

University of Manitoba
**2024 Education Graduate
Students' Conference**



May 1-4, 2024

Co-hosted by the University of Manitoba's Education Graduate Students Association and the Office of the Associate Dean of Graduate Research

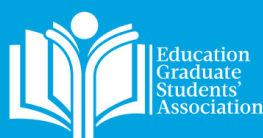


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Territory Acknowledgment

The University of Manitoba campuses are located on original lands of Anishinaabeg, Ininewuk, Anisininewuk, Dakota Oyate and Denesuline, and on the National Homeland of the Red River Métis.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of Reconciliation and collaboration.

Conference Description

The 2024 Education Graduate Students' Conference marks the 25th annual research conference hosted by the University of Manitoba's Education Graduate Students' Association (EdGSA) and the Office of the Associate Dean of Graduate Research. The conference aims to promote education graduate students' research and scholarly activities, allowing them to present and discuss their work in a supportive, academic forum.

The theme for the 2024 Education Graduate Students' Conference is "The Future of Education: Practice, Research & Theory". The presentations, round table discussions, and posters explore transformative and emerging trends, challenges, and opportunities in education and envision the future of teaching, learning, researching, and theorizing in education.

Online Access

All events for the 2024 Education Graduate Students' Conference will take place in-person. Some events will also be available to access online via Zoom. We will have one Zoom link for the entire event. To receive a Zoom link, please complete the following [registration](https://forms.office.com/r/Qibt15Dd6): <https://forms.office.com/r/Qibt15Dd6>.

Online events are marked in the program.

Schedule at a Glance

Thursday, May 2

4:30 PM	Reception (Room 200) <i>Pizza, soft drinks, and fruit will be provided on a first-come, first-served basis.</i>		
5:15 PM	Opening Remarks (Room 200/Online)		
5:30 PM	Keynote Address: <u>Research in Times of Change: Intersecting Identities and Why Indigenous Knowledges Matter</u> with Dr. Rheanna Robinson (Room 200/Online)		
6:00 PM	Q&A Session (Room 200/Online)		
6:15 PM	Break		
6:30 PM (Session 1)	<u>Environmental Education</u> (Room 318) - Heather Eckton - Rufaida Binta Hossain	<u>Indigeneity and Belonging</u> (Room 360) - Megan Young - Kathleen Wilson & Kim Cao	<u>Artificial Intelligence</u> (Room 361/Online) - Himanshi Nagpal - Kevin Oliver
7:15 PM	Break		
7:30 PM (Session 2)	<u>Exploring Critical, Inclusive, and Social Justice Education</u> (Room 360) - Angela Voutier - Justin Fraser - Jordan Laidlaw	<u>Funding Education</u> (Room 361) - Xuyang Li - Keneisha Gardiner Emily Livingston	

Friday, May 3

9:30 AM	Welcoming Remarks (Room 200) <i>Coffee, tea, muffins, and fruit will be provided on a first-come, first-served basis.</i>		
9:45 AM	Break		
10:00 AM (Session 3)	<u>Income Inequality</u> (Room 318) - Andrew Brown - Okhale Emanenua	<u>Teaching English as a Foreign Language</u> (Room 319) - Chuping Chen - Mina Ahangarian	<u>Well-Being</u> (Room 360) - Roza Gray - Trang Pham
10:45 AM	Break		
11:00 AM (PD A)	<u>Navigating The Landscape of Qualitative Data Analysis: Key Distinctions, Concepts, and Questions</u> with Dr. Amir Michalovich (Room 200)		
12:00 PM	Lunch Break (Room 200) <i>Sandwiches will be provided on a first-come, first-served basis.</i>		
1:00 PM (Session 4.1)	<u>Artefacts & Posters</u> (Room 223) - Glenna Evans Mulvihill - Joseph Harding - Rosheedat Adeniji	<u>Motivation & Citation</u> (Room 319) - Jeremy Roberts & Dr. Lauren Goegan	<u>Listening-Based Pedagogies</u> (Room 361/Online) - Rafael Pellizzer Soares
1:25 PM (Session 4.2)		<u>Human Rights, Disability & Inclusion</u> (Room 319) - Maika Dorantes Moguel & Oluwaseun Glory Adaghosa	<u>Me and Inside Me</u> (Room 340) - Shohreh Saeedibagha

1:45 PM	Break	
2:00 PM (PD B)	<u>Crafting Your Academic Narrative: A Workshop on Creating a Professorial CV</u> with Dr. Robert Mizzi (Room 200)	
3:15 PM	Break	
3:30 PM (Session 5)	<u>Foundations of Artificial Intelligence</u> (Room 318) - Kevin Oliver	<u>Diversifying the Curriculum</u> (Room 360) - Isabel Vachon - Sarah Ragoub - Tara McLauchlan
4:30 PM	Dinner Break (Room 200) <i>Chili will be provided on a first-come, first-served basis.</i>	
5:30 PM (PD C)	<u>Navigating the Whole Process: Academic Publishing for Graduate Students</u> with Dr. Ee-Seul Yoon & Christopher Campbell (Room 200)	
6:30 PM	Break	
6:45 PM (Session 6)	<u>Intersecting Art and Identity</u> (Room 318) - Giuliana Moura - Trang Pham	<u>Conceptualizing Class and Care</u> (Room 319/Online) - Kate Hargreaves - Jessica Grant
7:30 PM	Break	
7:45 PM (Session 7)	<u>Indigenous Narratives and Histories</u> (Room 360/Online) - Brittany Ouellette - Steph Chartrand	<u>International Students in Graduate Education</u> (Room 361/Online) - Rakha Zabin - Thivya Sriramachandran

Saturday, May 4

9:00 AM	Welcoming Remarks (Room 200) <i>Coffee will be provided on a first-come, first-served basis.</i>		
9:15 AM	Break		
9:30 AM (Session 8)	<u>Methodology Melange</u> (Room 318) - Andrea Boyd - Noah Cain - Haley Fischer - Monica Martens	<u>Multiliteracies</u> (Room 319) - Karina Fast - Heather Johnson - Minhee Kim	<u>Equity, Diversity, Inclusion, and Decolonization Panel</u> (Room 360) - Merine Sultana - Ayesha Shekh - Pawanjot Kaur - Peiki Loay
10:30 AM	Break		
10:45 AM (Session 9)	<u>Newcomer Agency in Education</u> (Room 319) - Hafizat Sanni-Anibire - Lucas Skelton	<u>Neurodiversity</u> (Room 360) - Caelan Carriere - Charlotte Moore	
11:30 AM	Break		
11:45 AM (PD D)	<u>If A Paper is Published but Nobody Ever Reads it, Does it Really Make an Impact?</u> with Dr. Shannon Moore and Devin King, M.Ed. (Room 200)		

Detailed Schedule

Thursday, May 2

Reception (4:30-5:15 PM)

The Education Graduate Students' Association (EdGSA) and Office of the Associate Dean of Graduate Research (ADGR) will host an in-person reception in Faculty of Education Room 200. The reception is open to all to come together and network and participate in engaging discussions.

We will provide three pizzas (vegetarian, classic, and Hawaiian), a fruit tray, and soft drinks on a first-come, first-served basis.

Opening Remarks (5:15-5:30 PM)

Opening remarks will be held in Room 200 ahead of the keynote address.

The Opening Remarks and Keynote Address will be available virtually.

Keynote Address (5:30-6:30 PM)

Research in Times of Change: Intersecting Identities and Why Indigenous Knowledges Matter

Keynote address by Dr. Rheanna Robinson

The keynote address will be held in-person in Room 200; virtual attendance is available upon [registration](#).

Principles of equity, diversity, inclusion, Indigenization, and decolonization continue to inform the strategic directions and visions of universities across Canada. In these efforts, it is important to include perspectives from those distinctly impacted by our changing scholarly landscapes. In this talk, Dr. Rheanna Robinson will draw on her lived experience as an Indigenous disabled scholar to discuss being an “unexpected academic” and how her scholarly research within Indigenous Disability Studies represents a compelling example of Indigenous knowledges offering the world meaningful representations of inclusion in diverse and varying ways.

Session 1 (6:45-7:15 PM)

Artificial Intelligence

The Artificial Intelligence session will be held in Room 361 with online attendance available upon [registration](#). This session will include an online presentation by Himanshi Nagpal and a roundtable discussion facilitated by Kevin Oliver.

Policies, Procedures, and Guidelines: Are Universities Effectively Ensuring Academic Integrity in the Era of Generative AI?

Online presentation by Himanshi Nagpal, Education Master's student, Lakehead University

Generative AI has become the talk of the town since the launch of ChatGPT. Universities are learning to leverage the possibilities of GenAI technologies and gearing up to grapple with the emerging problems related to academic integrity. This presentation will dig deeper into the policy implications of the rising use of Generative AI in academic field and analyze Academic Integrity Policies of universities in Canada, written to deal with GenAI advancements that threaten academic integrity.

Grappling with a (Post) Qualitative Methodology to Critically Explore Artificial Intelligence

Roundtable discussion with Kevin Oliver, Education Ph.D. student, University of Manitoba

From the perspective of a first-year PhD student, the current focus of my future research is to critically explore the implementation of AI empowered EdTech within Manitoba K-12 education as a mechanism that supports the advancement of the neoliberal ideology. A key opportunity for this research is exploring how a (post) qualitative methodology may be appropriate and will be the central point of discussion for the proposed round table discussion.

Environmental Education

The Environmental Education session will be held in Room 361. This session will include a presentation by Heather Eckton and a roundtable discussion facilitated by Rufaida Binta Hossain.

Lessons from a Warming Planet

Presentation by Heather Eckton, Ph.D. student, University of Manitoba

In Manitoba's K-12 schools, there is a pressing need to enhance Climate Change Education (CCE) to reduce greenhouse gas emissions and foster transformational change. Drawing on pedagogies of hope and transformation, explore a Climate Action Pedagogy Framework along the K-12 continuum, suggesting pathways to equip learners with an ethic of care, eco-literacy, resiliency, as well as the global competencies needed to adapt and mitigate in our warming world. This framework emphasizes empowering students as agents of change, and restoring reciprocity to land through transformational learning experiences.

(Re)Establishing relationship with nature through English Language Arts Classrooms at K-12 Educational Setting to uphold Ecological Justice

Roundtable discussion with Rufaida Binta Hossain, Education Master's student, University of Manitoba

Historically, 'environmental justice' has been an anthropocentric idea of environmental justice for humans. (Washington et al., 2018) However, Ecological justice or Ecojustice goes the extra mile to consider the rights of all the living and non-living entities of the world to survive and

thrive. The purpose of this research is to investigate how K-12 English Language Arts teachers in Manitoba can incorporate ecolinguistics in their English Language teaching to help their students re-establish a relationship of care and respect with nature. It will also critically examine how the teachers perceive the level of importance of the issue and the challenges they face while teaching.

Indigeneity and Belonging

The Indigeneity and Belonging session will be held in Room 360. This session will include roundtable discussions with Kathleen Wilson and Kim Cao, and Meghan Young.

Nice Isn't Enough: Intersection of Indigenous and Queer Worldview in the Dismantling of Imbalance

Roundtable discussion with Kathleen Wilson, Peace and Conflict Studies Ph.D. student, University of Manitoba, and Kim Cao

This round table is going to explore how the intersection of Indigenous and Queer worldview helps define knowing and emphasize why simply being nice doesn't adequately contribute to the future of education and research. We are seeking an adjustment to education and research that shifts to the realm of worldview and underpins everyday life. Let's consider perspectives and explore the role of "niceness" in the perpetuation of this imbalance.

Hide Tanning in Places Our Own

Roundtable discussion with Meghan Young, Indigenous Studies Ph.D. student, University of Manitoba

Meghan Young (she/her) is a Red River Métis woman from Winnipeg, Manitoba. She is Métis through her maternal side with ancestral connections to St. Norbert, St. Vital and St. Boniface, Manitoba. Meghan has an undergraduate degree in Indigenous studies and is currently in her first year of her Master's in Indigenous studies, University of Manitoba. Her research focuses on urban Métis youth identity, inclusion, and current perspectives. She currently works for the Community Engaged Learning department, University of Manitoba facilitating a land-based education program and is the co-chair for the Manitoba Métis Federation regional youth advisory council.

Session 2 (7:30-8:30 PM)

Exploring Critical, Inclusive, and Social Justice Education

The Exploring Critical, Inclusive, and Social Justice Education session will be held in Room 360. This session will include presentations from Angela Voutier, and Justin Fraser, and Jordan Laidlaw.

School Leaders' Perspectives on Inclusive Education: Policies to Practice

Presentation by Angela Voutier, Education Ph.D. candidate, University of Manitoba

This qualitative research study with critical theory underpinnings explores the experiences of school leaders in Manitoba as they pertain to the implementation of inclusive school policies and practices. Participants are engaging in a collaborative autoethnographical process involving recursive cycles of self-reflection and collaborative think tank sessions to examine and share their personal stories about inclusion.

Musicking for Social Change: Interrogating Music Educators' Perceptions of Social Justice Education

Presentation by Justin Fraser, Master's student, University of Manitoba

This presentation critically explores music educators' perceptions of social justice education (SJE). Inspired by critical and poststructural perspectives, findings generated from interviews with 10 Grade 7 to 12 Manitoba school music educators reveal that participants' perceptions of SJE are regulated by both liberal discourses of social justice as well as the hegemonic Western classical ensemble paradigm. Therefore, despite music educators' best intentions, efforts to enact social change via music education may inadvertently embody oppressive potential.

The (In)visibilized Labour of Critical Teacher Leadership: Implications for Teacher Professionalization

Presentation by Jordan Laidlaw, Education Ph.D. candidate, University of Manitoba

The field of educational leadership is dominated by focus on top-down, hierarchical structures and solo-performed practice, overshadowing inquiry into the informal and/or grassroots leadership of students, teachers, and community members. Critical teacher leadership is a novel concept in the literature but is an invisibilized form of educational labour that is routinely exercised in schools. This session explores preliminary findings on a participatory action research promoting critical teacher leadership in Manitoba schools.

Funding Education

The Funding Education session will be held in Room 361. This session will include presentations from Emily Livingston, Keneisha Gardiner, and Xuyang Li.

Is School Fundraising Desirable? A Comparative Case Study of Elementary School Fundraising

Presentation by Emily Livingston, Education Ph.D. student, University of Manitoba

This research explores how parents engage with fundraising and focuses on how engagement differs between communities with different levels of wealth and power. Parent fundraising is seen by some as a desirable activity, but critics challenge it contributes to inequities between schools as not every school will have the same fundraising capacity. Using a comparative case study approach, this research examines whether schools can rely on their parents to raise necessary funds and resources.

Unveiling Neoliberal Ideologies: A Critical Analysis of Ontario's 2019 Education Funding Reforms through the Lens of Critical School Finance Theory

Presentation by Keneisha Gardiner, Education Master's student, University of Manitoba

This presentation is an examination of the impact of neoliberalism on education spending in Ontario, focusing on the Progressive Conservative government's policies. Backer and Cyna's Critical School Finance Theory (CSFT) is utilized to analyze how these policies shape the educational landscape. The PC government's austerity measures, including cuts to K-12 education and the centralization of e-learning, disproportionately affect equity-deserving groups. Suggestions rooted in CSFT principles advocate for equitable funding and inclusive decision-making processes to address systemic inequalities.

Post-Secondary Funding Cut and Its Influence in Manitoba: A Critical Perspective

Presentation by Xuyang Li, Education Ph.D. student, University of Manitoba

Since 2016, the Progressive Conservative (PC) government in Manitoba has cut the funding for post-secondary institutions. In 2020, the Manitoba government implemented a 1% funding cut for universities and colleges in Manitoba (Froese, 2020). Due to the impacts of COVID-19, many educational institutions were forced by the PC government to decrease their payments by up to 30% (Froese, 2020). The post-secondary institutions in Manitoba, such as the University of Manitoba, the University of Winnipeg, and Brandon University, were forced by the Manitoba government to deal with the funding cut (Froese, 2020). Faculty members in different post-secondary institutions were required to maintain their workload despite the post-secondary funding cuts (Froese, 2020). This paper explores the influence of post-secondary funding cut in Manitoba using Critical Finance Theory proposed by Backer and Cyna (2023). Post-secondary funding cut has caused many issues in inequality, adequacy, and transparency. The funding cut may impact the effectiveness of university, and there will be some long-term effects on the educational output like teaching quality and student achievement. The power of neoliberalism has influenced post-secondary institutions since the funding cut. Based on my analysis, this essay offers recommendations for policymakers, university administrators, faculty, and students.

Friday, May 3

Welcoming Remarks (9:30-9:45 AM)

To begin the second day of the conference, we will hold welcoming remarks in Room 200.

Coffee, assorted loaf slices, and a fruit tray will be provided on a first-come, first-served basis.

Session 3 (10:00-10:45 AM)

Well-Being

The Well-Being session will be held in Room 360. This session will include a presentation from Roza Gray and a joint presentation by Trang Pham and Rosheedat Adeniji.

Approaches to Well-being and Mental Health by Provincial Education Departments in Canada

Presentation by Roza Gray, Education Ph.D. student, University of Manitoba

Decades of evidence indicates that the wellbeing (WB) and mental health (MH) of children and youth is declining worldwide, a problem that has been exacerbated by the pandemic. Although schools are recognized as a natural place to enhance student wellbeing and mental health, system leadership is required to create effective, equitable and comprehensive approaches. Some Canadian provinces have policies, frameworks, curriculum, and school-based services to address prevention, intervention and access to treatment and support. This presentation will share findings a systematic and rigorous search of Department of Education websites across Canada to determine how student WB and MH and is conceptualized and prioritized. Common approaches, emerging trends and perceived gaps will be explored.

Living In Liminality: A Duoethnography of Acculturative Stress of Two Female International Doctoral Students

Presentation by Trang Pham and Rosheedat Adeniji, Education Ph.D. students, University of Manitoba

This study adopts duoethnography to explore the acculturative stress among international students through the lived experience of two female doctoral students during their first year in Western Canada. Results indicate that stress comes from different sources, presenting itself in the forms of fear, disappointment, and mixed sense of denial, isolation, and guilt. Collective hope, supporting network, and sustained aspirations are the driving forces that keep them move forward.

Teaching English as a Foreign Language

The TESL session will be held in Room 319. This session will include roundtable discussions with Chuping Chen and Mina Ahangarian.

Exploring International Students' Experiences of the Alignment of Standardized Language Tests and Real Academic English Environment

Roundtable discussion with Chuping Chen, Education Master's student, University of Manitoba

This research aims to evaluate how closely standardized language tests reflect the demands and expectations of real academic English environments. By investigating the correlation between test performance and actual language use in academic settings, the study seeks to uncover the relevance and applicability of standardized tests in assessing English language proficiency for academic purposes and to identify key considerations and strategies to better prepare individuals for the linguistic challenges encountered in authentic academic settings.

Challenges of Teaching English as a Second Language in the Post-COVID-19 Pandemic and Solutions for ESL Teachers

Roundtable discussion with Mina Ahangarian, Education Master's student, University of Manitoba

Many aspects of daily life have been temporarily affected by COVID-19, including education. This paper examines challenges faced by ESL teachers after the pandemic and provides some practical solutions to deal with these obstacles. In this paper, I will look at how ESL teachers adjust to remote teaching using their experiences to cope with challenges associated with online environment. The study uses a qualitative research method to interview 10 ESL teachers about their teaching experiences and challenges of transitioning to online teaching and analyzes possible solutions to improve online teaching. There are many challenges facing ESL teachers in online classrooms after COVID-19, and some practical solutions are being discussed in this paper.

Income Inequality

The Income Inequality session will be held in Room 318. This session will include a presentation from Andrew Brown and a roundtable discussion with Okhale Emanenua.

Evaluating Poverty Simulators' Mechanics to Shift Attributions

Presentation by Andrew Brown, Education Master's student, University of Manitoba

The United Way's Make the Month and Kosha Bramesfeld's C'est la Vie are online poverty simulators, which teachers use in educational contexts to challenge perspectives about living with low-income. This research evaluates these simulators' use of capital, player representation, and online accessibility to teach how structural inequities prevent social mobilization. Simulators with nuanced mechanics may better shift attributions towards viewing poverty as externally caused, but simulators' limitations may better frame their place in classrooms.

Exploring the Future of Education, Research, and Policy in Aligning with Implementing the McKinney-Vento Act

Roundtable discussion with Okhale Emanenua, Educational Leadership Ph.D. student, Minnesota State University

This discussion explores the future of education, research, and policy in line with the implementation of the McKinney-Vento Act. It focuses on utilizing education to raise awareness about the rights of homeless individuals and promote their social inclusion within society. This study will employ a social constructivism framework and a human rights approach to investigate the impact of educational efforts on public consciousness, empathy, and social integration. The findings will inform the development of evidence-based policies and practices for supporting homeless citizens' educational needs and reducing stigmatization.

Professional Development Session A (11:00 AM – 12:00 PM)

Navigating The Landscape of Qualitative Data Analysis: Key Distinctions, Concepts, and Questions

This professional development session will be facilitated by University of Manitoba faculty member Dr. Amir Michalovich and will be held in Room 200.

This interactive introductory workshop will engage participants in exploring key distinctions, concepts, and questions for navigating the broad and methodologically diverse landscape of qualitative data analysis methods. Through group discussions and simulations, and while making connections to methodological approaches of interest to them, participants will employ and interrogate distinctions such as thematic, narrative, and discursive approaches, experiential and critical orientations, data- and concept-driven analysis, first- and second-cycles of coding, and coding reliability and reflexive approaches.

Lunch Break (12:00-1:00 PM)

During the lunch break, we will provide sandwiches and wraps on a first-come, first-served basis in Room 200.

Session 4 (1:00-1:45 PM)

During this 45-minute session, graduate students will share their artefact/poster presentations. Additionally, we will hold four 20-minute sessions with single presentations.

Artefacts and Poster Presentations

Artefact and Poster Presentations will be held in Room 223. During this time, the following presenters will be available to discuss their work: Glenna Evans Mulvihill, Joseph Harding, and Rosheedat Adeniji.

Illustrations of Water (In)Securities as Advocacy to Humanize Homelessness and Substance Use Disorders

Artefact/Poster presentation by Glenna Evans Mulvihill, Education Master's student, University of Manitoba

I am a researcher who uses my experience as an artist, teacher, and addictions counselor to challenge misinformed beliefs about homelessness and substance use disorders. Through a thought-provoking graphic novel, I aim to shed light on the consequences of harsh living conditions and the impact of water (in)security. My goal is to foster empathy and understanding towards those facing drug crises in unsheltered situations in Winnipeg.

Impacts Of Arts-Based Ecopedagogy in Sustainable Residential Food Waste Management

Artefact/Poster presentation by Joseph Harding, Education Ph.D. student, University of Manitoba

How can arts-based ecopedagogy impact sustainability in organic waste management? In Winnipeg, there is no publicly-funded program for the 34 million kilograms of Residential Food Waste produced annually, nor is there an industrious environmental education program to support it, causing a massive increase of dangerous greenhouse gas emissions from untreated waste. All humans have a legal right to live in a clean, healthy, and sustainable environment. What can you do as a leader/educator?

Organizational Learning in Schools: A Systematic Review of Research Evidence.

Artefact/Poster presentation by Rosheedat Adeniji, Education Ph.D. student, University of Manitoba

This systematic review paper explored 20 peer-reviewed articles on the concept of organizational learning in schools between 2015 and 2023. The study established that organizational learning is important in accelerating strategic changes in policies and values of schools through knowledge transfer and innovative thinking. School culture, leadership styles, shared and teacher leadership are identified as the antecedents of organizational learning while teacher collaboration, principal's innovative behavior, professional learning community, and departmental leadership as the moderators.

Listening-based Pedagogies (1:00 PM)

The Listening-based Pedagogies session with a single, online presenter will be held in Room 361 from 1:00-1:20 PM.

Listening-based Pedagogies: Story-listening as an Approach Attuned to a Critical + Indigenous + Clown Framework

Online presentation by Rafael Pellizzer Soares, Secondary Education Ph.D. student, University of Alberta

This study discusses how a Story-listening approach (which is based on a Critical + Indigenous + Clown theoretical framework) can either support or promote nurturing educational and research environments. In such a listening-based context, teachers/researchers can create opportunities for students'/participants' voices to be heard and honored, as well as encourage reciprocity and future-oriented critical thinking. Furthermore, through Story-listening, teachers/researchers can create a safe and caring atmosphere so that respectful and fruitful relationships shall flourish.

Motivation and Citation (1:00 PM)

The Motivation and Citation session with a single presenter will be held in Room 319 from 1:00-1:25 PM.

Motivational Minutiae: Exploring Student Perspectives on APA Referencing in Postsecondary Education

Roundtable discussion with Jeremy Roberts, Education Ph.D. student, and Dr. Lauren Goegan, University of Manitoba

Postsecondary students are regularly required to use formal referencing formats when writing papers for their undergraduate courses. Yet, students regularly make errors using these formats. Therefore, the purpose of this study was to examine student motivation for incorporating correct APA referencing and explore potential avenues for supporting student's learning of referencing formats.

Human Rights, Disability, and Inclusion (1:25 PM)

The Human Rights, Disability, and Inclusion session with a single presentation will be held in Room 319 from 1:25-1:45 PM.

Navigating Human-Rights based perspectives in Disability and Inclusion: the case of Mexico and Nigeria

Roundtable discussion with Maika Dorantes Moguel and Oluwaseun Glory Adaghosa, Education Ph.D. students, University of Manitoba

The perspectives of inclusion have change gradually bringing a transformative shift in the perception of disability, traversing from the conventional medical model to a contemporary socio-political paradigm based on the inherent human rights of all individuals. This presentation explores the evolving perspectives on inclusion in Mexico and Nigeria, emphasizing the transition from a medical to a human rights-based model. The study employs a narrative inquiry methodology, drawing on professional experiences from both nations.

Me and Inside Me (1:25 PM)

The Me and Inside Me creative presentation with a single, creative presentation will be held in Room 340.

Me and inside me: Exploring My Interest in Empowering Women through Drama in Education through Self-reflection, A/r/tography, and Research-based Theatre

Creative presentation by Shohreh Saeedibagha, Education Ph.D. candidate, University of Manitoba

On the path of inquiring about drama in education to empower Iranian women for social change, I wrote a monologue to explore myself and my fears before conducting the actual research for my dissertation. This monologue draws upon a/r/tography, self-reflection, and research-based theatre.

Professional Development Session B (2:00-3:15 PM)

Crafting Your Academic Narrative: A Workshop on Creating a Professorial CV

This professional development session will be facilitated by University of Manitoba faculty member Dr. Robert Mizzi and will be held in Room 200.

This doctoral-level workshop will review the various components that are unique to academic CVs. The goal is for students to better present themselves on job applications for faculty positions.

Session 5 (3:30-4:30 PM)

Diversifying the Curriculum

The Diversifying the Curriculum session will be held in Room 360. This session will include presentations from Sarah Ragoub and Tara McLauchlan, as well as a roundtable discussion with Isabel Vachon.

Affordances and Constraints to Cultural Inclusivity in the Science Curriculum

Presentation by Sarah Ragoub, Education Master's student, University of Manitoba

Manitoba schools are populated with students from diverse cultural backgrounds. To inquire into the affordances and constraints of the Grade 9 Science Curriculum document to cultural inclusivity, a Critical Discourse Analysis was conducted. The various elements of Discourse (Gee, 2001) in the document such as the layout, the frequencies of terms and the learning outcomes were examined. The results of this analysis highlight the affordances and how they are constrained in the document.

Canon Ball: A Dive into the Deep End of Diversifying Texts in Grades 6-12 English Language Arts Classrooms

Presentation by Tara McLauchlan, Education Master's student, University of Manitoba

While the importance of representation in story is well documented in the literature, there is less known about how teachers recognize and enact the call for diversity stories in the grades 6-12 English Language Arts classroom. Utilizing professional learning communities, this study explored how middle years and senior years teachers defined, selected, and facilitated learning with diverse texts in their ELA classrooms, and what motivations and barriers existed in using those diverse texts.

(Re)Imagining the Future of Second Language Education in Canada: An Exploratory Literature Review on The Power of Languages

Roundtable discussion with Isabel Vachon, Education Master's student, University of Manitoba

This literature review investigates the potential of decolonizing the French second language curriculum in Canada to foster reconciliation and empower marginalized students. For decades, scholars have been calling for an overhaul of Core French programs, critiquing their ineffectiveness and, more recently, educational policies' Eurocentric focus. This review highlights the alarming failure of Core French programs, emphasizing the critical need for a culturally appropriate curriculum to shape the future of ~~second~~ language education in Canada.

Foundations of Artificial Intelligence

The Introduction to Artificial Intelligence session with a single presentation will be held in Room 318.

Foundations of Artificial Intelligence

Presentation by Kevin Oliver, Ph.D. student, University of Manitoba

Artificial intelligence (AI) has received considerable attention due to the public release of large language models (LLMs) and other generative models. This foundational workshop introduces various AI models and key terminologies while identifying current use cases, limitations, and exploits. In addition, an analysis of the Llama-2 and Llama-3 LLMs will illuminate the development process of an LLM and how data can impact the outputs of the LLM.

Dinner Break (4:30-5:30 PM)

During the dinner break, we will provide vegan chili on a first-come, first-served basis in Room 200.

Professional Development Session C (5:30-6:30 PM)

Navigating the Whole Process: Academic Publishing for Graduate Students

This professional development session will be facilitated by University of Manitoba faculty member Dr. Ee-Seul Yoon and Christopher Campbell. It will be held in Room 200.

This seminar will discuss selecting an appropriate journal, preparing your article, and surviving the peer review process. In addition, the presenters will share their personal experiences of academic publishing, such as the seeming pressure to publish, the daunting nature of submitting an article, and how reviewer comments evaluating one's work can feel personal.

Session 6 (6:45-7:30 PM)

Intersecting Art and Identity

The Intersecting Art and Identity session will be held in Room 318. This session will include a presentation from Trang Pham and a roundtable discussion with Giuliana Moura.

Arts Meets Methods: Contemplation, Poetic Expressions, and Narrative Inquiry into a Teacher's Experience and Identities

Presentation by Trang Pham, Education Ph.D. student, University of Manitoba

The inquiry employs the tripartite of contemplation, arts (poetry), and narrative inquiry to explore my lived experience as an English language teacher at higher education in a Global South context which highlights accountability and performativity. The study is to create a space for teachers to better “see” themselves in relation to the existing institutional and social system and create counter-narratives to challenge the dominating forces that disrupt their identities, thus fostering personal and social transformation.

Using Art in Multicultural TESL Classrooms to Explore People's Culture

Roundtable discussion with Giuliana Moura, Education Master's student, University of Manitoba

Language holds many meanings, and many of them are culturally specific. Consequently, a lot of the learners' cultures are lost when they are indulged in monolingual approach. English being taught as a second language still aims monolingual approaches, resulting in cultural loss (Phyak, 2021). Even bilingual approaches have the goal to transform the society into English speakers only (Han & Park, 2017). To promote the knowledge and respect of multiple cultures inside classrooms, the idea of integrating Arts practices to ESL classrooms can be seen as a strategy to connect art skills and concepts (Ludwig et al., 2017) to ESL skills and concepts using different modes.

Conceptualizing Class and Care

The Conceptualizing Class and Care session will be held in Room 319 with online attendance available upon [registration](#). This session will include virtual presentations from Kate Hargreaves and Jessica Grant.

'Never Really Thought About Class': Class Invisibility & Deficit Thinking Amongst Pre-Service and Novice Teachers

Online presentation by Kate Hargreaves, Master's student, University of Windsor

Leaning on Bourdieu's models of habitus and cultural capital, this paper explores education, including initial teacher education (ITE) as a classed institution in which marginalizations of race, sexuality, and disability intersect with norms around social class. It examines the literature surrounding pre-service and novice teachers' understanding of class and their relationship to deficit ideology about the classed 'Other' as well as exploring the experiences of working-class teachers and teacher candidates within ITE.

Learning from the School Experiences of Former Youth in Care

Presentation by Jessica Grant, Master's student, University of Manitoba

This study took reconceptualist and postcolonial lenses which foregrounded the experiences of former youth in care by asking them about their time in K-12 schools in Manitoba through phenomenological interviews. Focused on stories of former youth in care, this research centred on the question: What are the school experiences of former youth in care and how might these experiences inform our relationships, as educators, with students?

Session 7 (7:45-8:30 PM)

Indigenous Narratives and Histories

The Indigenous Narratives and Histories session will be held in Room 360 with online attendance available upon [registration](#). This online session will include a presentation from Steph Chartrand and a roundtable discussion with Brittany Ouellette.

Life History: Utilizing Adult Learning Theory to understand Métis Identity

Online presentation by Steph Chartrand; Leadership, Higher and Adult Education Master's student; University of Toronto

This paper examines Métis identity through the adult learning theory of life history. It begins with describing who the Métis are as conceptualized by two Métis scholars/activists, Chris Andersen and Paul Chartrand, to which they problematize the notion of Métis as 'mixedness'. Building this in tandem with the framework of a psychosocietal approach to life history theory, the paper examines important identity awareness moments from the written memoir of Maria Campbell and the authors own reflections.

Attending to the Stories of Home: A Proposed Narrative Inquiry into the Experiences of Indigenous Families as Educational Decision Makers

Online roundtable discussion with Brittany Ouellette, Special Education Ph.D. candidate, University of Alberta

"Attending to the Stories of Home: A Narrative Inquiry into the Experiences of Indigenous Families as Educational Decision Makers" applies a narrative inquiry research framework. The overall research question is: what are the lived experiences of Indigenous families as educational decision-makers? This study is essential and timely as it intends to disrupt the continued colonial practices in education that predetermine the roles of Indigenous families as educational decision-makers.

International Students in Graduate Education

The International Students in Higher Education session will be held in Room 361 with online attendance available upon [registration](#). This session will include online presentations from Rakha Zabin and Thivya Sriramachandran.

Navigating the Synchrony Between Policies Driving Internationalization and the Realities of International Students in Higher Education

Online presentation by Rakha Zabin, Education Ph.D. candidate, Brock University

Based on my lived experience as a former international graduate student, the rationale for this dissertation topic is to explore the experiences of international graduate students connecting to the existing internationalization policies in developing action-oriented policy recommendations along with suggestions for better implementation to alleviate international students' challenges in Canada (Alqudayri & Gounko, 2018; Burel et al., 2019; Klodt, 2019).

Sense of Belonging and Academic Experiences of South Asian Graduate Students at an Ontario Public University

Online presentation by Thivya Sriramachandran, Education Master's student, University of Windsor

The study aims to increase understanding of South Asian graduate students' sense of belonging and identify the elements that may impact students' sense of belonging. This presentation discusses how South Asian students' perception of their sense of belonging, impacts their academic performance and well-being and how interactions with educators and peers affect their sense of belonging and shares various strategies that can be implemented by universities to address the challenges faced by students.

Saturday, May 4

Welcoming Remarks (9:00-9:15 AM)

To begin the third and final day of the conference, we will hold welcoming remarks in Room 200.

Coffee will be provided on a first-come, first-served basis.

Session 8 (9:30-10:30 AM)

Equity, Diversity, Inclusion, and Decolonization Panel

The Equity, Diversity, Inclusion, and Decolonization (EDID) panel will be held in Room 360.

In this panel presentation, graduate students will engage in a dialogical conversation to share their experiences of engaging with EDID issues in their academic discourse and in broader life journeys. This dialogue will be facilitated by Dr. Latika Raisinghani and Dr. Kathryn Riley, co-chairs of the Faculty of Education's Ad hoc committee for Access, Anti-oppression, Decolonization, Diversity, and Equity (AADDE).

The key focus areas of these dialogues will center around following themes.

Enactment of Socially-just Science Pedagogies in Canadian Classrooms

Peiki Loay, Education Master's student, University of Manitoba

My critical autoethnography explores culturally disruptive pedagogy as a framework for enacting justice-oriented science pedagogies. Informed by intersecting lenses (Two-Eyed Seeing, queer theory, critical race theory), I document how hegemonic science practices privileging Western ways of knowing, traditionally cis-gendered, heterosexual, and masculine norms, and whiteness

can be disrupted. In connecting personal practice to broader cultural contexts, I hope to demonstrate the importance of equity work in science education while generating insights that resonate with other educators.

Decolonizing Science and Science Education in Post-colonial Space with a Focus on India

Pawanjot Kaur, Education Master's student, University of Manitoba

In this panel, I will share impact of colonization on Indian education system. Also, I will provide a brief overview of various theoretical frameworks through which decolonization of science education can be studied. Informed by multiple theoretical lenses, I will share the attempts that focus on integrating Indigenous knowledge systems to address historical power differentials, and promoting equity and diversity in scientific research, education, and practice as ways to decolonize science education in Indian context.

Changing perspective from Anthropocentric Science to Ecocentric Science as a Learner

Merine Sultana, Master's student, University of Manitoba

Based on my experiences of engaging in learning science in my home country, and now in Canada, I have learned to consider switching from an anthropocentric science approach to ecocentric science, which values all facets of nature, including ecological relationality, its traits, and its interactions with Mother Earth. I will attempt to respond to the following question: Which curricular approach, teaching-learning strategies, and assessment techniques we can use for teaching WMS and Indigenous science together?

Gender Inequity in Science, STEM/STEAM Education

Ayesha Shekh, Education Master's student, University of Manitoba

Gender inequality, especially in the field of education, has been a topic of constant discussion and debate. The socialization of gender roles and the use of gender-biased curricula can lead to an inequitable education for girls. STEM/STEAM is an educational approach to learning that includes Science, Technology, Engineering, Arts, and Mathematics to guide students' critical thinking, inquiry, reasoning, and understanding. Despite the significant impact created on students by this advanced education, the underrepresentation of females in the STEM/STEAM (science) fields has been a concerning issue. This skepticism towards women and gender discrimination that female students encounter at the university level is one of the significant aspects that lead to the inequality in the representation of women in these fields of education. I will discuss the influence of gender stereotypes on the career aspirations and sense of belonging of female students in STEM/STEAM (in science) disciplines at the university level.

Methodology Melange

The Methodology Melange sessions will be held in Room 318. This session will include presentations from recent graduates Andrea Boyd, Noah Cain, Hailey Fischer, and Monica Martens.

The Stories of Winnie-the-Pooh in Winnipeg: A Narrative Inquiry

Andrea Boyd, Education graduate, University of Manitoba

The Stories of Winnie-the-Pooh in Winnipeg: A Narrative Inquiry centered around researching historical and current connections between the fictional character Winnie-the-Pooh and the city of Winnipeg. Narrative research genres were employed to analyze data and, in turn, led to the generation of three key stories of Winnie-the-Pooh as a cultural phenomenon in Winnipeg.

A Paddling Artography: Composing in Motion

Noah Cain, Education Master's graduate, University of Manitoba

Critical Content Analysis of Gender Performative Movements in TikTok Dance Videos: Methodological Considerations

Hailey Fischer, Education Master's graduate, University of Manitoba

A Performative Inquiry of Unravelling: Text(ile)s of Compassionate Un/settling

Monica Martens, Education Master's graduate, University of Manitoba

My research is a performative inquiry whereby I stitch my own experiences of un/settling in an educational context together with an art-ful practice of contemplative quilting. This study is in response to the Truth and Reconciliation Commission of Canada's Calls to Action for education. Through performative inquiry, I take moments that call my attention—un/settling moments—to the fabric and ask, "What do I need to know, right here, right now?" What happens when a teacher/a community member/a family member unmakes/unsettles/unlearns with a quilt in her hands? What does she learn about unsettling? Throughout the inquiry, care is taken to centre compassionate landscapes of knowing, being, and becoming, in the making of quilts, research inquiry, and texts that communicate knowledge and knowing. A significant aspect of the study is its context; a rural, farming town in the Canadian prairies settled in the early 1870s. I draw on autoethnography to understand un/settling moments in relation to culture, society, and family.

Multiliteracies

The Multiliteracies session will be held in Room 319. This session will include a joint presentation from Karina Fast, Heather Johnson, Minhee Kim and will be facilitated and guided University of Manitoba faculty member Dr. Xiaoxiao Du.

Multiliteracies in Action: Connecting Theory with Practice

Presentation by Karina Fast, Heather Johnson, and Minhee Kim; Education Master's students, University of Manitoba

Drawing upon the theory and pedagogy of Multiliteracies (New London Group, 1996), this group presentation begins with a brief introduction of the updated Multiliteracies perspectives and then moves onto showcase three teachers' pedagogical designs in different settings (e.g. public school and heritage language school). It ends with making practical recommendations for

teachers and teacher educators. Audience will learn about the key elements of Multiliteracies (Cope & Kalantzis, 2023) and meaningful practices in classrooms.

Session 9 (10:45-11:30 AM)

Newcomer Agency in Education

The Newcomer Agency in Education session will be held in Room 319. This session will include presentations from Hafizat Sanni-Anibire and Lucas Skelton.

Tori Omo lase Wa: We Came because of The Children

Online presentation by Hafizat Sanni-Anibire, Education Ph.D. student, University of Manitoba

In this presentation, I will challenge the deficit conception of immigrant parents as unaware and uninterested, and recast immigrant parents as involved, intentional, and agentic in their engagement with their children's education. I will share research findings that illustrate that despite challenges such as a lack of knowledge about the structure of schools and time constraints, immigrant parents enacted agency and drew on their various forms of capital to navigate schooling experiences with their children.

Mitigating trepidation through advocacy and leadership: The contributions of the Filipino education community in Manitoba

Presentation by Lucas Skelton, Education Ph.D. student, University of Manitoba

This presentation outlines the important advocacy and leadership provided to newcomer Filipino teachers in Manitoba by the Manitoba Association of Filipino Teachers (MAFTI) and the Filipino educational diaspora in Manitoba. The strategies implemented to support newly arrived Filipino teachers who wish to re-enter the teaching profession will be shared. Communities of practice (CoPs) principles situate the research and were implemented to showcase how the Filipino diaspora supports newcomer Filipino teachers through formal and informal means.

Neurodiversity

The Neurodiversity session will be held in Room 360. This session will include roundtable discussions with Caelan Carriere and Charlotte Moore.

Neurodiverse Teachers are the Future of Education

Roundtable discussion with Caelan Carriere, Education Master's student, Lakehead University

Neurodiverse teachers provide school communities with valuable insights through their unique perspectives and lived experience, which encourages students and community members to embrace new ways of thinking and being. Openly neurodiverse teachers also demonstrate to students that challenges can be overcome through support and neurodiversity should be celebrated. This research, grounded in the neurodiversity paradigm and social model of disability, will gather qualitative data emphasizing the impact of neurodiverse teachers on the school community.

Beautiful Weirdness: A Theoretical Exploration of Systems Impacting Neurodivergent Graduate Students

Roundtable discussion with Charlotte Moore, Education Ph.D. candidate, University of Manitoba

Academia must adapt to include and celebrate diverse perspectives, including those of neurodivergent scholars. This forthcoming research project has two aims: 1) exploring how neurodivergent individuals describe their experiences in graduate studies, primarily focusing on the existing systems, and 2) providing systemic recommendations to improve neurodivergent graduate students' well-being. The study will be theoretically grounded in neurodiversity studies, critical disability theory, ecological systems theory, and the health impact pyramid. This roundtable discussion will focus on theory.

Professional Development Session D (11:45 AM – 12:45 PM)

If A Paper is Published but Nobody Ever Reads it, Does it Really Make an Impact?

This professional development session will be facilitated by University of Manitoba faculty member Dr. Shannon Moore and M.Ed. graduate Devin King. It will be held in Room 200.

In April 2023, [Cindy Blackstock](#) challenged academics to be activists: “don’t just write another paper, do something.” [Henry Giroux](#) has similarly argued that it is the responsibility of academics to be public intellectuals, to produce work that is accessible to the broader public. Through this presentation, we outline ways academics can produce work for a public audience, including podcasts, op-eds, and public art. Moreover, we’ll explore how this work can encourage public dialogue and move public thinking.

Acknowledgements

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Catering

The Daily Bread – St. John's College