which this year will be held at Aish Tanoor, a short subway ride away from York University. The cost is $48 per person, which includes the meal, a first drink, tip, and gratuity. All attendees must RSVP by May 24 so that we can confirm numbers with the restaurant. Please RSVP here. We look forward to seeing you there!
Seymour Schulich Building (SSB) CIBC Marketplace **In-Person / Sur place** **6:30 – 8:00 P.M. / 18 h 30 – 20 h 00**	**CIESC-SCÉCI** **Special Event / Événement spécial** **Reception / Réception**

EVENING / SOIR
6:00 P.M. Eastern / 18 h 00 Est
May 30 / 30 mai 2023

Off-Campus, Location TBD / Hors campus, lieu à confirmer **In-Person / Sur place**	**SERG-GRES** **Special Event / Événement spécial; Posters / Présentations visuelles** **Dinner / Souper**

Accolade East (ACE) CIBC Lobby **In-Person / Sur place**	**UBC** **Special Event / Événement spécial** **UBC Alumni Reception / Réception des anciens/anciennes étudiant.e.s de l'UBC**

TIMESLOT 22 / PÉRIODE 22
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 31 / 31 mai 2023

Session / Séance 22.1 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CACS-ACÉC / CAARE-ACRAÉ** **Multi-paper / Plusieurs communications** **Research Paradigms 2** Addressing Intersectional Identities of International Secondary Students in Research: An Interdisciplinary Conceptual Framework *Yingling Lou (Calgary), Erin Spring (Calgary)*
	Understanding peer-to-peer relationships through participatory action research with children *Hala Mreiwed (King's at Western), Mindy Carter, Mimas Abo-Amer (King's at Western)*
	Re-imagining Educational Research Paradigms: In Dialogue with Author Jokha Alharthi *Meezan Eglen (York)*

Session / Séance 22.2 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Inquiry Learning** What Types of Feedback Lead to Correction of Scientific Misconceptions in Inquiry Learning Environments? *Shiva Hajian (Simon Fraser), John Nesbit (Simon Fraser)*
	Critical Thinking in Inquiry Learning in Science *Mathurada Jullamon (UBC), Deborah Butler (UBC), Ido Roll (Technion, Israel Institute of Technology)*
	Supporting Pre-Service Teachers' Self-Regulated Learning Engagement Through Formative Assessment: A Mixed-Methods Case Study *Zexuan Pan (Alberta), Aloysius Anyichie (Brandon), Shelby Pellerin (Brandon)*

TIMESLOT 22 / PÉRIODE 22
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 31 / 31 mai 2023

Session / Séance 22.3 **Eleanor Winters Art Gallery, Winters College (WC) 129** **In-Person / Sur place** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	**CAREC-ACRPE** **Special Event / Événement spécial** **Art Gallery Installation / Installation à l'Art Gallery** More than the mark: the choreographies and generosities of young children's drawing *Sylvia Kind (Capilano)* This exhibition intends to make visible very young children's drawing as an interactive event of sounds, rhythms, movements, materials, gestures, marks, generosities, hospitalities, synchronicities, and relationalities. It situates drawing as inherently relational and composed together with others as if the act of drawing is about us rather than a self-centred I. This shifts the perceived foundations of drawing and what we think might matter, and opens spaces to consider how the drawing event is much more than the child's representational intent and the marks made.

Session / Séance 22.4 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CAREC-ACRPE** **Multi-paper / Plusieurs communications** Chair/Prés.: Christine Massing (Regina) Navigating Childcare with Precarious Legal Status in Toronto *Andrea Lewis (Toronto Metropolitan)*
	Pilot Investigation of RECE and OCT Teamwork in Kindergarten *Timothy Sibbald (Nipissing), Edward Schroeter, Katherine Benz (Fleming)*

TIMESLOT 22 / PÉRIODE 22
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 31 / 31 mai 2023

Session / Séance 22.5 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CASEA-ACÉAS / CAARE-ACRAÉ** **Multi-paper / Plusieurs communications** **School Improvement and Meaningful Interventions** Chair/Prés.: Natashalee Thompson (Alberta)
	Administrative Professionalism in the Classroom: An Action Research Study *Justin Mindzak (SUNY at Fredonia), Michael Mindzak (Brock)*
	Leveraging Collective Efficacy in the Dangerous Space Between Good Intentions and Meaningful Interventions: A Study on the Use of School Suspensions in Manitoba *Lesley Eblie Trudel (Winnipeg)*
	Investigating Factors Affecting School Performance in TIMSS 2019 Using Machine Learning Algorithms *Hao-Yue Jin (Alberta), Alfred Sakyi (Alberta Education), Bin Tan*
	Critically Analyzing Educational Restorative Justice: What are Schools Restoring? *Natashalee Thompson (Alberta)*

Session / Séance 22.6 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASIE-ACÉÉA** **Symposium-Panel / Colloque-panel** **Holistic Approaches to Life and Living: A nêhiyaw-informed Study of Place and Self Under 13 Grandmother Moons** *Etienna Moostoos-Lafferty (Alberta), Karen West (Alberta), Megan Tipler (Alberta)*

TIMESLOT 22 / PÉRIODE 22
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 31 / 31 mai 2023

Session / Séance 22.7 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place** **Bilingual / Bilingue**	**CATE-ACFE** **Multi-paper / Plusieurs communications** **Equity, diversity, and language** Equity in Limbo: Individual Responsibility and Institutional Accountability *Tanya Manning-Lewis (Thompson Rivers), Kerry Robertson (Victoria)*
	Recommendations for Teacher Education: Listening and Learning from Muslim Teacher Candidates *Hassina Alizai (Queen's)*
	Learning from Intercultural Understandings of Culturally and Linguistically Diverse Pre-service Teachers *Jean Kaya (Calgary), Ana Wee (Calgary), Roswita Dressler (Calgary), Kim Lenters (Calgary)*

Session / Séance 22.8 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CATE-ACFE** **Multi-paper / Plusieurs communications** **Identity** Exploring Boys' and Girls' Experiences in a Teacher-Designed Authentic STEM Assessment *Kim Koh (Calgary), Olive Chapman (Calgary), Shimeng Liu (Calgary)*
	Social Justice Initiatives in Canadian Public Urban Secondary Schools: Students' Perspectives *Manu Sharma (Thompson Rivers)*
	Narrative Hermeneutics for Teachers and Teaching *Dennis Sumara (Calgary), Sharon Friesen (Calgary)*

Session / Séance 22.9 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Secondary school education** A scoping review of empirical evidence: A framework of online engagement and support for adolescent students *Jia Li (Ontario Tech), Matthew McGravey (Ontario Tech), Novera Roihan (Ontario Technology)*
	Measuring Community: School Belonging Assessments in New Brunswick's Anglophone Secondary Schools *Auralia Brooke (New Brunswick)*

TIMESLOT 22 / PÉRIODE 22
8:15 – 9:30 A.M. Eastern / 8 h 15 – 9 h 30 Est
May 31 / 31 mai 2023

Session / Séance 22.10 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Critical Pedagogy 2** Challenging Colonial Education in Nigeria through Musical Text *Oyemolade Osibodu (York)*
	Wide Aspects of Mathematics Learning in a Different Language *maliheh manzouri*

Session / Séance 22.11 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place** **Bilingual / Bilingue**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Connecting with Families** Parents Matter: How Immigrant Parents' Literacy Practices, Beliefs, and Knowledge Shape Their Children's Early Language Acquisition *Caroline Locher-Lo (UBC)*
	Lessons Learned in Designing an Intergenerational Digital Literacy Program *Laura Teichert (Western Michigan), Elizabeth Isidro (Western Michigan)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.1 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CACS-ACÉC** **Roundtables / Tables rondes** **Policy & Curriculum** Reaching De-Streaming Goals in Ontario Secondary Schools: What the De-Streaming Literature Tells Us About the Effectiveness of De-Streaming Policies *Ceara Khoramshahi (OISE - Toronto)*
	Representations of Ancient and Indigenous Wisdom Traditions in K-12 Curricula: A Literature Review of Current Contributions *Sarah Best (Laurier), Ehaab Abdou (Laurier)*
	Living as though 'there is no you and I': Recovering luminosity and healing energy through the guidance of Maulana Rumi's Poetry *Zahra Kasamali (Brandon)*
	Engaging with the Everyday Practices: An Analysis of Policies Supporting Newcomer Youth's Formal and Informal Learning in Ontario *Shuyuan Liu (Queen's)*

Session / Séance 23.2 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CACS-ACÉC** **Roundtables / Tables rondes** **Post-secondary** Challenging Interpretations of Texts through Reparative Curriculum in an After School Reading and Writing Group *Will Edwards (OISE - Toronto)*
	Reimagining Doctoral Supervision Through Recovery Principles *Janis Campbell (Stepped Care Solutions), Scott Lowrey (Western), Morgan Gardner (Memorial), Chris Cumby (Memorial)*
	Developing a Cross-faculty Collaboration for Improving Engineering Education *Kerry Rose (Alberta), Qingna Jin (Alberta), Mijung Kim (Alberta), Janelle McFeetors (Alberta), Marnie Jamieson (Alberta)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.3 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CACS-ACÉC** **Roundtables / Tables rondes** **STEM Education** Our investigation is therefore a grammatical one: Wittgenstein and Science Education Research *Steve Alsop (York), Sam Gardner*
	Culturally Responsive Mathematics and Computing through STEAM Education *Marja Bertrand (Western), Hatice Sezer (Western), Ghusoon Alqassab (Western), Immaculate Namukasa (Western)*

Session / Séance 23.4 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CACS-ACÉC** **Roundtables / Tables rondes** **Teacher Education** If We Want to Establish Speaker and Listener Repertoires in a Foreign Language, Which Should be Taught First? *Gabrielle Lee (Western), Jiaqi Kan (Brock), Nicole Luke (Brock), Ke Xin Lin (Toronto)*
	Spotlight on the British Columbia Secondary Career Education Curriculum *Sara Fallahi (Victoria)*
	Embedding Climate Education in Teacher Education Courses through a Novel Framework of Climate-Kind Pedagogy *Rosemarie Desmarais (UBC), Kshamta Hunter (UBC)*

Session / Séance 23.5 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CAEP-ACP** **Roundtables / Tables rondes** Indigenous wisdom intervention: pathway to Positive Youth Development (PYD) *Shamina Shaheen (OISE - Toronto)*
	I Am Who I Am: Examining how Students Understand their Exceptionalities *Sunaira Tejpar (Queen's)*
	TikTok and Youth Mental Health: Its Impact, Their Stories *Kelly Wang (Ontario Tech)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.6 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CAFE-ACÉFÉ** **Roundtables / Tables rondes** **Foundational Circumstances in Math Education** *Timothy Sibbald (Nipissing)*

Session / Séance 23.7 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CASEA-ACÉAS** **Roundtables / Tables rondes** The Power of the Post: The Impact of Parents' Social Media use on School Principals *Erika Nelson (Alberta)*
	Supporting Educator and Student Social-Emotional Wellbeing: One School's Story of Elder-Supported Learning of Traditional Knowledges *Derek Markides*
	Hierarchy and Variation: Impacts of Change on Educators in Varied Roles *Tiffany Bastin (New Brunswick)*
	Reimagining teachers' assessment models: Implications for teaching practices and ongoing professional development and learning *Ruth Ayoola-Adeniyi (New Brunswick)*

Session / Séance 23.8 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CASEA-ACÉAS** **Roundtables / Tables rondes** Jamaican Secondary School Principals' Work Intensification and Physical Occupational Well-Being *Annette Walker (Western)*
	An Indigenous Self-Declaration Relational Policy Framework *Nicole Mercereau (Saskatchewan), Gordon Martell (Saskatchewan)*
	Every Voice Counts - Embeddding the Principles of Universal Design for Learning into Higher Education Online Course Design *Elaine Fournier (Western)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.9 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CASIE-ACÉÉA** **Roundtables / Tables rondes** Collaborative Indigenous OERs: Promises and Tensions via Two Cases *Lilach Marom (Simon Fraser), Rachel Chong (KPU)*

Session / Séance 23.10 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CATE-ACFE** **Roundtables / Tables rondes** The Perceptions of Self-efficacy/Preparedness for the Classroom and Stress in Graduating Canadian After-degree Education Students after a Pandemic *Dawn Sutherland (Manitoba), Huong Cao (Manitoba)*

Session / Séance 23.11 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CIESC-SCÉCI / CERN-RRÉC** **Roundtables / Tables rondes** Experiences of Parents of Muslim Students in an Urban Ontario Public School *Asma Ahmed (Niagara), Asad Choudhary (Western)*
	Embodied Knowledge Transfer and the Martial Arts *Emily Dobrich (OISE - Toronto)*

Session / Séance 23.12 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CIESC-SCÉCI / CERN-RRÉC** **Roundtables / Tables rondes** Disrupting the Homogeneity of the Term 'International Student' *Fatemeh Gharibi*
	The continuing importance of terminology: A CRT analysis exploring the use of nonracial in U.S federal education legislation *Michelle Hawks (Calgary)*
	Small Talk is a Big Problem - Challenges Faced by Chinese Graduate Students in Canada *Hui Xu (Regina)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.13 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CIESC-SCÉCI** **Roundtables / Tables rondes** The leadership of Black women harnessing community knowledge to implement an organization: A case study of ZamWILL in Zambia *Racheal Kalaba* The Employment of Critical Pedagogy in Education for Peace Sustainment in Fragile Regions; The Case of Lebanon *Nisreen Alameddine (Brock)*

Session / Séance 23.14 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CIESC-SCÉCI** **Roundtables / Tables rondes** Higher Education Internationalization in Taiwan: A Systematic Literature Review *Jingwun Liang (Western)* Barriers for Chinese International Students Enrolled in the Education Program in the post-COVID-19 Era *Chunlei Liu (York)*

Session / Séance 23.15 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place** **Bilingual / Bilingue**	**LLRC-ACCLL** **Roundtables / Tables rondes** **Discussions About Language** Reading with Children on the Autism Spectrum: The Experiences of Bilingual Chinese Canadian Immigrant Families *David Yang (Queen's)* Élargir l'espace francophone *Dany Dias (St. Francis Xavier)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.16 **In Zoom via the Swoogo Platform / Dans Zoom via la plateforme Swoogo** **Online Only / Uniquement en ligne**	**CACS-ACÉC** **Roundtables / Tables rondes** The Experiences, Knowledges, and Cultures of Chinese Immigrant Parents For Their Children's Math Learning Interacting with British Columbia's School Systems and Curricula *Qiaochu Xu (UBC)*
	Evidence-Centered Game Design in Assessment for Learning in Immersive Virtual Environments *Jillianne Code (UBC), Kieran Forde (UBC), Rachel Ralph (Centre for Digital Media), Nick Zap (UBC), Aashay Mehta (Centre for Digital Media), Chelsea Chang (Centre for Digital Media), Zhuoyun Wang (Centre for Digital Media), Lucy Wu (Centre for Digital Media), Shuoyu Wang (Centre for Digital Media), Benson Wu (Centre for Digital Media)*

Session / Séance 23.17 **In Zoom via the Swoogo Platform / Dans Zoom via la plateforme Swoogo**	**CIESC-SCÉCI / CERN-RRÉC** **Roundtables / Tables rondes** China's academic narratives surrounding higher education internationalization in Canada and beyond *Hantian Wu (Zhejiang), Jie Zheng (East China Normal)*
Online Only / Uniquement en ligne	Comparing the experiences and promotion of women in Canadian and Jamaican academies and higher education. *Rhonda Williams (OISE - Toronto)*

Session / Séance 23.18 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CAREC-ACRPE** **Posters / Présentations visuelles** Investigating Children's Development and Learning in Different Outdoor Settings *Kimberly Squires (Guelph), Tricia van Rhijn (Guelph), Megan Coghill (Guelph)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.19 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CASWE-ACÉFÉ** **Posters / Présentations visuelles** Student evaluation of teaching: A threat to equity and social justice in academia? *Wenefe Balbalin (Ottawa), Stephanie Chitpin (Ottawa)*
	Exploring University Spaces as Experienced by Women of Color Using Autoethnography and Photovoice *Nabila Kazmi (Victoria)*

Session / Séance 23.20 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) Shoukri Atrium** **In-Person / Sur place**	**CATE-ACFE** **Posters / Présentations visuelles** Decolonization journeys: Narratives of learning and un-learning *Sheryl MacMath (Fraser Valley), Nancy Norman (Vancouver Island), Barbara Salingre (Fraser Valley), Heather Compeau (Fraser Valley)*
	Awakening Art Education in the Wake of the COVID-19 Pandemic *Jacob Knight (Western), Chenkai Chi (Windsor), Terry Sefton (Windsor), Danielle Sirek (Western)*
	What on Earth is Enterprise Education? *Sandra Hall (Saskatchewan), Katryne Dubeau (Saskatchewan), Egan Chernoff (Saskatchewan)*
	An Investigation on the Value of Integrating Mental Health Supports in Education to Build Capacity for Change *Erin Keith (St. Francis Xavier)*
	Reducing Implicit Biases Among Teachers Using Instructional Coaching *Bibimaryam Mousavi (Ottawa)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.21 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CATE-ACFE** **Posters / Présentations visuelles** **Award Winners' Posters / Présentations visuelles des lauréats et lauréates** Perceptions of Implementability: A Policy Instrument Theory-Guided Case Study of a New Curriculum Design *Colleen Rudy (Victoria)*
	Game-Based Learning as an Interruption to the Curriculum-as-Plan: A Hermeneutic Phenomenological Approach to Fostering Teacher and Student Dialogical Identity in Dungeons and Dragons *Jeremy Roberts (Brandon)*
	Trauma-informed professional development: A core competency for K – 12 teachers in Saskatchewan *Katherine LeBlanc (Athabasca)*
	Assessment for Learning Knowledge, Skills, and Practices of Mathematics Teachers in Ethiopian Primary Schools *Lake Yeworiew (Calgary)*
	After About: Unlearning Colonialism, Ethical Relationality, and the Possibilities for Pedagogical Praxis *Lisa Howell (Ottawa)*
	Guiding Pre-Service Teachers to Making *Margie Lam (Ontario Tech)*
	Transforming Education and Educators: Validating Indigenous Knowledge in Principle and Practice *Meredith Rusk (UBC Okanagan)*
	Exploring Children's Experiences of Gender and Heteronormative Disruptive Texts in Early Years Classrooms *Nicole Trottier (Manitoba)*
	Living on both sides of the screen: An ethnographic study of the impact of personal and professional identities on teacher candidates' pedagogical practices *Ravinder Gill (McGill)*
	Shifting Pedagogies during COVID-19: The Professional Learning of Teacher Educators regarding Digital Technology in a Time of Crisis and Change *Said Sidani (Toronto)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.21 Continued / Suite **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G101** **In-Person / Sur place**	**CATE-ACFE** **Posters / Présentations visuelles** **Award Winners' Posters / Présentations visuelles des lauréats et lauréates** Transforming Inclusive Education for Students with Intellectual Disabilities in Secondary Academic Classrooms: A case study *Shelley Moore (UBC)*
	Walking into a Sea of Whiteness: On the (Im)possibilities of Being a Teacher Candidate of Colour *Shyam Patel (Ottawa)*

Session / Séance 23.22 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **The Arts and The Land** Affective arts-based research: How reckoning with haunting may enable reimagining relations of care in education and policy *Pamela Lamb (McGill), Claudia Mitchell (McGill), Shannon Roy (McGill), Cassandra Jones (McGill), Relebohile Moletsane (Kwazulu-Natal), Lisa Wiebesiek (Kwazulu-Natal), Samkelisiwe Luthuli (Kwazulu-Natal)*
	Trans-corporeal Witnessing: Re-figuring Toxic Entanglements Through the Arts *Diane Conrad (Alberta), Claudia Eppert (Alberta)*

Session / Séance 23.23 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASIE-ACÉÉA** **Symposium-Panel / Colloque-panel** **Including Métis in Post-Secondary Education: three Métis women's perspectives on striving for educational sovereignty** *Lucy Fowler (Manitoba), Laura Forsythe (Winnipeg), Jennifer Markides (Calgary)*

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.24 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Opportunities and Challenges in Today's Schools and Classrooms** Tough Lessons to Learn: Teacher Mental Health in the Pandemic *Teresa Holden (Windsor)*
	Slow work of time: Challenges and next steps to implementing maker pedagogy into K-12 classrooms *Yumiko Murai (Simon Fraser), Elizabeth Childs (Royal Roads), Susan Crichton (UBC)*
	Dialogical Identity in Dungeons and Dragons *Jeremy Roberts (Rolling River School Division)*

Session / Séance 23.25 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CERN-RRÉC / CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **Experiencing and Teaching Citizenship** Experiential Learning and Capital Acquisition through a Pan-Canadian Student Exchange Program *Ashley Rostamian*
	Work integration social enterprises: An Ontario study *Andrea Chan, Ashley Rostamian (OISE - Toronto)*

Session / Séance 23.26 **Seymour Schulich Building (SSB) S235** **In-Person / Sur place** **9:45 A.M. – 12:15 P.M. / 9 h 45 – 12 h 15**	**CSSE-SCÉÉ** **Meeting / Réunion** **Program Committee Meeting / Réunion du comité du programme**

TIMESLOT 23 / PÉRIODE 23
9:45 – 11:00 A.M. Eastern / 9 h 45 – 11 h 00 Est
May 31 / 31 mai 2023

Session / Séance 23.27 **Seymour Schulich Building (SSB) W141, Robert R. McEwan Auditorium** **Hybrid / Hybride** **10:00 A.M. – 3:00 P.M. / 10 h 00 – 15 h 00** **Open Event / Evénement ouvert**	**York University | Université York** **Special Event / Événement spécial** **Presenting Wüléelham: The Gifts of our People within Indigenous Programs at York** Presenting Wüléelham: The Gifts of Our People is a day of celebration, reflection and gratitude. You will be immersed in the living story of Wüléelham as our current students and alumni talk about their experiences in teacher education and graduate studies. The voices of these brilliant individuals will highlight their current roles and the gifts they bring and have received from their respective Indigenous communities. This special day will be guided by a treasured Elder and will close with gifting to Dr. Susan Dion, the wonderful two-legged who began Wüléelham.

TIMESLOT 24 / PÉRIODE 24
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 31 / 31 mai 2023

Session / Séance 24.1 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**CACS-ACÉC** **Symposium-Panel / Colloque-panel** **there, not there: (un)disciplining study off the writing tracks/tracts** *Cee Carter (Massachusetts Amherst), Mariam Rashid (Vassar), Benjamin Scherrer (Massachusetts Amherst), Korina Jocson (York)*

Session / Séance 24.2 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**CACS-ACÉC** **Multi-paper / Plusieurs communications** **Teacher Experiences 2**
	Beyond the numbers: Toward a processual multimodal Instrument of teaching evaluation *Michael-Anne Noble (Royal Roads), Moira McDonald (Royal Roads), Ken Jeffery (Royal Roads), Brigitte Harris (Royal Roads)*
	It's Not My Job to Judge: Teachers Intervening on Drug Education through Collaborative Inquiry *Ty Walkland (OISE - Toronto)*
	Piloting an Early Childhood Financial Literacy Curriculum *Kristen Ferguson (Nipissing), Natalya Brown (Nipissing), Melissa Corrente (Nipissing)*

Session / Séance 24.3 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Reading**
	Using Brief Web-based Training to Improve Pre-service Teachers' Knowledge of Late Emerging Reading Disabilities *Chastine Lamoureux (Western), Deanna Friesen (Western)*
	The Right to Read Public Inquiry: Findings, Recommendations, and Implications for Canadian Education *Jamie Metsala (Mount Saint Vincent), Linda Siegel (UBC)*

TIMESLOT 24 / PÉRIODE 24
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 31 / 31 mai 2023

Session / Séance 24.4 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CAREC-ACRPE** **Multi-paper / Plusieurs communications** Chair/Prés.: Iris Berger (UBC) Examining Quebec Teachers' Approaches to Sexuality Education in Kindergarten *Jessica Prioletta (Bishop's), Shannon Roy (McGill), Julia Srouji (Concordia)*
	CRT and its application in early childhood education teacher training *Negar Khodarahmi (UBC)*

Session / Séance 24.5 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**CASEA-ACÉAS / TATE-TFEE** **Multi-paper / Plusieurs communications** **Leadership and Technology** Chair/Prés.: Michael Mindzak (Brock) Towards the Conceptualization of Ed-Tech in Educational Leadership Studies *Michael Mindzak (Brock)*
	The Digital Pandemic and its Impact on Online Learning Policy and Teacher Professionalism in Ontario *Farra Yasin (Manitoba), Theresa Shanahan (York)*
	Strengthening School Leadership Capacity for Practitioner-Oriented and Technology-Mediated Educational Research to Support Student Learning *Janet Okoko (Saskatchewan), Martin Ogola (Kenyatta), Dirk Morrison (Saskatchewan), Vicki Squires (Saskatchewan), Solomon Menger (Saskatchewan)*

Session / Séance 24.6 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Community and Applied Learning** Learning and Responding to the Educational Interests of Indigenous Youth in Northern Alberta *Jennifer Markides (Calgary)*
	First Nation communities with trust settlement agreements: exploring the role of financial education *Levon Blue (QUT)*

TIMESLOT 24 / PÉRIODE 24
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 31 / 31 mai 2023

Session / Séance 24.7 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**CASWE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Creating Space for Reimagination** Feminist relational space: Friendship, teaching, and care *Michelle Forrest (Mount Saint Vincent), Linda Wheeldon (Acadia)*
	Reimaging gender roles in the immigrant context *Fatima Jalali-Tehrani (Simon Fraser)*

Session / Séance 24.8 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place** **Bilingual / Bilingue**	**CATE-ACFE / CACS-ACÉC** **Multi-paper / Plusieurs communications** **French in schools** School Spaces: Intersections of Language, Identity, Culture, and Power in Quebec ESL Education *Caroline Riches (McGill), Philippa Parks (Sherbrooke), Katherine Hardin (McGill)*
	The use of inherent strengths in becoming a teacher *Melissa Garrett (New Brunswick), Josée LeBouthillier (Second Language Research Institute of Canada)*
	French as a Second Language teachers' conceptualizations of global citizenship and how they perceive teaching this competence *Taciana Lirasilva (Ottawa)*

Session / Séance 24.9 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**CATE-ACFE / CAEP-ACP** **Multi-paper / Plusieurs communications** **Equity, diversity, and poverty** Exploring the Influence of an Asset-Based Approach on Learners Experiencing Poverty and their Teachers *Jennifer Mitton (St. Francis Xavier)*
	Designing courses in teacher education to promote teacher candidates' professional knowledge of differentiated instruction *Mohammed Estaiteyeh (Brock), Isha DeCoito (Western)*
	Towards a policy agenda for school-based youth homelessness prevention programs in Canada *Rebecca Stroud Stasel (Carleton), Mélina Poulin (Carleton), Jacqueline Kennelly (Carleton)*

TIMESLOT 24 / PÉRIODE 24
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 31 / 31 mai 2023

Session / Séance 24.10 **Seymour Schulich Building (SSB) S125** **In-Person / Sur place** **Bilingual / Bilingue**	**CATE-ACFE** **Multi-paper / Plusieurs communications** **Professional development** Mobilizing preservice teachers' knowledge and honouring their voices through podcasts *Yu-Ling Lee (Trinity Western), Nina Lui (Trinity Western)*
	From the Inside Out: How We Heal Ourselves, Our Students, and our Planet *Denise Handlarski (Trent), Ryan Naidoo (Toronto District School Board), Vu Lam (Toronto District School Board)*
	Analyzing Professional Learning Network Culture in Relation to Pedagogical Innovation and System Change *Donna Kozak (UBC), Leyton Schnellert (UBC), Miriam Miller (UBC), Mehjabeen Datoo (OISE - Toronto), Graham Giles (York)*

Session / Séance 24.11 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CCGSE-CCÉÉCSÉ** **Workshop / Atelier** **Driving and Navigating the Graduate School Experience: Kick the COVID Excuses to the Curb** *Sonja Johnston (Calgary), Rosalind Carson (Calgary)*

Session / Séance 24.12 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Supporting children and families from diverse backgrounds** Mothers' Burdern of Knowledge: Muslim Immigrant Children's Stories from School *Soudeh Oladi (OISE - Toronto)*
	Fostering Complex Collaboration Skills in Engineering Education *Anuli Ndubuisi (Toronto), James Slotta (Toronto), Elham Marzi (Toronto), Philip Asare*
	Unpacking the Relationship between Teacher factors, Students' Socioeconomic Background and Mathematics Achievements *Ernest Mensah (Indiana), David Baidoo-Anu (Queen's), Ruth Annan-Brew (Cape Coast), James Koranteng (Columbia Theological Seminary)*

TIMESLOT 24 / PÉRIODE 24
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 31 / 31 mai 2023

Session / Séance 24.13 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G105** **In-Person / Sur place**	**CERA-ACCÉ / CAARE-ACRAÉ** **Multi-paper / Plusieurs communications** **Supporting teachers and students amid the COVID-19 Pandemic and Beyond**
	Action-research integrated into emergency COVID-Response: What we can learn from a new online tutoring partnership *Caroline (Carly) Manion (OISE - Toronto), Kelly Gallagher-Mackay (Laurier), Christine Corso (OISE - Toronto), George Tam (Toronto District School Board), Karen Mundy (OISE - Toronto)*
	Inclusion through Infusion: Experiential learning, community-based participatory research, and scholarship *Jennifer Hughes (Queen's), François-Daniel Portelance (Queen's), Roxolana Marmash (Queen's)*
	Examining Collaborative Group Work Among University Students: Perceptions and Experiences and Before and During COVID-19 *Natasha Vogel (Laurier), Eileen Wood (Laurier)*

Session / Séance 24.14 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CIESC-SCÉCI** **Multi-paper / Plusieurs communications** **COVID-19 Learning**
	Toward enacting a 'relevant' education in times of global crises: A pilot study of two teachers' praxes *Paul Tarc (Western), Tasha-Ann Ausman (Ottawa), Catherine James (Ottawa), Nicholas Ng-A-Fook (Ottawa), Aparna Mishra Tarc (York)*
	The Gendered Racial Vernacular of Covid-19: Crisis Discourse and African Girls' Education *Rachel Silver (York), Alyssa Morley (Michigan State)*
	The Impact of COVID-19 on the Wellness of International Students in Alberta High Schools *Yan Guo (Calgary), Yingling Lou (Calgary), Erin Spring (Calgary)*

TIMESLOT 24 / PÉRIODE 24
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 31 / 31 mai 2023

Session / Séance 24.15 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place**	**CPES-SCPÉ** **Multi-paper / Plusieurs communications** **Emptiness and Despair as Educationally Generative** A Pedagogy of Emptiness: A Daoist Perspective *Ying Ma (Kwantlen Polytechnic), Hongyu Wang (Oklahoma State)*
	Reckoning the 'Cruel Optimism' of education: Reimagining despair as a generative force *Louise Azzarello (York)*

Session / Séance 24.16 **Seymour Schulich Building (SSB) N105** **In-Person / Sur place**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Children's Stories** Children Playing and Composing with Stories *Ronna Mosher (Calgary), Kim Lenters (Calgary), Jennifer MacDonald (Regina)*
	'This One Looks Like Me!' Exploring Diversity and Social Justice in Children's Literature *Rasha Qaisi (Windsor)*

Session / Séance 24.17 **Seymour Schulich Building (SSB) S129** **In-Person / Sur place**	**QSEC-ÉAÉC** **Multi-paper / Plusieurs communications** **The Power of School Climate** Gender and Sexuality Alliance Club Student Perspectives of Parental Support *Lauren Alston (Alberta), Christina Rinaldi (Alberta)*
	Exploring the School Experiences of LGBTQ Youth in PEI *Brittany Jakubiec (Egale Canada)*
	Centering Queer Joy in Early Childhood Education Contexts by Co-constructing Invitations to Play *Zeinabsadat Razaviestahbanati (New Brunswick), Casey Burkholder (New Brunswick), Pam Malins (Laurier)*

TIMESLOT 24 / PÉRIODE 24
11:15 A.M. – 12:15 P.M. Eastern / 11 h 15 – 12 h 15 Est
May 31 / 31 mai 2023

Session / Séance 24.18 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**TATE-TFEE** **Multi-paper / Plusieurs communications** **AI, VR, and Online Learning Teaching Practices** Chair/Prés.: Lesley Wilton Facil.: Helen DeWaard (Lakehead) Talking about AI: A Comparative Analysis of Teaching Sophisticated Content in Online Learning *Lesley Wilton (York), Stephen Ip, Athena Tassis, Rutwa Engineer*
	Virtual Reality and Storytelling: VR Interventions in Supporting Canada's International Students *Soudeh Oladi (OISE - Toronto)*

TIMESLOT 25 / PÉRIODE 25
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 31 / 31 mai 2023

Session / Séance 25.1 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride** **Spotlight / Point de mire**	**CACS-ACÉC** **Special Event / Événement spécial** **Presidential Panel / Panel présidentiel** **Anti-Black Racism in Education/Curriculum in Canada** Chair/Prés.: Mindy R. Carter (McGill), Hala Mreiwed (King's at Western) *Sabi Hinkson, Myrna Lashley (McGill), Fo Niemi (Centre for Research-Action on Race Relations)*

Session / Séance 25.2 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place** **Open Event / Evénement ouvert**	**CASE-ACSÉ / CSA-SCS** **Special Event / Événement spécial** **Information Session: Pilot Publishing Program for Graduate Students in Sociology of Education** Chair/Prés.: Alana Butler (Queen's) *Christine Corso (Toronto), Mohammad Fateh (Queen's), Maria Brisbane (Waterloo), Jeannie Kerr (Simon Fraser), Ee-Seul Yoon (Manitoba)*

Session / Séance 25.3 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**CCGSE-CCÉÉCSÉ** **AGM / AGA**

Session / Séance 25.4 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CCPA-ACPC** **AGM / AGA**

TIMESLOT 25 / PÉRIODE 25
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 31 / 31 mai 2023

Session / Séance 25.5 **Seymour Schulich Building (SSB) S125** **1:00 – 4:30 P.M. / 13 h 00 – 16 h 30**	**CSSE-SCÉÉ** **Meeting / Réunion** **Board Meeting / Réunion du conseil d'administration**

Session / Séance 25.6 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CJAR** **Meeting / Réunion**

TIMESLOT 25 / PÉRIODE 25
12:25 – 1:20 P.M. Eastern / 12 h 25 – 13 h 20 Est
May 31 / 31 mai 2023

Session / Séance 25.7 **Location TBD /** **Lieu à confirmer** **Hybrid / Hybride** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **12:15 – 1:15 P.M. /** **12 h 15 – 13 h 15**	**Federation of the Humanities and Social Sciences** **Fédération des sciences humaines** **Big Thinking / Voir Grande** **Re-imagining Black Futures / Réimaginer l'avenir des Noir.e.s** *The Right Honorable Michaëlle Jean, 27th Governor General, Commander-in-Chief of Canada / La très honorable Michaëlle Jean, 27e Gouverneure générale, Commandante en chef du Canada*

Discover Haiti's role as a symbol of possibility and self-governance for people of African descent in the Americas in this Big Thinking lecture with The Right Honourable Michaëlle Jean.

The only formerly enslaved society to claim freedom from its enslavers, Haiti declared itself a Black Republic in 1804 and offered refuge to all enslaved people fleeing bondage. Haiti's independence, however, ostracized it from most of the world, including France (until 1825) and the United States (until 1862). Military occupation and foreign debt further cut off Haiti's possibilities in the twentieth century. Today, Haiti is one of the poorest countries in the Western Hemisphere, but its history remains as a record of Black struggle, resistance, and possibility.

Join The Rt. Hon. Michaëlle Jean in a discussion on the importance of Black histories in the Americas, and how Black thought and ideas help us work towards a more progressive and inclusive society for all. This event will take place in French and English, with Simultaneous Interpretation in English and French, Closed Captioning, and ASL services available.

Découvrez le rôle d'Haïti comme symbole des possibilités et de l'autogouvernance des peuples de descendance africaine dans les Amériques dans le cadre de cette causerie Voir Grand en compagnie de la très honorable Michaëlle Jean.

La seule société anciennement réduite en esclavage à se déclarer libre de ses capteurs, Haïti s'est auto-déclarée une République noire en 1804 et a offert un refuge à tous les peuples asservis qui fuyaient l'esclavage. Cependant, l'indépendance d'Haïti l'a ostracisée de la majeure partie du monde, y compris la France (jusqu'en 1825) et les États-Unis (jusqu'en 1862). L'occupation militaire et sa dette extérieure ont réduit encore davantage les possibilités d'Haïti au vingtième siècle. Aujourd'hui, Haïti est l'un des pays les plus pauvres de l'hémisphère ouest, mais son histoire demeure comme registre des difficultés, de la résistance et des possibilités des Noir.e.s.

Joignez-vous à la très honorable Michaëlle Jean pour une discussion sur l'importance des histoires des Noir.e.s dans les Amériques, et comment la réflexion et les idées des Noir.e.s nous permettent de créer une société plus progressive et inclusive pour toutes et tous. Cet événement se déroulera en français et anglais, avec interprétation simultanée en anglais et français, sous-titrage codé et ASL.

TIMESLOT 26 / PÉRIODE 26
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 31 / 31 mai 2023

Session / Séance 26.1 **Seymour Schulich Building (SSB) S126** **In-Person / Sur place**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **Dance in Education and Research** Exploring Dancing-Reading-Writing (DRW): An Embodied Arts-Based Research Practice *Carolina Bergonzoni*
	Dismantling Authoritarian Pedagogy with Somatic Movement Dance Education *Traci Klein (McGill)*

Session / Séance 26.2 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Hidden Exceptionalities and Inclusive Education** Hidden Exceptionalities: The State of the Field and Future Directions *Ian Matheson (Queen's), Sunaira Tejpar (Queen's), Kianna Mau (Queen's), Jordan Shurr (Queen's)*
	No Hate: An Examination of Elementary Students' Understandings of Disability within an Inclusive School Board *Erica Miklas (Windsor), John Freer (St. Clair; Windsor), Monique Somma (Brock), Dylan Menard (Windsor), Lillian Scibetta (Brock), Mac Millar (Windsor)*
	Four Years of Confidence: Stories of Efficacy Development for Inclusive Education *Jessica Delorey (Western), S. Anthony Thompson (Regina), Jacqueline Specht (Western), Tsz-Wing Zita Lau (Western)*

TIMESLOT 26 / PÉRIODE 26
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 31 / 31 mai 2023

Session / Séance 26.3 **Seymour Schulich Building (SSB) S124** **In-Person / Sur place**	**CAREC-ACRPE** **Multi-paper / Plusieurs communications** Chair/Prés.: Christine Massing (Regina) Learning From Indigenous Perspectives: Outdoor Play Pedagogy Changes in Mainstream Urban Childcare Centres *Monica McGlynn-Stewart (George Brown), Elise Patterson (George Brown), Ana-Luisa Sales (George Brown)*
	Shifting Educators' Perceptions and Pedagogies of Outdoor Play within Canada *Debra Harwood (Brock), Jenny Britt (YMCA of Southwestern Ontario), Megan Coghill (Guelph), Laurel Donison (Brock)*

Session / Séance 26.4 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**CASEA-ACÉAS** **Special Event / Événement spécial** **CCEAM Session: Review of Leadership Frameworks** Chair/Prés.: Carolyn Shields, Patricia Briscoe (Niagara) Disc./Comm.: Ken Brien, Tiffany Bastin, Katina Pollock, Bianca B. Lamoureux, Darryl Hunter, Jacqueline Kirk

Session / Séance 26.5 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride** **Spotlight / Point de mire**	**CASIE-ACÉÉA** **Special Event / Événement spécial** **Graduate Student Research Symposium / Colloque sur les recherches des étudiant.e.s aux cycles supérieurs**

TIMESLOT 26 / PÉRIODE 26
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 31 / 31 mai 2023

Session / Séance 26.6 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CASWE-ACÉFÉ** **Multi-paper / Plusieurs communications** **Social Justice, Gender, and the K-12 Classroom** We face barriers, too: Black female high school students speak about their challenges *Sonia Lewis (York)*
	Internationalized Curriculum for Social Justice: Exploring Transnational Feminisms in/for the Classroom *Hayley Brooks (OISE - Toronto)*
	Social Media Teacher Influencers and the Neoliberal Classroom *Renee McKinstry (Mount Saint Vincent)*

Session / Séance 26.7 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CATE-ACFE / CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Decolonization** Culturally Responsible Teacher Education, Curriculum and Pedagogy for African Nova Scotian Learners *Jennifer Tinkham (Acadia), Claudine Bonner (Acadia)*
	Breaking the cycle: The power of reflection in decolonizing the curriculum *Welly Minyangadou (McGill)*
	New Ways to Work with the Field: The Needed Practice Ground for Co-Curricular Decolonization and Indigenization *Margaret Macintyre Latta (UBC Okanagan), Bill Cohen (UBC Okanagan), Terry Beaudry (Central Okanagan Public Schools), Marnie Birkeland (Central Okanagan Public Schools), Jody Dlouhy-Nelson (UBC Okanagan), Kelly Hanson (Central Okanagan Public Schools), Jordan Kleckner (Central Okanagan Public Schools), Danielle Lamb (UBC Okanagan), Desiree Marshall-Peer (UBC Okanagan)*

TIMESLOT 26 / PÉRIODE 26
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 31 / 31 mai 2023

Session / Séance 26.8 **Seymour Schulich Building (SSB) N107** **In-Person / Sur place**	**CATE-ACFE / CAARE-ACRAÉ / CERA-ACCÉ** **Symposium-Panel / Colloque-panel** **Teaching and learning about peer-to-peer relationships through participatory action research with children** *Hala Mreiwed (King's at Western), Mindy Carter (McGill), Laura Wright (Edinburgh), Kate Butler (Canadian Coalition for Rights of Children), Mimas Abo-Amer (King's at Western), Ashika Ashika (McGill)*

Session / Séance 26.9 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Educational practices during the COVID-19 pandemic** Exploring TikTok as the Everyday Cellphilm *Sarah Amodeo (McGill)*
	Online participatory research on COVID-19: Canadian youth stories through cellphilms *Claudia Mitchell (McGill), Hani Sadati (McGill), Shannon Roy (McGill), Grace Skahan (McGill)*
	Responding to Uncertainty: Case Studies of Superintendent Action to Continue Student Participation in Learning during COVID-19 *Glenn Borthistle (Alberta)*

Session / Séance 26.10 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CIESC-SCÉCI / CERN-RRÉC** **Symposium-Panel / Colloque-panel** **Developing an inclusive pedagogy for teaching ESL students: a holistic linguistically and culturally appropriate approach** *Emmanuelle Le Pichon (Toronto), Antoinette Gagné (OISE - Toronto), Mai Naji (OISE - Toronto), Dania Wattar (OISE - Toronto), Leanne Adegbonmire (OISE - Toronto)*

TIMESLOT 26 / PÉRIODE 26
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 31 / 31 mai 2023

Session / Séance 26.11 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CPES-SCPÉ** **Symposium-Panel / Colloque-panel** **The Politics of Education's Autonomy** Disc./Comm.: Itamar Manoff Facil.: Doron Yosef-Hassidim (Lakehead) *Doron Yosef-Hassidim (Lakehead), Natasha Levinson (Kent State), Yotam Ronen (UBC)*

Session / Séance 26.12 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Reconceptualizing the white, monolingual gaze** Chair/Prés.: John Ippolito (York) Migrant communities, inter-group dynamics, and 'white gaze: Stories of Bangladeshi Muslim migrants in Vancouver. *Shaila Shams (Simon Fraser)*
	An Exploration of the Mystery of Differences in Achievement Between Mandarin- and Cantonese-Speaking Students *Lee Gunderson (UBC), Guofang Li (UBC), Fubiao Zhen (UBC), Zhen Lin (UBC)*
	Through Mandarin Teachers' Eyes: Power Dynamics regarding Bi(Multi)literacy in a Chinese Complementary School *Jing Jin (Alberta), Yina Liu (Alberta)*
	There's nothing to read here...the newspaper is cho cá, for the fish!: A Vietnamese refugee-background child brokering language and literacies *Harini Rajagopal (UBC)*

TIMESLOT 26 / PÉRIODE 26
1:30 – 2:45 P.M. Eastern / 13 h 30 – 14 h 45 Est
May 31 / 31 mai 2023

Session / Séance 26.13 **Seymour Schulich Building (SSB) N108** **In-Person / Sur place**	**QSEC-ÉAÉC** **Multi-paper / Plusieurs communications** **Resistance, Rejection, and Radicalism** Queer Rural Teacher Activists: The School Institution as Sites of Resistance, Brick Walls, and Community *Darren Cummings (York)*
	Reframing Rejection: embracing roadblocks as a site of data *Gillian Robinson (Alberta)*
	Disrupting White, Colonial Systems of Care: Theorizing a Queer and Trans Ethic of Care *Bishop Owis (UBC)*

TIMESLOT 27 / PÉRIODE 27
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 31 / 31 mai 2023

Session / Séance 27.1 **Seymour Schulich Building (SSB) N106** **In-Person / Sur place**	**ARTS-SCÉA** **Multi-paper / Plusieurs communications** **Connecting Through A/r/tographies** Collaborating With and Through Concepts: The Rhizomatic Possibilities of Artistic Scholarship in A/r/tography *Elmira Sarreshtehdari (UBC), Angela Baldus (UBC), Rita Irwin (UBC)*
	Co-creating Knowledge through Collaborative A/r/tographies *Jennifer Wicks (UQAO)*

Session / Séance 27.2 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Curriculum and Pedagogies** What is Known about Curriculum Modifications: A Literature Review *Katherine Barron (York)*
	Pedagogical Implications of the University-Mandate Leave of Absence Policies *Aziz Guzel (York)*

Session / Séance 27.3 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CAREC-ACRPE** **Multi-paper / Plusieurs communications** Chair/Prés.: Iris Berger (UBC) Facil.: Christine Massing (Regina) Emergent literacy in Quebec preschool and kindergarten classrooms: self-reported practices of novice teachers *Julie Lachapelle (UQAM), Annie Charron (UQAM)*
	Postdevelopmental Narratives and Aesthetics in Ricky D'Ambrose's The Cathedral *Lucy Angus (York)*
	Pedagogical practices in early childhood education *Kathleen Kummen (Capilano), Veronica Pacini-Ketchabaw, B. Hodgins*

TIMESLOT 27 / PÉRIODE 27
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 31 / 31 mai 2023

Session / Séance 27.4 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** **Partnerships and Networks** Chair/Prés.: Jason Ribeiro (Calgary) The Leading and Learning Dynamics of an Education Cross-Sector Partnership Network *Jason Ribeiro (Calgary)*
	Affiliated Schools and Public-Private Partnerships in Manitoban Education: A Focus on the Offshore School in Egypt *Abdelhady Elnagar (Manitoba)*
	Learning and Leading: How School District Administrators Cultivate Personal Professional Learning Networks *Joelle Rodway (Memorial)*

Session / Séance 27.5 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASIE-ACÉÉA** **Multi-paper / Plusieurs communications** **Land-based and Decolonizing Practices** Experiences and perspectives from an intensive, land-based education teacher education in Ontario *Gary Pluim (Lakehead Orillia), Kory Snache [Ginew] (Rama First Nation)*
	The Production of Decolonized Grades 7-10 STEM Learning Materials: A Reflexive Examination of Process *Alice Johnston (Queen's)*
	Investigating First Nations Land-Based Education in Ontario *Brent Debassige (Western), Lillian Woroniuk (Western)*

TIMESLOT 27 / PÉRIODE 27
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 31 / 31 mai 2023

Session / Séance 27.6 **Seymour Schulich Building (SSB) S123** **In-Person / Sur place**	**CATE-ACFE / CACS-ACÉC / TATE-TFEE** **Multi-paper / Plusieurs communications** **Math and inclusion**
	The Perspectives of Secondary Mathematics Pre-Service Teachers in General Education Courses *Stephanie Beck (McGill), Martin Ako (McGill), Limin Jao (McGill)*
	Productive Struggle in Developmental Mathematics *Matthew Cheung (York)*
	Integrating Technology to Enhance Choice and Autonomy: A Self-Study *Alireza Moghaddam (Memorial), Gabrielle Young, Karen Goodnough*

Session / Séance 27.7 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride** **Bilingual / Bilingue**	**CATE-ACFE / CAEP-ACP** **Multi-paper / Plusieurs communications** **Well-being**
	Building a Facilitator Community to Create a Micro-Credential in Trauma-Informed/Sensitive Pedagogies and Practices in Support of Educator and Student Mental Health *Nathalie Reid (Regina), Nicole Turcotte (Saskatchewan Teachers' Federation), Thi-Thuy-Hang Tran (Regina)*
	Surviving and Thriving: The Journey and Learning of an Early Career Teacher Teaching in an Isolated Community *Jody-Ann Robinson (Niagara), Patricia Briscoe (Niagara)*
	(Re)Conceptualizing Graduate Writing Courses Under Pressure: From Crisis to Catalyst *Cathryn Smith (Brandon), Jacqueline Kirk (Brandon), Michelle Lam (Brandon), Ellen Watson (Brandon), Joe Stouffer (Brandon)*

TIMESLOT 27 / PÉRIODE 27
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 31 / 31 mai 2023

Session / Séance 27.8 **Seymour Schulich Building (SSB) W136** **In-Person / Sur place** **Bilingual / Bilingue**	**CERA-ACCÉ** **Multi-paper / Plusieurs communications** **Multilingualism and teacher education** Developing a French language proficiency assessment for prospective FSL teachers *Stefan Merchant (Queen's), David Jack (Ontario Public School Boards' Association)*
	The French Dis/connection: FI Teachers' Perspectives of Identity and Teaching FI in Ontario *François-Daniel Portelance (Queen's)*
	Bridging the Linguistic Divide: A Language Friendly approach to education in Trinidad and Tobago *Reshara Alviarez (OISE - Toronto)*

Session / Séance 27.9 **Seymour Schulich Building (SSB) S128** **In-Person / Sur place**	**CPES-SCPÉ** **Symposium-Panel / Colloque-panel** **Critical Commentaries on Problems in Philosophy of Education: A Systematic Approach** *Darron Kelly (Memorial), James Johnston (Memorial), Walter Okshevsky (Memorial)*

TIMESLOT 27 / PÉRIODE 27
3:00 – 4:15 P.M. Eastern / 15 h 00 – 16 h 15 Est
May 31 / 31 mai 2023

Session / Séance 27.10 **Seymour Schulich Building (SSB) E118** **Hybrid / Hybride**	**LLRC-ACCLL** **Multi-paper / Plusieurs communications** **Multilingual experiences in education** Chair/Prés.: Lisa Ambaye (Ottawa) Through a Translanguaging Lens: The Stories of Two bilingual immigrant adults' languaging journeys *Yina Liu (Alberta), Emma Chen (Saskatchewan)*
	The Impact of COVID-19 on Early English Reading Development of Chinese-English Bilinguals: A Longitudinal Analysis *Guofang Li (UBC), Fubiao Zhen (UBC), Zhen Lin (UBC), Lee Gunderson (UBC)*
	A Narrative Inquiry into Young Chinese Visiting Students' Bi-lingual/cultural Acquisition in the International and Cross-cultural Experiences *haojun guo (Windsor), Shijing xu (Windsor)*
	Investigating the dimensionality of prosodic awareness for English monolingual and Chinese-English bilingual school-aged children *Jessica Chan (UBC Okanagan)*

TIMESLOT 28 / PÉRIODE 28
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 31 / 31 mai 2023

Session / Séance 28.1 **Seymour Schulich Building (SSB) W133** **In-Person / Sur place**	**CAEP-ACP** **Multi-paper / Plusieurs communications** **Teacher Professional Development** The professional development needs and wellbeing of teachers who work with students of diversity *Meadow Schroeder (Calgary), Lisa Mah (Calgary), Dana Braunberger (Calgary), Man-Wai Chu (Calgary), Gabrielle Wilcox (Calgary), Sharon Friesen (Calgary)*
	Inter-professional Collaborative Practice and Universal Design for Learning: Promoting Academic Inclusion of Students with Intellectual Disabilities *Sarah Skinner (UBC)*

Session / Séance 28.2 **Seymour Schulich Building (SSB) E111** **Hybrid / Hybride**	**CAREC-ACRPE** **AGM / AGA** Facil.: Christine Massing (Regina)

Session / Séance 28.3 **Seymour Schulich Building (SSB) E115** **Hybrid / Hybride**	**CASEA-ACÉAS** **Multi-paper / Plusieurs communications** Chair/Prés.: Patricia Briscoe (Niagara) Emotional narratives of educational leadership for social justice: Political debates concerning immigration matters *Tanetha Grosland (South Florida), Frank Hernandez (Texas Christian)*
	How School Climate is Related to Teacher Job Satisfaction in Alberta, Canada? *Bin Tan (Alberta), Alfred Sakyi (Alberta Education), Hao-Yue Jin (Alberta)*

TIMESLOT 28 / PÉRIODE 28
4:30 – 5:45 P.M. Eastern / 16 h 30 – 17 h 45 Est
May 31 / 31 mai 2023

Session / Séance 28.4 **Rob And Cheryl McEwen Graduate Study & Research Building (MB) G102** **In-Person / Sur place**	**CASIE-ACÉÉA** **Special Event / Événement spécial; Multi-paper / Plusieurs communications** **Relational Beings** Memory, Place, and Being in Relation: An exploration of the voices of contemporary Métis, descendants of Drummond Islanders *Laura-Lee Kearns (St. Francis Xavier)*
	Learning to Listen: The Poetics of Self-Location *Tracey Murphy (Victoria)*
	Closing / Mot de la fin

Session / Séance 28.5 **Seymour Schulich Building (SSB) E112** **Hybrid / Hybride**	**TATE-TFEE** **Multi-paper / Plusieurs communications** **Professional Development and Online Literacy Education** Chair/Prés.: Sana Jamil (Memorial) Facil.: Norman Vaughan (Mount Royal) Teacher Professional Development for Educational Technology: Building from the Ground Up *Sana Jamil (Memorial)*
	Collaborative Autobiographical Narrative Inquiry by Two Literacy Researchers: Shifting Perspectives towards Online Literacy Education in Canadian and Chinese Contexts *Yina Liu (Alberta), Miao Sun (Capital Normal)*

POSTCONFERENCE / POSTCONGRÈS
June 1 / 1er juin 2023

CAREC-ACRPE	
Seymour Schulich Building (SSB) E111 **Hybrid / Hybride** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	
Seymour Schulich Building (SSB) E112 **Hybrid / Hybride** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	**Post-Conference / Postcongrès** **Breakout Room 1 / Salle de discussion 1**
Seymour Schulich Building (SSB) E115 **Hybrid / Hybride** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	**Post-Conference / Postcongrès** **Breakout Room 2 / Salle de discussion 2**
Winters College (WC) 118 **In-Person / Sur place** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	**Post-Conference / Postcongrès** **Breakout Room 3 / Salle de discussion 3**

POSTCONFERENCE / POSTCONGRÈS
June 1 / 1er juin 2023

Eleanor Winters Art Gallery, Winters College (WC) 129 **In-Person / Sur place** **Spotlight / Point de mire** **Open Event / Evénement ouvert** **8:15 A.M. – 5:45 P.M. / 8 h 15 – 17 h 45**	**CAREC-ACRPE** **Special Event / Événement spécial** **Art Gallery Installation / Installation à l'Art Gallery** More than the mark: the choreographies and generosities of young children's drawing *Sylvia Kind (Capilano)* This exhibition intends to make visible very young children's drawing as an interactive event of sounds, rhythms, movements, materials, gestures, marks, generosities, hospitalities, synchronicities, and relationalities. It situates drawing as inherently relational and composed together with others as if the act of drawing is about us rather than a self-centred I. This shifts the perceived foundations of drawing and what we think might matter, and opens spaces to consider how the drawing event is much more than the child's representational intent and the marks made.