EGSA

EGSA's Newsletter

March 13, 2012

By: Brenna Quigley

Welcome

Hello!

This special issue of the *EGSA's Newsletter* outlines the upcoming *Jean-Paul Dionne Symposium* taking place **Thursday, March 15, 2012** in the Faculty of Education at the University of Ottawa.

In this issue, you will find information about the events, including an introduction to the event, the theme of this year's symposium, the schedule, a program, registration information, information about the Research Fair, abstracts of all of the presentations, a description of the panel presentations, etc.

I hope you find this to be a useful guide to the presentations.

We all look forward to seeing you at the symposium!

The EGSA is hosting a social afterwards at 8:30pm at Café Nostalgica. Everyone is welcome!
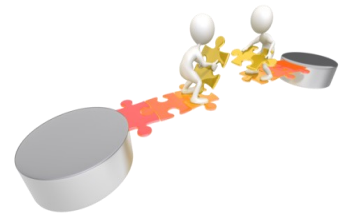
JPDS
11:30 a.m.
March 15, 2012
LMX 250
(Educational Centre)

About the Jean-Paul Dionne Symposium (JPDS)

The annual Jean-Paul Dionne Symposium is a student-organized and student-run conference initiated in 1985 by Jean-Paul Dionne himself. Since its inception, the event has showcased students' involvement and work in the field of education as well as their participation in the University's research culture. By preparing a poster or paper for round-table discussion, students are able to share their work with members of the University and greater community. For many students, this is their first-ever academic conference, and as such, we encourage a supportive and congenial atmosphere.

The participants:

Any student—undergraduate to graduate—who has an interest in the field of education is invited to participate. In previous years, the JPDS was open only to students from the University of Ottawa. This year, however, an invitation is specifically being extended to Queen's University, Nipissing University, Laurentian University, and Athabasca University. Other education students in the Ottawa area are welcome, too.

Why participate?

There are many reasons to participate. For example:

• Become involved in the academic life of the University
• Become familiar with academic conferences
• Share your interests and your work with others
• Develop your presentation skills
• Add a peer-reviewed conference presentation to your C.V.

(continued)

EGSA AÉDÉ

uOttawa
Faculté d'éducation
Faculty of Education

About the Jean-Paul Dionne Symposium (JPDS) (Continued)

Who was Jean-Paul Dionne?

Jean-Paul Dionne was a former professor at the University of Ottawa who won many prizes for research and teaching in the Faculty of Education. He was especially beloved for his outstanding support of graduate students. He passed away this past year. The Symposium is named in his honour.


Professeur | Professor

JEAN-PAUL DIONNE

Fondateur du Symposium de recherche
Founder of the research Symposium

Theme of the symposium

What is the theme of this year's JPDS?

The theme for the 2012 JPDS is "**Educational Praxis: Bridging the Gap Between Theory & Practice.**" We welcome variations on this topic and mean for education to be interpreted in an inclusive manner to include education not only in formal settings, but also in informal settings, extended even to learning in contexts not traditionally associated with schools. As such, a variety of thematic interpretations are encouraged.
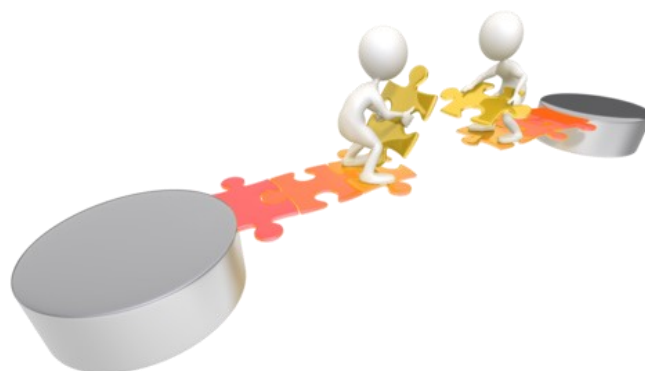
Schedule: March 15, 2012

11:30 a.m. - 2:30 p.m.	**Poster Presentations**
12:30 p.m. - 2:40 p.m.	**Roundtables**
3:00 p.m. - 5:00 p.m.	**Panel**
5:00 p.m. - 7:00 p.m.	**Cocktail Reception**
8:30 p.m. -	**EGSA Social @ Café Nostalgica**

All events are being held in the Faculty of Education's Educational Centre:

Lamoureux Hall, Room 250.

Registration

Please register online to confirm your attendance to the cocktail reception:

https://web5.uottawa.ca/www3/educ/en/register.php?s=JPDS2012

For more information, contact the organizing committee at **jeanpauldionne@gmail.com** or at **edueve@uOttawa.ca**.

Faculty of Education's Research Fair

The Faculty of Education Research Fair is an opportunity for our Professors/researchers to share their recent education research outcomes. This event is taking place at the same time as the Jean-Paul Dionne Symposium (JPDS).

For more information, contact Caroline Baron-Courcy at **edueve@uOttawa.ca**.

Register online for this event: **https://web5.uottawa.ca/www3/educ/en/register.php?s=Fair2012**

Program: Roundtables

PÉRIODE: 12h30 à 13h30 / TIMESLOT: 12:30 PM – 1:30 PM	
TABLE 1	**Remettre en question les écoles traditionnelles et formalisées avec la création de nouvelles opportunités / Challenging traditional and formalized schools with the creation of new opportunities** Curricular re-engagement: The educational resilience of Aboriginal adult learners *Kevin Spence (UOttawa)* Commentateur/Discussant: *Annette Furo* No school left undemocratic: Experiencing self-government in a free school *Marc-Alexandre Prud'homme (UOttawa)* Commentateur/Discussant: *Kristin Reimer*
TABLE 2	**Expansion du 'curriculum' pour y inclure le développement des compétences interculturelles / Expanding the 'curriculum' to include developing intercultural competence** Praxis en administration éducationnelle : Formation in situ pour développer la compétence interculturelle chez les directions d'école franco-canadiennes. *Andréanne Gélinas Proulx (UOttawa)* Commentateur/Discussant: *Lynnda Proulx* Intercultural competence in the second language classroom *Taciana de Lira e Silva (Queen's)* Commentateur/Discussant: *Lilia Forte*
TABLE 3	**Repenser l'éducation inclusive et les identités des étudiants dans la classe / Rethinking inclusive education and students' identities in the classroom** Investigating student's 'at-risk' in the context of Ontario's full-day early learning - kindergarten program *Suzanne Gooderham (UOttawa)* Commentateur/Discussant: *Osnat Fellus* The motivation behind girls enrollment in elective physical education *Caitlin Tino (Queen's)* Commentateur/Discussant: *Kelsey Catherine Schmitz* Exceptional pupils and science education in Ontario *Naveed Murtaza (UOttawa)* Commentateur/Discussant: *Maia Giesbrecht*

Program: Roundtables (Continued)

TABLE 4	**Liens entre les méthodologies de recherche et les politiques et les expériences personnelles / Connecting research methodologies and personal politics and experiences** Strategies of resistance: Exploring activist-academic partnerships and feminist critical pedagogy *Taiva Tegler (UOttawa)* Commentateur/Discussant: *Joanne Lalonde* The blending of theory and practice during field research: L'expérience d'une chercheure en devenir en Corse *Megan Cotnam (UOttawa)* Commentateur/Discussant: *Shenin Yazdanian*

	PÉRIODE: 13h40 à 14h40 / TIMESLOT: 1:40 PM – 2:40 PM
TABLE 1	**D'ouverture des espaces d'apprentissage pour les peuples et cultures autochtones / Opening learning spaces for Aboriginal and Indigenous peoples and cultures** Connecting vision with reality: An educator's task to promote critical thinking, democratic imperatives and meaningful experience in the history curriculum *Annette Furo (UOttawa)* Commentateur/Discussant: *Tracey Parker* Postcolonial education systems in sub-Saharan Africa *Andrea Casey (UOttawa)* Commentateur/Discussant: *Marc-Alexandre Prud'homme*
TABLE 2	**Les défis d'être des étudiants et des enseignants en situation minoritaire / The challenges facing both minority students and teachers** Quelles solutions pour faciliter l'intégration des étudiants immigrants au milieu collégial francophone en situation minoritaire? *Lynnda Proulx (UOttawa)* Commentateur/Discussant: *Andréanne Gélinas Proulx* L'insertion professionnelle des enseignants d'origine haïtienne dans les écoles francophones de l'Ontario *Sony Jabouin (UOttawa)* Commentateur/Discussant: *Lilia Forte*

Program: Roundtables (Continued)

TABLE 3	**Questionnement des évaluations des enseignants et des étudiants / Questioning assessments and evaluations of teachers and students** Investigating factors influencing classroom grading practices of pre-service teachers of teaching Chinese to speakers of other languages *Xiaoqian Liu (Queen's)* Commentateur/Discussant: *Mehmet Filiz* Revisiting assessment of/ for/ as learning: Highlighting the interconnectedness of assessment and learning processes in (un)conventional assessment tasks, tools, and strategies *Brenna Quigley (UOttawa)* Commentateur/Discussant: *Suzanne Gooderham*
TABLE 4	**La culture populaire et l'influence des médias / Popular culture and the influence of media** "Stuff White People Like": Racialization and antiracism in the blog-o-sphere *Nichole Lowe (UOttawa)* Commentateur/Discussant: *Noah Spector* From Spike to our Sisters: The making of the habit of teen pregnancy/sexuality *Kelsey Catherine Schmitz (UOttawa)* Commentateur/Discussant: *Jennifer Hall*

Abstracts: Poster Presentations

Julie Corrigan **(UOttawa, Doctorate)**

In this poster presentation, I intend to explore the theoretical framework of ecocomposition while examining its potential application in the field of digital literacy research. More specifically, I intend to link the theory of ecocomposition to the practice of writing, writing research, and writing pedagogy, thus speaking to the Symposium's theme of linking theory and practice. According to Dobrin (2011), "ecocomposition is the investigation of the total relations of discourse both to its organic and inorganic environment and the study of all the complex interrelationships between the human activity of writing and all the conditions of the struggle for existence" (p. 13). Ecocomposition involves a post-process conceptualization of writing theory, situating writing as public, situated, and interpretative act (Weisser & Dobrin, 2011), which is integral for composition instructors who intend to initiate their students into the various discourse communities that they face in their college majors or in the workplace. More often than not, writing pedagogy and assessment has assumed a technocentric approach that assumes that the ability to write can be measured and standardized (Huot, 2002; Slomp, 2012). In reality, writing, and particularly writing in digital spaces, involves a series of complex choices at the ecosystem level that extend far beyond counting spelling, syntactical, and grammatical errors. Ecocomposition, which maintains that the act of writing is influenced by a number of organic (i.e., audience, self, instructor, etc.) and inorganic (i.e., technology, genre, environment, etc.) actors holds promise for studying digital composition in an increasingly hypertextual, networked world.

Abstracts: Poster Presentations (Continued)

Natasha Egiziano (UOttawa, Bachelor's)

The objective of this research project is to determine what students enrolled in Teacher Education at the Faculty of Education learn about bullying prevention in the course of their training. There is a strong need for teachers to be properly equipped to pick up on symptoms of distress in children, to understand the nature and possible sources of problematic behaviour, and to determine bullying interventions that can benefit all children involved in these destructive relationships.

The present study puts forth the idea that teacher interventions in bullying incidents may correspond to their views of the children who are being victimized; they may be less likely to protect and support children who are victimized and who behave aggressively or who bully others because they do not fit the typical portrait of a victim. A two-part questionnaire developed by Ihnat and Smith (2010) will be used consisting of 6 bullying vignettes. The vignettes portray commonplace, non-physical acts of bullying among children in grades 4-8. McCold and Wachtel's (2003) Social Discipline Window, which is organized into four quadrants (restorative, permissive, punitive, and neglectful), was used to generate an exhaustive list of teacher response options. Our anticipated results would include that pre-service teachers do not have enough knowledge about how to prevent bullying and that additional courses would be necessary in order to strengthen this knowledge.

This research project connects to the symposium theme through its practical application for teachers.

Rita Forte (UOttawa, Doctorate)

Title: Theoretical Perspectives Towards the Study of Peace Education

Writers and theorists of peace education seem to situate their work within Pragmatism, Constructivism, and Postmodernism/ Poststructuralism. While a choice does not need to be made between qualitative and quantitative because, as Paul and Marfo articulate, "students of educational research need the tools of analysis that will enable them to appraise critically, and develop informed positions on, the body of existing and emerging scholarship on the paradigm debate" (Paul & Marfo, 2001, p. 540), one can choose to work within a paradigm that lends itself to a technique of inquiry. An understanding of the varying epistemological communities allows one to understand his/her stance and at the same time allows one to collaborate in a multi-paradigmatic way depending on one's interests and intellectual curiousity.

The poster predominantly, visually, and tactilely depicts the three paradigms with an interpretation and a sample of research studies from academic journals that have ascribed to one of the three world views in their methodology. This connection of theory to practice allows insight into the underlying themes and latent content which characterizes peace education. While the articles offered some type of qualitative and/or quantitative methodology, chronicling the outcome of the research contributed and furthered the interests of becoming familiar with the question: How has the field of curriculum studies taken up peace, peace education, and citizenship? As background, the poster briefly depicts the shared views of additional research paradigms within education (postpositivism, critical theory, feminism, racialized discourses, queer theory) to understand why these three paradigms are consistent with peace education.

References
Paul. J. & Marfo, K. (2001). Preparation of educational researchers in philosophical foundations of inquiry. Review of Educational Research, 71, 525-549.

Mohamed Hassan (UOttawa, Doctorate)

The purpose of this study is to describe and understand the role and responsibility of primary school principals in the Banaadir Region of Somalia revealed through their lived experiences within a context of ongoing conflict. It also examines the challenges that school principals face within school conditions characterized by limited financial and human resources under the absence of educational administrations at the district, regional and national levels.

In order to understand the different dimensions of the principal's role and how this role is experienced in a context of ongoing conflict, a qualitative study using a hermeneutic phenomenological approach will be employed. The aim is to obtain perceptions and . . .

Abstracts: Poster Presentations (Continued)

. . . descriptions of the lived experiences of eight primary school principals with their role and function using in-depth interviews. The data from this study will be analyzed in terms of commonalities in order to provide the lived experiences of those principals in the context in which they work.

It is hoped that findings of the proposed study will first contribute to the knowledge base of school administration in Somalia. Second, it provides new scholarly knowledge that will benefit the field of school management/leadership in developing countries context, particularly in protracted conflict situations. Understanding how principals in a protracted conflict situation assume their responsibilities and experience their role is critical to improving the policy and practice of educational administration. This understanding will help educators and policy makers to redefine the job responsibilities of school principals, improve their work context and provide them with relevant in-service training resources.

Rebecca Hogue (UOttawa, Doctorate)

Title: A Design Research Approach for Mobile Learning Content Design

Researchers are calling for more design theory for mobile learning. The majority of mobile learning research describes mobile learning in a specific context, and does not seek to determine how best to design and teach using mobile technology (Koszalka & Ntloedibe-Kuswani, 2010, p. 141).

Design research provides a solution to a real-world educational problem and adds to educational theory in the form of design principles that can be used by educational practitioners (Brown, 1992, p. 143). Design-base research is "a systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories" (Wang and Hannafin, 2005, p. 6). Since design research is intended to both solve a real world problem and to develop re-usable design principles, it is well suited to help develop needed design theories for mobile learning.

This poster outlines a simplified four-phased design research approach that I created.

References
Brown, A. L. Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. The Journal of the Learning Sciences, 2,2 (1992), 141-178.
Koszalka, T., & Ntloedibe-Kuswani, G. S. Literature on the safe and disruptive learning potential of mobile technology. Distance Education, 31, 2 (2010) 139-157.
Wang, F., & Hannafin, M. J. Design-based research and technology-enhanced learning environments. Educational Technology Research and Development, 53,4 (2005), 5-23.

Note: This poster was presented at the mLearn2011 conference in October 2011.

Jessica Isenor (UOttawa, Doctorate)

Title: How do physicians handle their medical mistakes?

In theory medical errors are reported to patients and governing organizations with honest and full disclosure. There are even "apology" laws in many Canadian provinces and American states to protect physicians from litigation while encouraging them to report their mistakes to patients (Canadian Medical Protective Association, 2011; Hannawa, 2011). Yet in actuality, the medical malpractice literature has shown that mistakes go under-reported out of fear of losing one's job or practice, being sued, compromising their co-workers' trust, facing their own failings, and having to worry about their patients' and their own welfare (Banja, 2005; Hannawa, 2011). Because the culture of medical practice emphasizes individual responsibility and physicians are very invested in treatment outcomes, as well as patient safety, medical mistakes are particularly hard to bear. The pressure of living with these fears, as well as the stress of both revealed and undisclosed errors can have a significant impact on physician well-being.

Abstracts: Poster Presentations (Continued)

This poster explores the tension between the theory and practice of how physicians manage their errors and will delve into the research literature to: examine the history of how physicians have dealt with medical errors and malpractice issues; understand how physicians are trained to deal with mistakes; and look at current practices of supporting physicians who have made mistakes. This literature review will serve as a point of departure towards the objective of exploring self-care and corporate strategies to help physicians manage their mistakes and cope with the resulting anguish.

Eugene Lee **(UOttawa, Master's)**

My presentation will consist of a literature review concerning the issue of Heritage Language loss in Second-generation Chinese immigrant children along with some of my personal experiences and reflections.

Included in the presentation will be a brief history of the field of language loss and maintenance, followed by an overview of some of the reasons why and how children undergo language shift and loss. Some of the documented repercussions of language loss will be presented. It will conclude with what teachers can do to prevent the loss of heritage language.

Martha McKeen **(UOttawa, Doctorate)**

In response to the challenges faced by rapid expansion and curriculum reform, the Department of Family Medicine (DFM) at the University of Ottawa (U of O) developed a Faculty Development Conceptual Framework (FDCF) and companion plan as a first step toward meeting the challenges of providing quality opportunities for the continuing professional development of preceptors in Family Medicine. The FDCF provides the processes, opportunities and support structures needed to improve preceptors' teaching skills and effectively deliver a newly revised 'Triple C' competency-based curriculum. The FDCF will act as a quality standard to guide the design, delivery and evaluation of a vibrant Faculty Development (FD) Program. This chapter introduces the DFM's FDCF so other medical departments may benefitfrom our experiences and adapt or adopt the framework applications and methodologies to improve the effectiveness and efficiency of FD products and processes. Modifications to the framework are expected as our program continues to evolve based on research findings.

Mohamed Mustafa **(UOttawa, Doctorate)**

Research in educational technology has often been critiqued for not grounding a framework for the integration of computer technologies in teaching and learning. In this poster session, I will present Koehler and Mishra's conceptual framework for educational technology: Technological Pedagogical Content Knowledge (TPACK). Mishra's framework is built on the concept of Shulman's foundation of Pedagogical Content Knowledge (PCK) and extended it to the phenomenon of teachers' integration of technology into their pedagogy.

Technological Pedagogical Content Knowledge (TPACK) was introduced to the educational research field as a theoretical framework for understanding teacher knowledge required for effective technology integration. TPACK is a framework that introduces the relationships and the complexities between all three basic components of knowledge (technology, pedagogy, and content) (Koehler & Mishra, 2008; Mishra & Koehler, 2006). At the intersection of these three knowledge types is an intuitive understanding of teaching content with appropriate pedagogical methods and technologies. Seven components are included in the TPACK framework: Technology knowledge (TK), Content knowledge (CK), Pedagogical knowledge (PK), Pedagogical content knowledge (PCK), Technological content knowledge (TCK), and Technological pedagogical knowledge (TPK).

In addition to the presentation of the theoretical framework, I will explore important issues related to practical implications of TPACK on teaching and learning such as: how teachers' understanding of TPACK would guide them to design technology-based activities; how teachers understanding of TPACK affect their choice of technological tools for resolving pedagogical difficulties; and why it is important to conceptualize the pedagogical or subject uses of technology.

Abstracts: Poster Presentations (Continued)

Lisa Pascal (UOttawa, Master's)

Title: I can do a Striptease! Reflections on the Pedagogical Space between Burlesque Dance Theory Acquisition and Live Stage Performance.

Simone De Beauvoir contended that women can only submit passively to their own bodies (1949) when she suggested that women "are banned from exploring, daring, pushing back the limits of the possible," (343). However, women who choose to study burlesque, perhaps more than many other physical activities, can truly explore the limits of their bodies and their personal 'possibles' in this form of revealing artistic expression. The current poster presentation compiles data from a semi-structured interview conducted with Bambi van Boom, a local Ottawa-area burlesque teacher and performer, currently pursuing a Bachelor of Education degree at a Canadian post-secondary institution. The poster will feature educational processes used in Bambi's burlesque classes, and it will also highlight findings pertaining to the multifaceted growth and personal development processes that she witnesses in her students, from their initial participation through to live performance. Though relatively little has been reported about the transformative learning process that occurs throughout a burlesque course, this research aims to explore how Bambi helps her students navigate the space 'in between' learning the art of burlesque performance in a studio (choreography, costume, make-up, music selection, movement) and performing to a live and very real audience. Preliminary findings reveal that Bambi's students who go on to perform at least once in public soon discover that they are not only capable of pushing beyond their preconceived possible, but they now strive forward more confidently seeking to learn just what else they can conquer.

Calida Seifert (UOttawa, Bachelor's)

I am currently a B.Ed student participating in the UROP program though research within the Geography Department. My project consists of assessing changes in sea-surface temperature and salinity in the St-Lawrence estuary (Baie-Comeau, QC) throughout the Holocene: analysis of δ18O and Mg/Ca from marine molluscs. Through this project I have acquired experience and laboratories and research methods. It has also allowed me to further develop my writing and communication skills while writing up my report and analysis for the UROP workshop that will happen on March 29th. These skills will easily be transferable for my training as a future teacher. This research project bridges the gap between theory and practice in that it allows me hands on experience. From my experience, students can learn more effectively when actively involved in the learning process, and such is the case with this research project. Through this project I have gained and enhanced valuable stills in information gathering, analysis, presentation skills, as well as other practical skills that I am sure I may use in the future. It has served to encourage my active learning and to increase my love of the topic, which has in turn increased my enthusiasm for the project. I would be honoured to be able to share my results of this project at the Jean-Paul Dionne Symposium.

Marie-Eve Skelling Desmeules (UOttawa, Doctorat)

Dans le cadre du Symposium, je compte présenter mon projet de recherche doctoral. Celui-ci, de nature qualitative interprétative, se veut une étude de cas multiples visant à répondre à un besoin de compréhension vis-à-vis des pratiques, des représentations ainsi que des expériences d'apprentissage liées au travail corporel inscrit dans un cours d'art dramatique. Omniprésent au théâtre et indispensable à toute formation théâtrale, ce dernier fait pourtant fréquemment l'objet d'une mécompréhension et d'un inconfort. Mon projet d'étude est donc étroitement lié avec le thème du Symposium puisqu'il vise à étudier les pratiques enseignantes liées au travail corporel dans une formation théâtrale afin d'en faire bénéficier d'autres praticiens tout en permettant à des étudiants de faire valoir leurs expériences, leurs représentations et leurs apprentissages vécus au cours de la formation reçue. Le Symposium me donnerait dès lors l'occasion d'expliciter la problématique et les principales stratégies de collecte de données (observation participante, entrevues semi-dirigées, groupe de discussion, journal de bord, analyse de planifications et documents) ainsi que le déroulement envisagé. Si ma présentation au Symposium, l'an dernier, portait également sur mon projet de recherche, mon passage accéléré au doctorat m'a conduite à redéfinir ce dernier en fonction des exigences doctorales. Celui-ci a donc subi de multiples modifications, autant au niveau des participants à l'étude, de la méthode et des stratégies de collecte de données. Cette opportunité de présentation et de discussion me serait donc des plus bénéfiques en ce qu'elle me permettrait de faire valoir mon projet tout en rendant possible des échanges susceptibles de m'amener à approfondir la réflexion à son sujet.

Abstracts: Poster Presentations (Continued)

Jacqueline Synard **(UOttawa, Doctorate)**

Title: Applying Positive Psychology to Career Counselling: Using Mixed Methods to Explore How Job Loss Impacts Well-being

What helps people to bounce back from life's challenges to become stronger and happier than before? Job loss, an increasing common life event for many Canadians, provides a relevant realm to explore this question (Vieira, 2011). As literature shows, job loss is often a major life event with long-term negative consequences on well-being which can persist even after subsequent re-employment (Booker & Sacker, 2011; McKee-Ryan, Song, Wanberg, & Kinicki, 2005). For others, job loss brings many positive impacts and can even be "a blessing in disguise" (Zikic & Richardson, 2007. p. 58). As the new field of positive psychology has demonstrated, positivity in the face of adversity is associated with clear benefits including improved physical/mental well-being (Diener, Suh, Lucas, & Smith, 1999; Low, Bower, Moskowitz, & Epel, 2011; Snyder & Lopez, 2005; Youssef & Luthans, 2007). Thus, it begs the question – how (if at all) can a positive psychology approach be practically applied to counsel people in the face of job loss? Similarly, how can our knowledge of the experience of job loss be used to inform broader positive psychology theory and interventions? This poster explores these questions via a review of the positive psychology and job loss research. It also presents a methodology to address gaps in the literature. This poster addresses the theme by bridging the theoretical field of positive psychology with the practice of career counselling in the wake of job loss.

Joël Thibeault **(UOttawa, Maîtrise)**

Beaucoup de recherches indiquent qu'il est difficile, particulièrement pour un alloglotte, de s'approprier la langue écrite en français. Son orthographe opaque et l'inaudibilité de ses morphogrammes sont quelques-unes des caractéristiques qui font en sorte que la langue de Molière, à l'écrit, représente un défi pour l'apprenant (Jaffré et Fayol, 1997) ; bien entendu, cette appropriation de la langue écrite sera encore plus difficile pour l'élève dont le français n'est pas la langue maternelle.

Depuis quelques années, de nombreux chercheurs prônent l'utilisation de la littérature de jeunesse en classe. Si, d'après Tauveron (2002), « les moments de lecture sont classiquement des moments d'activité solitaire (… de réponse à des questionnaires) » (p.20), une panoplie d'experts proposent que la littérature soit employée en tant qu'outil pédagogique dans l'apprentissage de la langue écrite (Demers, 1998).

Parmi les difficultés les plus récurrentes de cette langue écrite en français, on remarque entre autres la grammaire. Dans l'Europe des années 1960, on a délaissé la grammaire dite traditionnelle (Léger, 1996) ; sa remplaçante, qu'on appelle la grammaire nouvelle, repose sur une analyse morphosyntaxique de la langue et ne souffre pas de l'imprégnation du latin, comme c'était le cas auparavant. En outre, elle offre une analyse rigoureuse et exhaustive du français (Nadeau et Fisher, 2006). Toutefois, au Canada, il a fallu attendre jusqu'aux années 1990 pour que ce renouvellement de la grammaire fasse son entrée dans les écoles.

Dans la présente étude, nous viserons à enseigner la phrase de base, notion fondamentale en grammaire nouvelle (Paret, 1996), par l'entremise de la littérature de jeunesse à de jeunes allophones de première année. Notre principal objectif sera donc de préparer adéquatement ces élèves au contenu grammatical qui les attend aux niveaux supérieurs afin qu'il puisse ultimement maîtriser la langue écrite en français.

Abstracts: Roundtables

Andrea Casey (UOttawa, Master's)

Title: Postcolonial education systems in sub-Saharan Africa

Ivan Illich, John Taylor Gatto and John Dewey were all critical of a traditional Western school system that failed to reflect the realities of the world and relevance to students. While all three had different suggestions for rectifying this problem, they did agree that the Western schooling system was detrimental to true learning. Even though their critiques were of a traditional system in the United States, it is my intent to discuss how their critiques of traditional schooling and schooling in general can be applied to postcolonial schooling systems in Sub-Saharan Africa. Drawing on examples from Swaziland and Ghana, these critiques become even more salient as traditional Western school systems impose a foreign knowledge and value system. Traditional Western education systems in Sub-Saharan Africa are problematic as they are more likely to produce mis-educative experiences for students, delegitimize local knowledge bases and constrain definitions of success. Through this discussion, I demonstrate that there is room for multiple points of view in education. If students are able to see their own differing forms of knowing legitimated in the learning process the experience of school could be more applicable. Additionally, if learning outside of institutions, or learning integrated into daily life and reality, was recognized, more individuals could realize their potential for growth and self-sufficiency. Local realities and values have worth and by integrating formal Western education and indigenous knowledge, more students could gain access to and succeed in education. In order to make such a transition, we must first explicitly understand the extent of this issue.

Megan Cotnam (UOttawa, Doctorat)

Titre: The blending of theory and practice during field research: l'expérience d'une chercheure en devenir en Corse (bilingual paper)

Cette communication présentera le contexte sociolinguistique de l'enseignement de la langue corse sur l'île, tout en s'intéressant aux graffitis à titre de curriculum caché (hidden curriculum). Qui plus est, je présente mes expériences personnelles de chercheure qui a choisi d'entreprendre de la recherche sur le terrain en Corse.

As this paper pulls from data I collected during an ongoing ethnographic research project on Corsica, I have also chosen to depart from a role of researcher that looks to 'others' and instead look at myself. This research paper looks to my experiences, my reactions, my voice in the hopes of better understanding otherness within myself. It is an auto/ethno/graphy which (de)constructs a bricolage of personal photographs taken of Corsican graffiti as well as my narratives of my time on Corsica.

Des graffitis maculent le territoire de la Corse. Ces messages peinturés qui décorent les murs des cités sont écrits dans la langue corse, mais ils portent également un discours sur cette langue menacée (Bertoncini, 2009). Cette île bénéficie depuis 1974 le droit d'enseigner sa langue régionale. De ce fait, depuis trois décennies les statuts institutionnels inégaux français-corse semblent évoluer. Pourtant, les murs des écoles sont couverts de graffitis qui semblent être marqueurs de l'identité linguistique corse. Est-ce que ces graffitis véhiculent des curriculums sur les représentations de la langue corse et le « vivre ensemble dans la possibilité d'une île » (Di Meglio, 2010) ?

This paper pulls from a variety of theoretical lenses from fields such as sociology, sociolinguistics, ethnography and curriculum studies. However, it is also deeply embedded in practice as it relates first-hand a young researcher's experiences conducting field research abroad. De ce fait, je cherche à jumeler théorie et pratique afin de mieux relater ce que j'ai vécu et appris en Corse.

Taciana de Lira e Silva (Queen's, Master's)

Title: Intercultural Competence in the Second Language Classroom.

This qualitative study will be bounded by the framework of Intercultural Communicative Competence (ICC), the individual's ability to communicate with people from another culture, in a foreign language, acting as mediator. The study will investigate a group of Grade 4 English speaking students and their perceptions of a French group while learning Core French through an intercultural context. Traditionally foreign language teaching has been influenced by the sociolinguistic theory that suggests language learners should . . .

Abstracts: Roundtables (Continued)

. . . model themselves on first language speakers. This approach is unrealistic because it ignores the significance of the social identities and cultural competence of the learner. The Intercultural Communicative Competence (ICC) Model encompasses intercultural competence, in addition to linguistic competence, sociolinguistic competence and discourse competence.

Students representing the English and the French cultures will communicate through e-mail during eight weeks. Data will be collected from three sources: student portfolio, semi-structured interview, and teacher's field notes. They will be qualitatively measured according to the students' development of the three savoirs (savoir être, savoirs, and savoir apprendre). This study will examine how teaching French through the intercultural communicative approach will create the foundation for intercultural competence, in addition to stimulate students to learn FSL.

The almost absence of empirical studies developed in the foreign language elementary classroom, having culture as the core, show the existence of a gap between theory and practice. This study will provide guidelines that can be followed by the language teacher to promote interculturality among the students.

Annette Furo (UOttawa, Doctorate)

Title: Connecting vision with reality: An educator's task to promote critical thinking, democratic imperatives and meaningful experience in the history curriculum

In theory, every educator has a vision of how their professional practice should be. They might wish to be more inclusive, or weave a social justice agenda throughout learning. They might wish to create a democratic learning space that fosters deep critical thinking or envision schooling as a dynamic experience that goes beyond classroom walls. Bringing this vision to reality can be a complex and never ending journey.

In this paper the author presents a framework for approaching the study of Aboriginal cultures within a social sciences or history curriculum. The framework will draw from cultural studies in its suggestion that notions of ourselves and others are embedded in cultural understandings we develop through a life of situated learning experiences, and these understandings come to constitute a personal biography. Through the lens of our personal biography we interpret the world around us, in this case looking at history, curriculum material, and cultures that are different from our own. The framework will also draw upon critical pedagogy to suggest ways that principles of democratic education create opportunities for reading historical and cultural texts from multiple perspectives. As such, a democratic approach to the social science and history curriculum can impact a student's learning experience and create the opportunity for re-interpreting the same story, or even, telling a different one.

To bring this framework into practical application two local public venues that represent Aboriginal history (in Ottawa) will be discussed and contrasted. The goals of the paper are twofold: to outline a way for educators to use these venues as spaces where theories of democratic education and experience are put into practice, and to encourage reflection and critique of one's own practice and of the sites of education (venues) where curricular learning takes place.

Andréanne Gélinas Proulx (UOttawa, Doctorat)

Titre: Praxis en administration éducationnelle : Formation in situ pour développer la compétence interculturelle chez les directions d'école franco-canadiennes.

Bien que l'école de langue française en situation de vitalisation ethnolinguistique a pour mission la production et la reproduction de la langue et de la culture françaises, elle doit aussi favoriser l'inclusion des élèves issus de l'immigration et assurer leur réussite scolaire (Gérin-Lajoie et Jacquet, 2008). Or, les directions d'école ne semblent pas posséder toutes les compétences requises pour assurer l'inclusion de ces élèves (Berger et Heller, 2001). Si plusieurs cours sont offerts sur la gestion de la diversité dans les universités au pays, il demeure qu'aucun stage ne semble présentement disponible pour les aider à développer la compétence interculturelle. De fait, un stage interculturel au Maroc a été conçu et proposé à l'automne 2010 et ce dans le cadre d'un projet de recherche . . .

Abstracts: Roundtables (Continued)

 . . . développement (Van der Maren, 2003). Par cette étude, nous cherchons à savoir comment un objet pédagogique conçu selon les principes qui sous-tendent la formation interculturelle peut favoriser le développement de la compétence interculturelle chez les directions d'école franco-canadiennes afin qu'elles assument un leadership interculturel? À la phase de la mise à l'essai du stage, des données qualitatives ont été amassées à l'aide d'entrevues semi-dirigées auprès de sept participants. Les données ont été analysées en suivant les cinq étapes de l'analyse systématique de l'information que propose Van der Maren. Nous présenterons les résultats se rapportant à trois questions : Quelles activités spécifiques du stage ont permises de développer la compétence interculturelle des directions d'école ? Quels sont les apports du stage? Quelles sont ses limites ?

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Suzanne Gooderham (UOttawa, Doctorate)

Title: Investigating student's 'at-risk' in the context of Ontario's full-day early learning - kindergarten program

It has long been recognized that there is a group of children who despite reaching school with no obvious medical or behavioural difficulties, struggle academically. Students who struggle early at school often continue to lag behind their peers and are 'at-risk' for poorer long-term outcomes including school dropout and reduced employment opportunities (Heckman, 2008; HRSDC, 2008). Intervening before these problems become entrenched has been shown to be an effective way to avoid or mitigate these poorer long-term outcomes (Heckman, 2008; Sutherland et al., 2008). Ontario's new Full-Day Early Learning - Kindergarten Program (FDELKP) is one comprehensive, universal approach aimed at supporting all students, particularly those who are 'at-risk' for school failure. While the FDELKP offers new possibilities for early intervention, there are a number of serious concerns about how the process of identification and intervention will proceed. The intent of this project is to explore the differences that may exist at different levels of the school system as well as between teachers and ECE workers in the classroom with regard to understandings, beliefs and knowledge about identifying students 'at-risk'. The project reflects the theme of the symposium in that it seeks to explore the gaps that may exist between theory, policy and practice in the identification of 'at-risk students.

Sony Jabouin (UOttawa, Doctorat)

Titre: L'insertion professionnelle des enseignants d'origine haïtienne dans les écoles francophones de l'Ontario

Les enseignants immigrants rencontrent plus de difficultés à s'insérer dans la profession enseignante que ceux originaires du pays d'accueil (Myles, Cheng et Wang, 2006). Leur apport tant culturel que professionnel, dans les écoles francophones de l'Ontario, reste limité à cause de leur difficile insertion. Ils rencontrent de nombreuses difficultés liées à des modèles pédagogiques qui diffèrent d'une culture à l'autre, comme d'un contexte éducatif à l'autre (Duchesne, 2008) et au défi linguistique (Ross, 2003). Parmi les enseignants immigrants, ceux de minorités visibles et ethnoculturelles s'insèrent avec plus de difficultés et sont sous-représentés même dans les écoles les plus diversifiées en Ontario (Gérin-Lajoie, 2003). De cette entité se retrouvent ceux d'origine haïtienne. Cette recherche a pour objectif de présenter les défis que les enseignants d'origine haïtienne rencontrent dans leur insertion professionnelle en enseignement. Les résultats de cette étude pourront exposer également certaines pistes de solutions se rapportant à l'embauche, au développement des stratégies d'insertion professionnelle et aux relations interculturelles des enseignants issus de l'immigration, particulièrement ceux d'origine haïtienne, pour mieux favoriser leur insertion. Cette recherche de type exploratoire privilégie l'étude de cas comme méthode de recherche en optant pour une étude de cas unique.

Abstracts: Roundtables (Continued)

***Xiaoqian Liu* (Queen's, Master's)**

Title: Investigating factors influencing classroom grading practices of pre-service teachers of teaching Chinese to speakers of other languages

Given to the growing number of students who are learning Chinese as a Foreign/Second Language (CFL/CSL), there is a great need in the number of qualified teachers. The Office of Chinese Language Council International (Hanban, 2007) has set teachers' assessment and evaluation knowledge as one of 10 standards for teachers of Chinese to speakers of other languages. However, the literature on language assessment courses in second language teacher education is surprisingly limited. In fact, there is almost no research within CFL/CSL context. Thus, this study will expand our current understanding about language assessment courses in CFL/CSL teachers training programs at postgraduate level in China. More specifically, the research has been designed to examine student teachers' motivation of taking the course, the course content that student teachers have learned, the instruction method and textbook employed in the course, the way how these student teachers are assessed in the course, student teachers' attitudes towards the course, and these student teachers' learning needs. Data will be collected through sending questionnaires to the current student teachers who are studying in postgraduate programs related to teaching CFL/CSL in China. Analysis will be conducted via T-tests and ANOVAs with post hoc tests to present how student teachers' perspectives differ from each other. The results will also provide empirical evidence and implications for educators, program leaders, and policy-makers by addressing and bridging the gap among what those student teachers have learned, how they have been assessed, and what assessment practices they will apply in the future.

***Nichole Lowe* (UOttawa, Master's)**

Title: "Stuff White People Like": Racialization and antiracism in the blog-o-sphere

Drawing from theories of critical discourse analysis and antiracism, this paper examines the popular blog 'Stuff White People Like' in order to engage the relationships of racialization and knowledge production in Internet communities. Specifically this paper looks at the first entry; 'Coffee' as a case study to understand the ways theories of race are enacted and used in the blog to further understand knowledge production strategies of race and racism in popular culture. The blog's particular use of racialized whiteness and satirical structure is taken up within the user comments and conversations highlighting the unique relationship between theories of race and antiracism and popular culture models of identity politics, knowledge production, in and out-group understanding, as well as the ways users take up the discursive tactics and satirical framing of the blog entry.

The presentation will outline the current practical and theoretical foundations of the paper and investigate the implications for the larger thesis project, which looks to compare the first entry with a second unique entry from the same blog. Furthermore, the presentation will look to potential practical and theoretical outcomes of this investigation for understandings educational policies and settings and popular culture for antiracist education and theories of critical discourse analysis, and online documents as sources of critical examination and educational gateways.

***Naveed Murtaza* (UOttawa, Doctorate)**

Title: Exceptional pupils and Science Education in Ontario

This study deals with the science education in the field of special education, which was traditionally based on the concept of disability developed within the medical frameworks. This analysis will help in acknowledging broader understandings of disability and teaching of science education to special pupils. Since with the growth of the Disability Rights Movements, and passing of Ontarians with Disabilities Act, 2001 meanings of disability have expanded and evolved. It is no longer constrained to the deficit-based medical model. Emancipatory disability research approach will be used to investigate, why the disable students are not taking science as a major in higher education. This study will qualitatively explore the experiences of a number of disabled student's science education learning experience. It will also trace the impact of policy and practice of science teaching on the learning life histories of disable students. In addition this study will also highlight the teacher's experiences of teaching science curriculum to these special students.

Abstracts: Roundtables (Continued)

Lynnda Proulx **(UOttawa, Doctorat)**

Titre: Quelles solutions pour faciliter l'intégration des étudiants immigrants au milieu collégial francophone en situation minoritaire?

Pour les immigrants récents, le diplôme universitaire n'est pas une garantie pour trouver un emploi et ils demeurent sous-employés (Galarneau et Morissette, 2008). En 2010, pour les immigrants âgés entre 18 et 64 ans qui se sont établis en Ontario, environ la moitié possédait un diplôme universitaire ou une certification professionnelle et l'autre moitié possédait l'équivalent d'un diplôme secondaire ou moins (Gouvernement de l'Ontario, 2010).

Afin d'augmenter leur chance de trouver l'emploi qui leur convient, ils sont nombreux à vouloir poursuivre leurs études ou leur formation professionnelle en milieu collégiale ou à l'université (Statistique Canada, 2005). Or, les étudiants immigrants de première génération au collégial tendent à moins bien réussir que ceux des deuxième et troisième générations et que la population étudiante générale (La Cité collégiale, 2005). Bien que l'obtention de diplôme soit l'indicateur privilégié pour indiquer la réussite scolaire (Boyd, 2008), celle-ci passe aussi par la persévérance aux études et dépend de la capacité des étudiants à s'intégrer à la vie scolaire et sociale de leur nouvel environnement (Tinto, 1993). Cependant, les immigrants qui décident de fréquenter les collèges francophones, rencontrent des obstacles à l'intégration (Gaudet et Loslier, 2009, La Cité collégiale, 2005).

À partir d'une recension de la littérature et de la pratique enseignante, cette présentation en table ronde propose une synthèse des défis et identifie des pistes de solutions qui contribuent à une intégration réussie en milieu collégial francophone en situation minoritaire.

Marc-Alexandre Prud'homme **(UOttawa, Doctorate)**

Title: No School Left Undemocratic: Experiencing Self-government in a Free School

While schools have been assigned the role of introducing students to our current democratic systems, many have highlighted the paradox of teaching democracy in an undemocratic context (e.g. Biesta, 2007). Alternative models of schools that operate democratically such as free schools (democratic schools in which students and teachers largely have similar rights and obligations) can offer a great deal in terms of democratic education. During this presentation, I will talk about the ethnographic study that I conducted about the experiences of Canadian free school students during school meetings (democratic activity during which students with teachers decide on the activities, operations and rules of the school). During this project, I attended 4 school meetings, spent a period of five weeks making observations in a free school and completed 17 interviews about these experiences. Based on this, I will argue that these meetings arose in a school that operated according to a consensus-based model and that students, while attending these meetings, experienced a combination of feelings that mostly included appreciation and concerns while being involved in decision-making processes. As well, I will contend that students, after having taken part in several school meetings, developed skills and attitudes associated to citizenship such as critical thinking and self-confidence. For conventional schools, this means that providing students with opportunities to take decisions democratically could help to foster such skills and attitudes.

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Brenna Quigley **(UOttawa, Doctorate)**

Title: Revisiting Assessment of/ for/ as Learning: Highlighting the Interconnectedness of Assessment and Learning Processes in (Un)conventional Assessment Tasks, Tools, and Strategies

According to Earl (2003), "It is not possible to use one assessment process for the many purposes we want it to fulfill. Like teaching and learning, assessment is not a singular entity" (pp. 12-13). Following this, Earl distinguishes between three types of assessments. There are 'assessments of learning,' which are designed primarily to determine student achievement at a specific point in time, . . .

Abstracts: Roundtables (Continued)

. . . 'assessments for learning,' which are designed primarily to promote learning, and 'assessments as learning,' which invite the learner to reflect on their own learning (Earl, 2003; Ontario Ministry of Education, 2010). Traditionally, the importance of these three types of assessments are inversely proportionate with the amount of time and frequency with which students are assessed using each type of assessment. For instance, 'assessment of learning' is the most common approach, but it is not as important, in terms of engaging students in a continued learning process.

In relation to the theme of 'bridging theory and practice,' throughout my paper, I will be revisiting these theoretical distinctions between assessments of/ for/ as learning, while highlighting the necessary interconnectedness of assessment and learning processes in the classroom. In an era of accountability, assessments are at times used solely for the informational purposes of others, and as tools to collect data that impacts funding, programming, the availability of resources, etc. When assessment focuses on the individual learner, teachers are more inclined to reflect upon their own teaching practices, and consequently, consider their use of assessment tasks, tools, and strategies quite differently. Once we move away from the isolated 'assessment of learning' approach, the need to succeed, in terms of high ratings for schools, high scores for students and teachers, and a satisfied general public, begins to refocus on the need for students' individual progress, their ongoing learning, and their enjoyment of learning in a classroom context. Looking at a variety of (un)conventional assessment tools and strategies, I will explore how assessment and learning can be/must be productively interwoven in the interest of students. The focus of this presentation will be on high school English classes; however the examples can relate to other disciplines and content areas, as both the literacy skills and the teaching practices are transferable.

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Kelsey Catherine Schmitz (UOttawa, Doctorate)

Title: From Spike to our Sisters: The making of the habit of teen pregnancy/sexuality

In today's media, storylines and images of teen girls who are pregnant are used to sell magazines and boost ratings on popular teen shows. This isn't, however, the creation of a new trend, but rather the revisiting of a phenomenon that has developed within the cultural spaces of our media and society. An examination of the normalization of teen pregnancy and teenage sexuality within the mass media is essential to understanding how teen pregnancy has developed into a habit in our society. I will attempt to highlight the truths about teen pregnancy Degrassi Junior High, Juno and MTV's 16 and Pregnant recreate and represent. The truths discovered will hopefully reveal to us a few of the cultural habits that have ingrained teen sexuality and pregnancy into our social consciousness. MTV's programs on teen sexuality and teenage motherhood are excellent texts to be used to allow adults and teens to critically engage with the identities and behaviours of teens as they are portrayed in the media, and practiced in everyday life. Teenage Sexuality is a topic young people need to have access to in order to successfully navigate their own relationships and peer interactions, as well as the identities forced upon them by mass media.

Connection to the theme: I will be connecting the delivery of media studies and sexual education with the analysis of text as a source of habit making within society.

Kevin Spence (UOttawa, Master's)

Title: Curricular re-engagement: The educational resilience of Aboriginal adult learners.

Despite the history and consequences of earlier interactions many Indigenous People are attempting to reconcile their relationship with Canada's educational systems. Through re-engagement with educational systems at the secondary, College, University and vocational levels, many Indigenous students demonstrate high levels of educational resilience. However despite significant . . .

Abstracts: Roundtables (Continued)

. . . academic accomplishments, feelings of inadequacy persist. This may result in Aboriginal adult learners doubting their own abilities and accomplishments. With culturally sensitive supports, self-reflective methods and student retention interventions it may be possible to alleviate some of the stresses associated with re-engagement, as well as mitigate feelings of inadequacy or inferiority that Indigenous learners may feel as they attempt to transition back into formalized educational settings.

Many Indigenous People, encountered educational experiences that present challenges for continued participation in formalized educational settings. The residential schools experience had intellectual, physical, emotional and spiritual impacts on the language, culture and identity of many Indigenous People and remains one of the greatest tragedies in Canadian history. Many residential school students experienced conditions that placed them at risk for potentially harmful psychological impacts, that is, separation from parents, immigration to a new culture, second-language learning, and denigration of their first language and culture.

Educational resilience is demonstrated by Aboriginal adult learners who attempt to re-engage with educational institutions. Additional supports from teachers and peers as well educational and Aboriginal organizations are often required if Aboriginal adult learners are to successfully re-engage with formalized educational environments.

Taiva Tegler (UOttawa, Master's)

Title: Strategies of resistance: Exploring activist-academic partnerships and feminist critical pedagogy

Actors on the front lines of academic and community social justice work struggle to connect theory to practice in order to generate social justice partnerships and action-oriented research. This relation between activism and academia – its weaknesses and its strengths and the pedagogical possibilities – continues to demand a thorough interrogation.   For this purpose, I first conduct a multi-layered content analysis, mobilizing critical discourse theory in my analysis of the online video "Expanding Feminism: Collaborations for Social Justice" in order to highlight the tactics and the significance of activist-academic collaborations as well as to draw out feminist critical pedagogical possibilities/strategies that may inform modes of resistance to oppression. This work is rooted in my own activism and politics, with the agenda that seeks to inform academics on how to orient research around activism and social justice. I take the perspective that the university is a site of feminist struggle as well as a site for the reproduction of power and privilege, a theme that connects research to my own politics and aim to question feminist academics in their own position, identification and role within relations of struggle, power and knowledge production within the academy. In the final stage, I draw on my own experiences as a feminist activist-academic and the role research plays in my own action-oriented work and the complexities, uncertainties and possibilities of collaboration(s).

Caitlin Tino (Queen's, Master's)

Title: The motivation behind girls enrollment in elective physical education

Participation in regular physical activity is an important part of a healthy lifestyle and the benefits are well established, which include improved cardiovascular fitness, psychological health, skeletal health, blood pressure, body composition, and glucose, insulin and blood lipid levels (Gibbons, 2009; Wang et al., 2007). Despite the noted benefits of participating in physical activity, many studies have identified that adolescent female enrollment in elective physical education classes is at 40% of senior grade secondary school populations (Biddle, et al. 2003; Gibbons, 2009; Wang et al., 2007). Environmental and psychological factors impact the motivation of female adolescents which influences enrollment in elective physical education and educators struggle to provide a class environment that addresses these issues (Gibbons, 2009; Wang et al., 2007). There is a need for a female-specific physical education curriculum at the secondary school level that adequately addresses the environmental and psychological needs of this population, to encourage their participation and increase their levels of motivation. A revised curriculum design may increase or sustain enrollment of female adolescents in physical education classes (Gibbons, 2009). The purpose of my research is to identify the motivation behind female high school student's participation in physical education classes, once the choice to participate becomes elective, and identify the impact participation has on current levels of physical activity, from a retrospective perspective. Findings will help to develop a comprehensive profile of motivation alongside measures of current levels of physical activity and contribute to the development of a revised physical education curriculum.

About the Panel

Hommage à Jean-Paul Dionne

par René Bédard

....

Electronic surveillance in everyday educational life

Lucas Melagço (Postdoctoral Candidate, Queen's University)

Surveillance technologies such as CCTV cameras, ID cards, email data collection and internet tracking are becoming more common in educational spaces. These spaces are facing a process of rationalization since they are being transformed to provide increased efficiency, calculability, predictability and control. While surveillance in schools has benefits, such as helping to improve learning and promoting the security of children and faculty, it raises some ethical concerns about the restraint of individual liberties, the lack of trust in students, teachers and staff and the creation of oppressive and segregated spaces. Using examples gathered mainly from Queen's University this talk aims to discuss some of the consequences of electronic surveillance in everyday educational life.

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Action quotidienne - Politique - Recherche - Pratique : y a-t-il des points d'ancrage ?

Michelle Boucher (Doctorante – Éducation: Société, culture et littératie, Université d'Ottawa)

Le milieu de la recherche et le terrain en éducation sont deux espaces qui ne réussissent pas nécessairement à s'affranchir des barrières qui les délimitent. Pour Van der Marren (2011) «la réalité éducative apparaît comme un système contrôlé par le politique» qui en précise les finalités, les moyens, les ressources et exige une gestion axée sur les résultats de laquelle on ne s'échappe pas ! Ce contexte a profondément influencé ma vie professionnelle sur une période d'une quinzaine d'années et orienté ma réflexion en regard de pistes favorisant une réduction de l'écart entre la pratique et la recherche.

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Hip-hop culture in school: Exploring tensions AS possibilities

Bronwen Low (Associate Professor, McGill University)

In this presentation, I describe my attempts at putting into practice, through pedagogy and curriculum development, theories of the influence of hip-hop on youth identities and communication. This will include my work in an urban arts magnet school where I co-developed and taught a hip-hop and spoken word curriculum with a teacher and teaching-artist, as well as current inquiries into the code-switching practices of multilingual hip-hop generation youth in Montreal.

Dr. Bronwen Low, an Associate Professor in the Department of Integrated Studies in Education at McGill University, researches the implications of popular culture for education, curriculum theory, and adolescent (multi)literacy practices. Areas of interest include hip-hop andspoken word culture; informal, arts-based and participatory education with youth; and community media and participatory video programs. (from http://bronwenlow.com/).

Thank you: Peer-Reviewers

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