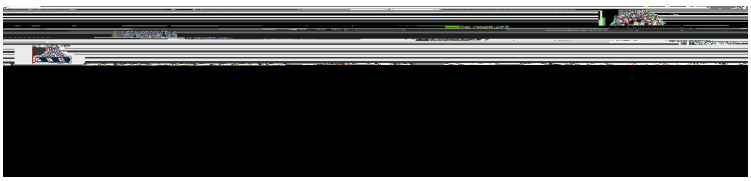

!

To everyone at the OISE community:

We would like to express our deepest gratitude to all those who submitted their proposals to present at the 2020 OISE Graduate Students Research Conference. Even though we are unable to proceed with the conference on the originally scheduled dates of April 15, 2020, we would still like to support the exchange of ideas to the extent possible. That is why we decided to publish this book of abstracts to showcase all the accepted proposals for the conference. Where possible, we have also included email addresses for the authors. We encourage you to read these abstracts and reach out to the authors whose research interests you.

Wesal Abu Quaddum
Lynne Alexandrova
Mohamed Al-Refae
Ateeqa Arain
Isabelle Babici
Prerana Bhatnagar
Laurel Bingham
Michelle Blais
Samantha Burns
Erica Cheng

Shirin Haghgou Leping Mou Norin Taj
Co-Chairs

Table of Contents

Adapting Critical Media Literacy Education to the Evolving Media Ecosystem in Ontario Teacher Education Programs 1

An Analysis of Discourse on the Value of French Instruction in Ontario High Schools: Connecting to Recent Trends in L2 Motivation Research 2

Teaching Educators about Acquired Brain Injury: Evaluating the Usability of an Innovative eLearning Module 65

Understanding the Experiences of Newcomer Secondary School Students in Ontario: A Mixed Methods Study 66

Us and Them: The Effect of Removing Principals and Vice-Principals from the Teachers Unions as an Explanation for the Principal Shortage in Ontario 67

The Use of Competence by Design to Bring Education into Practice 68

What Role Does Self-Regulation Play in The Academic Achievement of Young Children? 69

Adapting Critical Media Literacy Education to the Evolving Media Ecosystem in Ontario Teacher Education Programs

Amanda Trigiani

The 20th

Bidialectal Education in Trinidad and Tobago

Reshara Alviarez
reshara.alviarez@mail.utoronto.ca
OISE / University of Toronto

Building Resiliency: The Healing Power of Teacher-Student Relationships in Repairing Childhood Abuse

Mehak Jamil

Can Low Fee Non-Government [Private] Schools Play a Positive Role in Enhancing Education Outcomes?

Mohammad Shahidul Islam
shahidul.islam@mail.utoronto.ca
OISE / University of Toronto
Department of Leadership, Higher and Adult Education
Degree program: EdD

Paper presentation

Public schools have been the largest education service providers in the world. The performance of public schools in ensuring students' learning outcomes is not uniform across the countries. The results are mixed. An emerging trend in education service provisions is private schools. Private schools do not always mean that children or their parents have to pay for their education but someone pays. Public bureaucracy has its inherent challenges. The purpose of this paper is to explore if private school provision in South Asia can create some opportunities for quality primary education from these challenges.

Status quo in much of South Asia poses several dilemmas. First, should private schools be encouraged? A universal government school system may be better able to assure social trust in a society than a fragmented system with multiple school types, but government school education outcomes are unacceptably low. Families legitimately want a good education for their children. It is unreasonable to prevent them, if they have adequate income, from spending on a private school for their children. Admittedly, variance in private school quality is high and, in some low-fee private schools, the quality is below the government school average. This is an argument for parental caution in school choice, not an argument for suppression of private schools. A second dilemma arises in the context of families with exceptionally low incomes. Are NGO and faith-based schools a reasonable strategy for schooling their children? Typically, such schools charge no fees, whereas there are many opaque fees associated with nominally no-fee government schools.

Challenging Experiential Learning: Student Placement Expansion in the 21st Century

Gabriele Simmons
gabriele.simmons@utoronto.ca
OISE / University of Toronto
Department: Leadership, Higher and Adult Education
Degree program: MA, Adult Education and Community Development

Paper presentation

The Province of Ontario is increasingly pressuring post-secondary institutions to expand experiential learning (EL) opportunities for students. EL, an umbrella category, captures a multiplicity of in- and out-of-classroom experiences, many of which take place in external organizations and encourage students development of job-

Comparing Electronic and Print Story Books for Preschoolers: Story Comprehension and Parent-Child Talk

Jiao Fu
jiao.fu@mail.utoronto.ca
OISE / University of Toronto
Department of Applied Psychology and Human Development
Degree program: EdD, Developmental Psychology and Education

Paper presentation

On-screen activities have been more and more ubiquitous in young children's daily life nowadays. At the same time, the availability of e-books has increased dramatically. As the increasing availability of e-books, there is a raising need to deepen understanding about how e-books can either support or hinder literacy development, especially for preschoolers who are not yet conventional readers. The change of book format also leads to change of parent-child interaction during co-reading, which is well evidenced to be important for preschoolers to develop their emergent literacy skills. The purpose of present study is to examine the story comprehension, parent-child talk of preschoolers when reading e-books and print story books. Since children's prior experience of digital devices is indicated to associate with story comprehension in e-book reading, this study also explores how various types of digital device experience associate with preschoolers' story comprehension.

One hundred parent-child dyads with the children aged from 4 to 5 years old will be randomly assigned to either ebook condition or print book condition. Before the experiment, parents will complete a brief questionnaire about their children's prior experience with digital devices and the familiarity with the book that will be used in the experiment. Parent-child interaction will be videotaped to examine their content related talk and distracting talk. Story comprehension will be measured by asking reading-related questions.

This study is of great importance since the digital devices are more prevalent than ever, and children get access to them at earlier ages. The question how reading books and the device experiences affect learning need further exploration.

Keywords: electronic books; reading comprehension; parent-child talk

Counterbalancing Liberal Ideals to Shift the Theory and Practice of Democracy: Teaching Students About Privilege

Allan Michel Jales Coutinho
allan.jalescoutinho@mail.utoronto.ca
OISE / University of Toronto
Department of Curriculum, Teaching and Learning
Degree program: PhD

Paper presentation

Liberal democracy has been overly criticized due to gaps between theory and practice. Theoretically, citizens of a democratic system enjoy a system of rights before constitutionalism; however, in practice, a system of privileges is set in place wherein some individuals enjoy unearned advantages. In this article, I provide a brief historical account to situate readers about the status of democracy. Second, I argue that these systems of privilege in liberal democracies are legitimized and promulgated by dominant discourses through formal and hidden curricula in schools. I use discourse analysis as an approach to research to evaluate how the Brazilian Common Core Curriculum (BNCC) and the Ontario School Curriculum position students in relation to social structures. I reveal that these policy documents position citizens as agentic individuals who can overcome barriers to achieve their life plan while developing in young citizens a meritocratic view of the world, which threatens the very institution of democracy. Third, I argue that the concept of privilege ought to be taught across disciplines in the formal curriculum with the support of critical inquiry (Cooper & White, 2012) – to teach young citizens about their social positioning, counterbalance such narratives and views of the world, and activate a social justice democracy.

Keywords: democracy; liberalism; education; curriculum; privilege

The 20th

The 20th

Cultivating Self-Compassion: Implications for Trauma Survivors, Educators, and StudentsÕ Well-being

Mohamed Al-Refae
mohamed.al.refae@mail.utoronto.ca
OISE / University of Toronto
Department of Applied Psychology and Human Development
Degree programÑ MEd, Developmental Psychology and Education

Nicole A. Sardella
OISE / University of Toronto
Department of Applied Psychology and Human Development
Degree programÑ PhD, Developmental Psychology and Education

Michel Ferrari
OISE / University of Toronto

Cultivating Whole Persons with Liberal Arts Education: Case Study of Three Universities in Mainland China, Hong Kong, and Taiwan

Leping Mou
leping.mou@mail.utoronto.ca
OISE / University of Toronto
Department of Leadership, Higher and Adult Education
Degree program: PhD, Higher Education

Paper presentation

The unprecedented changes in the 21st century require higher education of educating students in an all round way with critical thinking and lifelong learning competency besides professional skills (Godwin &

Design of a Scripting and Orchestration Environment for Learning Communities in Interconnected Active Learning Classrooms

Joel Wiebe
joel.wiebe@mail.utoronto.ca
OISE / University of Toronto
Department of Curriculum, Teaching and Learning
Degree program: PhD, Curriculum & Pedagogy

Amy Yanhong Li
yanhong.li@psy.lmu.de
REASON/ Ludwig-Maximilians-UniversitŠt MŸnchen
Degree program: PhD, Media Informatics

Renato Carvalho
renatoscarvalho@gmail.com
OISE / University of Toronto
Department of Curriculum, Teaching and Learning
Degree program: PhD, Curriculum & Pedagogy

Preeti Raman
preeti.raman@mail.utoronto.ca
OISE / University of Toronto
Department of Curriculum, Teaching and Learning
Degree program: PhD, Curriculum & Pedagogy

Jim Slotta, PhD
jslotta@gmail.com
OISE / University of Toronto
Department of Curriculum, Teaching and Learning

Poster presentation

Active learning has emerged internationally as an instructional approach to promote engagement, collaboration, and problem-solving and improve student outcomes. However, it remains a challenge to effectively design and facilitate activities that target these skills within classroom contexts. Our research study, guided by a theoretical perspective of learning communities, develops and investigates new generalizable active learning patterns facilitated by new interactive technologies that help students advance their competencies and build knowledge as a classroom community.

The curriculum designs are guided by the Knowledge Community and Inquiry (KCI) model which engages students in collective work of developing shared understandings and building on one anotherÕs ideas. Activities will be designed using orchestration graph notation, which clearly illustrates the