The theme of the 18th annual EGSS Conference at McGill University is Theory and Action: Learning in the Modern World. The aim of this conference is to provide all graduate students within the Faculty of Education opportunities to promote the importance of their research, to enhance their professional academic skills (e.g., integrating research, preparing presentations, facilitating discussions), and to engage with a community of motivated learners comprised of other students, researchers and educators. To address the aim of this conference, the EGSS Conference Committee sought out the opinions of the student body to help generate an appropriate and meaningful conference theme. We had countless significant conversations. We listened to your interests, motivations, and concerns regarding the annual EGSS conference and thematically integrated your ideas, which when taken together provided the inspiration for this years’ conference theme.

The first part of our theme, Theory and Action, is a response to many of the students who expressed interest about the gap between theoretical knowledge and real-world practices. From all of the educational disciplines, students spoke about the lack of integration they saw between research and reality. They keenly noted how theory and research are essential for refining knowledge, informing best practices, and developing interventions, but students additionally highlighted that there is a dual need for attention to real-world practices and applications.

The second part of our theme, learning in the Modern World, responds to a call from students to diversify the definition of “education” by integrating all of our various perspectives to broaden our current, collective understanding. From political interests to mental health, from second language learning to nutrition and athletics, and from cross-cultural issues to technology development, there are unique issues within each educational field in the modern world, yet they are all connected by a shared foundation in learning.
**KEYNOTE SPEAKER //
CONFÉRÉNCIER D’HONNEUR**

**10:00 am to 11:00 am**
Coach House (3715 rue Peele, Room 200)

**Dr. Tony Simmons**
Rutgers University School of Law

**Biography:** Tony Simmons is the Executive Director of High School for Recording Arts (HSRA) (affectionately known as “Hip Hop High”), an independent public charter school founded in 1998, and Vice President of Studio 4 Enterprises, an educational services and management company. While working with numerous national recording artists and record companies as an entertainment lawyer, Tony met David Ellis, formerly signed to Paisley Park/Warner Records, and assisted him in the formation of Studio 4/High School for Recording Arts. During that time, he co-founded Another Level Records, the first national student-operated record label. In addition to his duties overseeing the day-to-day program at HSRA, Tony continues to work with students in exploring the Business of Music, mentoring those involved with Another Level Records and with the student-operated commercial radio/live video show entitled studio4allaccess, which is podcasted through iTunes and on YouTube.

**Keynote Address: Taking Students’ Learning to ‘Another Level’**

High School for Recording Arts (HSRA) has been giving voice to and transforming the lives of formerly out of school urban youth through their passion and interest in music, especially socially conscious Hip-Hop and the creative arts business. 2018 marked the twentieth year HSRA and its student run record label, Another Level Records, have been producing and releasing music and was celebrated with the worldwide release of its entire catalogue. This year HSRA students have created a highly acclaimed documentary called *Rondo: Beyond the Pavement* which was recently featured at the SXSW EDU. Through real world, hands on experiential project based learning, HSRA students have been catapulted to become professional level artists, creative industry leaders and community change agents. Tony will present on HSRA’s innovative programming for non-traditional students, education reform, and his own journey from the music business to becoming an education equity and social justice warrior.
Wellness 101 for Graduate Students

12:45pm – 1:45pm
Education Room 113

Katelyn Ward
Local Wellness Advisor, Faculty of Education

The goal of the Wellness 101 interactive workshop is to learn more about the resources and tools available on and off campus that help contribute to wellness and overall well-being. You will learn tools and skills that you can apply to both your academic and personal lives. There are many supports and wellness resources, and we want to help you find and access the ones that will benefit and make sense for you.

About Local Wellness Advisors:
The Local Wellness Advisor (LWA) provides quality wellness outreach and programming conveniently located where you learn, as well as to provide information to staff and faculty on how to better support their students. They will provide wellness programming tailored to the specific context of the Faculty of Education, and consult departments on wellness awareness, prevention, and intervention.

Winner of the 2019 EGSS Speaker Series
An Urban Ethnography of Gentrifying Leisure Spaces in Montreal

9:30am – 10:00am
Coach House, Room 200

Gabrielle Valevicius
Department of Kinesiology and Physical Education

Scholarship on gentrification has focused largely on the economic revitalization of low-income urban neighbourhoods through the development of private dwellings and middle-class leisure amenities (e.g., condos, cafés, theatres, etc.), as opposed to emphasizing the human experience of gentrification within public spaces of leisure.

My master’s research aims to examine how gentrification is lived in-and-through peoples’ everyday leisure experiences and interactions within an increasingly divided urban park in central Montréal. I am particularly interested in exploring how low-income families and youth conceive and negotiate urban parks and leisure spaces against a backdrop of gentrification and its associated pressures. My research will, thus, shed important light upon the role of public leisure spaces in supporting (or stifling) particular types of community cohesion.
Thinking about consulting or entrepreneurship? Interested in exploring freelance work or publishing? Want insights on leadership skills from the field?

A INTERACTIVE PANEL DISCUSSION ON
INNOVATIVE CAREERS IN EDUCATION
WITH MCGILL ALUMNI AND COMMUNITY LEADERS

EGSS Conference | Wednesday, March 27th
4:30 - 5:30PM | Coach House, Room 200
Interactive Panel: Innovative Careers in Education

Arielle Aaronson is a self-employed, freelance literary translator who previously worked for 2 years in educational publishing after completing her M.A. in Second Language Education. She has a B.A. in French and Anthropology, as well as a B.Ed. Second Language Education. Arielle previously worked for 6 years in teaching and 3 years in translation services. In her publishing work, she spent most of her time reviewing and polishing manuscripts for content; setting up page layout; coordinating with rights permissions; working with her managing editor.

Noel Burke is a well-known champion of Lifelong Learning, a successful agent of change, and a sought-after consultant and speaker on educational and institutional innovation. As the founder and principal partner of nEDworks Consulting, Noel provided consultation services to educational stakeholders, as well as leadership and career coaching to individuals and organizations. He combines a rich background in management, leadership and teaching; most recently as the Founding Dean of the School of Extended Learning at Concordia University, as well as Assistant Deputy Minister of Education of Québec for the English-Speaking Community. Mr. Burke holds a BEd and MEd (in Administration and Policy Studies) from McGill University, and the Professional and Personal Coaching Certification (PPCC) from the International Coaching Federation (IFC).

Dr. Stephanie Garrow is a passionate coach, facilitator and strategist who brings 20 years of experience working with philanthropic organizations and leaders to increase their social impact. With a PhD in Educational Policy from McGill University and an MEd from Harvard University, Stephanie is sought after for her ability to bring research and analysis to the table for conversation and learning. Stephanie is the co-founder of GarrowEvoy, Consultants in Strategic Clarity (www.garrowevoy.com), a consulting practice that advises funders, nonprofit institutions and public agencies to help them gain strategic clarity, understand their impact, and set priorities. Her consulting tasks include strategic planning, evaluation framework design and implementation, policy research and collective impact coaching to influence large-scale systemic change. Prior to her work with GarrowEvoy, Stephanie worked in international development on girls education and gender issues as an evaluator and researcher.

Dr. Maija-Liisa Harju is a freelance editor, researcher, and lecturer in the Department of Integrated Studies in Education at McGill University, where she also obtained her PhD in Educational Studies. In addition to her current roles at McGill University, Dr. Harju has provided editing and coaching services to graduate students and professionals who need assistance with thesis preparation, grant applications, and publications. She has over 10 years of experience navigating the freelance and coaching fields.

Michel Lafrance is the current Head of School at West Island College, as well as the President of the Quebec Association of Independent Schools and a National Research Advisory Committee Member for Canadian Accredited Independent Schools. Michel holds a B.Ed. from McGill University, and he has remained highly involved in supporting and networking with McGill students. He is a proven leader and mentor with a broad knowledge of emerging careers in the field of education, and he can provide students with insights into the many “hidden” careers that are available to recent graduates.

Event Description:

Students are realizing more and more that education is an expanding field with creative and non-traditional paths springing up all the time! We tracked down a few of our McGill alumni who have knowledge of these growing fields, as well as extensive leadership skills and hands-on career experience.

This interactive panel event will have students seated in small groups, and after the panelists introduce themselves, they will travel around the room to speak individually with each group. This set-up will give students the chance to ask more personalized and detailed questions about the specific careers. Please feel free to bring your own questions, but also don’t worry! There will be a list of questions provided to you to help you brainstorm some of your own.
ABOUT THE STUDIO
The McGill Art Hive Initiative (MAHI) is a gathering place, a simple space for making art. Participation requires no art background or experience. It is a space where conversation, getting to know fellow artists, and creating community can accompany the process of making art. It affords members of the McGill community the opportunity to step out of their daily challenges, spend time in a very different place, and to return to their work feeling more relaxed and focused. We at the Art Hive believe it is important to be mindful of the need to disconnect from stress, and to “reconnect” with others. MAHI aims to achieve this by utilising creative experiences to foster a sense of togetherness along with individual well-being.

OPEN STUDIO & COLLABORATIVE ART PIECE
Maria Ezcurra (MAHI Art Facilitator)
The MAHI will offer an open studio on March 27th from 10:00am – 4:00pm, and there will be art facilitators available. The MAHI will function as an open studio to all the participants of the EGSS Conference 2018, offering a creative space for learning together the importance of art in education.

BODY BREAKS - MOVEMENT AND MINDFULNESS
Déborah Maia de Lima
At 3:00pm and 4:15pm, short workshops will be held in the Education Lobby with Deborah de Maia Lima, who promotes quiet and soft movements in order to facilitate the connection of the person with their own expression. The main idea is to awake the conscience and its relationship to the body. Be sure to join between sessions to refocus and reconnect with your body!

ELEVATOR PITCH COMPETITION // COMPÉTITION «ELEVATOR PITCH»

Animal Assisted Empathy Education
Amelia Robinson – DISE, McGill University

School Violence in Mexico: A Critical Policy Analysis
Ariadna Camargo Balcazar – DISE, McGill University

The Relationship Episode Rating System (RERS): A Reliability Study
Bryan P. Butler¹, Carlene Weight², Isabelle Leduc-Cummings¹, Megan Knoll¹, & John Christopher Perry³ – ¹ECP, McGill University, ²Research Institute of the McGill University Health Centre, ³Department of Psychiatry, McGill University

Ethics Education for Pre-Service Teacher
Haeun Kim – DISE, McGill University

Women’s Roles in Preventing Extremism Through Education in Afghanistan
Narjes Sara Hashemi – DISE, McGill University

Investigating the Mediating Role of Emotions on Doctoral Students’ Psychological Well-being and Self-efficacy in Research
Samira Feizi¹, Sahar Balvardi², & Asra Milani² – ¹ECP, McGill University, ²Department of Psychiatry, McGill University

Impact of Sex Education on Left-Behind Children’s Self-Protection Awareness
Yilan Wang – DISE, McGill University
The Necessity of Collectivity in Critical and Anti-Colonial Engagement
S.J. Adrienna Joyce, Kahtehrón:ni Iris Stacey, Rachel Buchanan, & Daniella Birlain D’Amico – DISE, McGill University

Our neoliberal world upholds individualism over collectivity (Orlewska, 2012). This ideal permeates formal education, reinforcing colonial structures that oppress various non-white peoples (e.g., Schick & St. Denis, 2005; Tuck & Gorlewski, 2016). Problematically, the overemphasis on individualism is a barrier to anti-colonial educational initiatives. Anti-colonialism is an approach taken by researchers who aim to dismantle structural dynamics and to restore relationships of reciprocity and relationality (e.g. Absolon, 2011; Dei, 2017; Grande, 2009). Anti-colonialism challenges the individualism in research often done by white researchers who work with Indigenous communities (e.g. Tuhiiwai-Smith, 1999; Wilson, 2008). It is important to examine and reflect on our collective complicity in oppressive systems, as well as the collective possibilities for overcoming oppression (e.g., Gaztambide-Fernández, 2012). Indeed, we are all, from within our respective positionalities, implicated in settler colonialism (Patel, 2012). In this 30-minute symposium, four scholars who work in anti-colonial research examine the necessity of collectivity in our work. We offer different vantage points: as a white researcher working with teaching colleagues to learn about the settler colonial project; as an Indigenous researcher working on language revitalization with her community; as a white researcher working with teachers and Elders in Uganda to assess the place of Indigenous knowledges in the Western education system; and as a white researcher navigating the complexities inherent to collaborative work with an Indigenous community. Throughout, we emphasize the theme of collectivity in working toward relationships that represent alternatives to our current colonial system.

Is Design Thinking the Key to A Sustainable Educational Reform Framework in Quebec?
Vanessa Gold, Dr. Lisa Starr, Ellen MacCannell, & Aron Rosenberg, Dr. Lynn Butler-Kisber – DISE, McGill University

Educational organizations are faced with the challenge of adapting to a rapidly changing world (Beabout, 2012; Chapman & Harris, 2004; Fullan, 2016; Hall & Hord, 2001; Hallinger & Heck, 2011). They must transform and innovate in order to meet the demands and needs of contemporary learners. Scholars agree that sustainable educational reform can be achieved when individuals leading the reform avoid top-down, prescriptive change frameworks and, as intermediaries, engage multiple stakeholders around shared visions (Farley-Ripple et al., 2018; Fullan, 2011; Hargreaves, 2005; Stroh, 2015; Senge, 2006). NEXTschool is an innovative change initiative that is currently in a design and exploratory stage with various local schools in Quebec. It utilizes design thinking (Liedtka et al., 2017) to ensure that educational partners in their local school contexts are driving and designing context-specific reform. Design thinking is the process of empathetically understanding and defining a problem, ideating, prototyping, and testing designs in an iterative effort to improve a solution (“A Place for Explorers”, n.d.; “Design Thinking for Educators”, n.d.; “IDEO”, n.d.). NEXTschool aims to initiate effective and sustainable educational change by creating relevant and differentiated curricula over which stakeholders feel shared ownership towards context-appropriate reforms in schools. Importantly, reforms in the past failed to appreciate local contexts, include all stakeholders (especially students), nurture effective collaboration, and thoroughly support participants (Hargreaves & Shirley, 2009; Louis, 2010; Mitra, 2003; Zimmerman, 2006). This 20-minute panel will uncover the principals of design thinking, reveal highlights of the NEXTschool process to date, and invite discussion on the project.

Reflecting on the Potentials and Limitations of Drawing as a Research Tool in Three Different Contexts
Sahar Fazeli, Ehaab Abdou, & Fatima Khan – DISE, McGill University

Increasingly, scholars in various contexts are reflecting on the use of participatory visual methods (e.g., MacEntee, Burkholder, & Schwab-Cartas, 2016; Mitchell, 2011). However, despite these critical reflections on the potential and limitations of these methods, there is a paucity of scholarly reflection on the use of some of those methods, including drawing (Theron, Mitchell, Smith, & Stuart, 2011). Often seen as a peripheral or supplementary data collection method, drawing – despite its potential, as will be demonstrated in this session – does not receive much attention in the literature. In an attempt to contribute to the literature, the presenters reflect on their use of drawing in their ongoing or
recently completed research through a panel discussion. The session brings together three doctoral students who are conducting their research in various contexts, using participatory visual methods – more specifically drawing – not only as a means for data collection but also as a means to overcome the traditional researcher-participant divide by helping empower participants be ‘co-investigators’ in the research process. In this panel, we are guided by the following questions: What are some key lessons learned and limitations of using drawing as a data collection method? Can drawing be used as a standalone method or does it function better in combination with other data collection tools? The panel will start with a brief overview offered by the chair. The three presenters will then present their papers. Then, the chair will open up the floor for a discussion. The required time will be 60 minutes.

**ALTERNATIVE FORMAT // FORMAT ALTERNATIF**

**Pound/ing In A Station of the Metro: Poetry in the Making of Secondary English**
*Petryna Venuta – DISE, McGill University*

Over my fifteen years of teaching English, I became increasingly concerned to find my students, many of whom had difficulty with sustained reading, or for whom our class was a first experience with reading from the curriculum’s prescribed Western canon, struggling with maintaining attention, metacognition, and self-expression in classroom activities. In order to help students grow into world citizens, appreciate reading and writing as an educational tool as well as a lifelong pleasure, and connect that the study of literature is relevant beyond the English classroom as it is “interwoven with studies in linguistics, anthropology, sociology, history, psychoanalysis, philosophy, and politics” (Leggo, 1998, p.8), I produced self-to-text creative writing activities that developed into critical responses to textual sources while promoting identity construction, self-awareness, and attentiveness to others’ positions. Having been a high-school dropout, and a teenager who dealt with vulnerable housing, I know all too well of the pressures of staying within an educational system that seemingly has nothing pertinent to teach in terms of basic survival. This is why the main thrust of this project is to reconfigure the secondary English classroom so that teachers make room for students to become active constructors of their knowledge. The impact of allowing for creation in the classroom reaches beyond the reporting of the current configuration and into the lived realities of the students. Students will become more adept in their own fields of study, and foster a lifelong relationship with learning, reading, and self-discovery.

**ELEVATOR PITCH COMPETITION // COMPÉTITION «ELEVATOR PITCH»**

**Animal Assisted Empathy Education**
*Amelia Robinson – DISE, McGill University*

As a Speech-Language Pathologist and medical interpreter in and for education and health systems, my work is predicated on and fueled by a desire to help. I am interested in the ways empathy finds its expression in institutions and, in particular, in education where students are at a developmentally crucial stage in terms of empathy (Komorosky & O’Neal 2015). A collaborative pilot investigation was launched in fall 2018 with Don Hutton of Running Dogs Training and his dog, Tenasi, and Reena Soin, a grade two teacher at Rose Avenue Junior Public School. The pilot used a series of dog-assisted dog-safety and empathy-development interventions. Participants included students, teachers, administrators, the dog, and broadly, the entire school and community. The democratization of roles among participants that emerged during the pilot supports coherence among program development, research and outcomes. My study will build on this pilot study and on knowledge gained through collaborative work and close observation (Van Manen, 1990, p.69), video-recorded classroom interventions, field notes, teacher and collaborator debriefs, interviews and student journaling. I will use appreciative inquiry to answer the following questions: How does exposure to dog safety information affect children’s attitudes toward dog interaction and support empathy development, and which participant actions are most salient to children in this aim? Which actions on the part of participants best support children in generalizing the narrative link between context and behaviours and feelings of the individual dog to other shelter dogs and to themselves and other children?
School Violence in Mexico: A Critical Policy Analysis
Ariadna Camargo Balcazar – DISE, McGill University

The purpose of the study is to contribute to the improvement of policies to address school violence in Mexico, by analyzing the degree in which current policies and interventions in one of the Mexican states (provinces), fit with the local context and with those social, cultural, historical and political factors that underpin school violence. This is important because, studies from critical contemporary approaches, acknowledge that elements such as poverty, inequality and exclusion; structural forces and the social context in which acts of violence are expressed, impact the manifestations of violence in schools. In Mexico, studies reveal that aspects such as economic gaps, social differences and gender norms impact the manifestations of violence inside schools. Additionally, more than 40% of the population live in poverty and the country has experienced an increase in violence in recent years. Thus, is relevant to analyze how educational policies address these structural conditions that surround school violence. I will use a case study methodology, drawing on policy and textual analysis of institutional documents. The research will be guided by the following questions: 1) What are the foundations and approaches to school violence in Mexican educational policies, and in what sociohistorical, cultural, economic and political context were they created? 2) How are the approaches of the school violence policies consistent and/or inconsistent with the structural and contextual factors underpinning school violence? 3) What improvements can be made to the policies, so they fully address the structural factors associated with school violence according to the local context?

The Relationship Episode Rating System (RERS): A Reliability Study
Bryan P. Butler1, Carlene Weight2, Isabelle Leduc-Cummings1, Megan Knoll3, & John Christopher Perry3 – 1ECP, McGill University, 2Research Institute of the McGill University Health Centre, 3Department of Psychiatry, McGill University

The Relationship Episode Rating System is a novel instrument that aims to identify and categorize relationship episodes (REs) in psychotherapy. Originally conceptualized as part of the Core Conflictual Relationship Theme (CCRT) method, REs can be described as “client narratives describing interactions with others” (Hamilton & Kivlighan, 2009). The aim of this study is to examine the inter-rater reliability of the RERS and to determine the most frequently occurring characteristics of relationship episodes. Using the RERS manual and rating form, two coders examined 150 audio-recorded and transcribed psychotherapy sessions from 30 subjects diagnosed with major depressive disorder (MDD). Each session was divided into REs and each RE was coded for the following elements: object type (e.g., relative), object subtype (e.g., mother, father), gender, recency (past, present, future), and reality (reality, dream, fantasy). For three out of five psychotherapy sessions, the coders discussed their individual ratings and established a consensus. Individual ratings were compared to determine inter-rater reliability. The reliability of the instrument was acceptable. The average number of REs per session was six and the most prevalent object type was “self.” A detailed summary of reliability statistics and RE characteristics will be presented. The RERS can be used to reliably subdivide client narratives in psychotherapy into distinct RES. By identifying and classifying REs by object type/subtype and other relevant characteristics, we can gain insight into themes which are most prevalent in psychotherapy sessions (self, mother, work, spouse, etc.). In turn, this can inform treatment.

Ethics Education for Pre-Service Teacher
Haeun Kim – DISE, McGill University

Teachers’ moral behaviors affect students’ moral development significantly, in the way that their lives and attitudes toward people and the world can be the ethical exemplar to the students. Students learn ethics from a teacher’s intentional or unintentional instructions throughout their school years. Regarding their significant influence on students’ morality, society has required the highest moral standards to the teachers. However, the importance of cultivating morality of teachers has been widely ignored in the teacher education contexts, though the morality of teacher should be developed intentionally throughout their professional life. This study mainly discussed the importance of the ethics education for the pre-service teachers and the way to develop ethics instruction in teacher education program. First of all, the need for ethics education for the pre-service teachers will be discussed regarding their special moral position in teaching. Then, how the current ethics instruction has been given to prospective teachers in teacher education programs was examined. Lastly, based on acknowledging the needs and current problems of moral education to pre-
service teachers, the direction for ethics education in teacher education program was provided with detailed instructional methods.

**Women’s Roles in Preventing Extremism Through Education in Afghanistan**  
*Narjes Sara Hashemi – DISE, McGill University*  
Extremism, like most social phenomena, has a gendered perspective. Although involvement of women in extremism or radicalism is not a new phenomenon, women are often mistakenly stereotyped as passive victims. Yet, women play active roles in its promotion not only by supporting male fighters but also as perpetrators of violence. This study focuses on Afghanistan. Since the terrorist attack of 9/11, the US-led intervention has been costly in terms of death, destruction and suffering in Afghanistan while doing little in terms of safety & security for Afghans. A 2016 report by UNHCR says that Afghans were second largest (after Syria) in the number of refugees in 2015. In addition, in 2015, more than 120,000 Afghans left the conflict-ridden country to seek asylum in 44 countries. Many never reached their destinations due to risky conditions, and those who remain continue to fear acts of violence by extremist insurgent groups. This study explores women’s roles in preventing extremism in Afghanistan. Hundreds of Afghans lose their lives to suicide bomb attackers in different parts of Afghanistan due to religious extremism. While literature on women’s work to counter religious extremism in many countries exist, there is very little about Afghan women. Furthermore, this paper’s objectives are to understand the phenomenon of extremism in Afghanistan and to identify: 1. Existing practices that counter religious extremist ideologies through education, 2. Women’s roles in preventing the development of these beliefs in schools, homes and communities.

**Investigating the Mediating Role of Emotions on Doctoral Students’ Psychological Well-being and Self-efficacy in Research**  
*Samira Feizi¹, Sahar Balvardi², & Asra Milani² – ¹ECP, McGill University, ²Department of Psychiatry, McGill University*  
There is an increasing number of students starting graduate school every year with statistics showing a global escalation of 1.1% between 2005 and 2015 (Okahana et al., 2016). Despite increasing numbers more students gain access to graduate studies and even though past research has examined the association between self-efficacy on scholarly productivity but few studies, if any, have looked at the effect of research self-efficacy on doctoral students’ emotional and psychological well-being. Therefore, in this empirical study, we aimed to address this gap in the research. Doctoral-level students (N = 637) from 36 different countries and 41 discipline completed an online questionnaire containing self-report measures such as self-efficacy for research, emotional well-being and global psychological adjustment (i.e., burnout, depression, intention to quit, impostor syndrome). Bootstrapping analyses were conducted to assess mediating role of epistemic emotions (i.e., boredom, anxiety, enjoyment) in the relationship with self-efficacy in research (i.e., research design self-efficacy, practical research skills, quantitative and computer self-efficacy, and writing self-efficacy) and the psychological well-being (i.e., intention to quit, impostor syndrome, depression, burnout). Additionally, SPSS mediation PROCESS macro was used (see Hayes, 2013), with a bootstrapping sample of 10000 and .95 confidence intervals level. Results reveal that self-efficacy in research could influence doctoral students’ psychological well-being with significant mediating roles of anxiety, boredom, and enjoyment. Moreover, findings highlight the importance of self-efficacy in research in doctoral students’ emotional well-being and mental health.

**Impact of Sex Education on Left-Behind Children’s Self-Protection Awareness**  
*Yilan Wang – DISE, McGill University*  
Since SEL aims to change behaviours in participants, it is a good fit for prevention-and-protection-based sex education. In pre-treatment phrase, the study sample would be chosen from a mixed sex elementary school with a majority of left-behind children. Initially, total students would be administered to finish one pre-test of sex knowledge and attitude developed by the researcher. For the purpose of the study, the higher the total score, the higher self-protection awareness and vice versa. In this way, study sample will be chosen from those located in the average range. In the treatment phrase, participants in treatment group would receive a 6-session (1 session/week) sex education while control group will have casual meetings. Questionnaire survey, individual tests and group assignments (mainly role playing) will be adopted through the experiment to collect data. Both groups will get involved in the same activities, but there will be no treatment for control group. Outcomes (levels of self-protection awareness) would be measured from
three indicators: participants’ knowledge, attitude and behaviours of self-protection. The data obtained for this study will be analyzed to determine the effects of the independent variable (sex education) on the dependent variable (levels of self-protection awareness). The Analysis of Covariance (ANCOVA), with pre-treatment test scores as covariates, will be employed for the data analysis. Findings and Conclusions: this research primarily aims to study whether sex education would increase left-behind children’s knowledge of how to self-protect when facing sexual threats; it will explore whether left-behind children’s attitude toward potential sexual threats will change.

Towards Linguistically Inclusive and Equitable Mainstream Classrooms
Alexa Ahooja – DISE, McGill University
In 2016, more than half of Montréal students were first- and second-generation immigrant children (CGTSIM, 2017). As a result of Québec’s official language policy, most migrant-background (MB) students attend French schools. While research shows that allowing students to use their total linguistic resources helps to scaffold their learning of the target and home language, affirm positive identity constructions and encourage academic investment (Cummins, 2014), many schools impose a monolingual language policy (Fleury, 2013). The current deficit-based approach to language teaching in French public schools places Québec, MB students at a disadvantage, compared to monolingual Francophones, as their linguistic repertoire continues to be ignored. The proposed study embraces Vygotsky’s sociocultural theory of learning that positions language as a tool to mediate knowledge (1978) and translinguaging approaches to language education which considers students’ languages as inseparable (García, 2008). I will employ ethnographic methods (observations and interviews) to describe teachers’ and MB students’ language-related practices, perspectives and attitudes in and outside of the school. I will then use this data to design tailored, evidence-based lessons – which will also be observed and analyzed to offer a detailed account and interpretation of the effects of linguistically-inclusive approaches to mainstream education. MB students are becoming the norm in the province’s metropolitan schools; it is therefore essential to examine these participants’ experiences to make linguistically productive pedagogical recommendations. The data generated by this study will help illustrate the need for changes in Québec’s educational language policy to provide MB students with equitable chances for academic success.

Métis Methodologies and Institutional Ethnography: How I’m Learning about McGill’s Role in Indigenous Language Revitalization
Charles Joseph O’Connor – DISE, McGill University
As a Métis researcher, I combine a relational, Indigenous perspective with a critical social research approach. I draw on aspects of Métis, Indigenous and Decolonizing Methodologies to center Indigenous voices and worldviews and situate universities as colonial institutions. With respect to the traditional territories where I live and work, I align myself with Kanien’kehá:ka researchers who give back to their community, and who take a strength-based approach to research. In this presentation, I will focus on demonstrating how these broader conceptual approaches are coherent with, and complement, feminist sociologist D. E. Smith’s Institutional Ethnography (IE). This presentation will focus on methodological questions, the 'how to' questions that link theory and action. This will include a summary of Métis methodologies, and more focused discussion of how other Indigenous researchers have engaged with IE. I will also present illustrative examples from my on-going Masters' research project, which asks: 'What do Indigenous Peoples at McGill have to say about the university's role in Indigenous Language Revitalization?' By combining and re-purposing aspects of existing research approaches and methods, this study continues a Métis tradition of creating methodology in the modern academy.

Environmental Education at Work: The Case of Kalymnos
Constantinos Yanniris⁴, Anila Asghar⁴, & Michael L. Hoover² – ¹DISE, McGill University, ²ECP, McGill University
Environmental education constitutes a form of active learning that seeks to create awareness about the functions and properties of natural ecosystems. This research aims to assess whether the participation of high school students in environmental education programs associates with improvement in their environmental literacy levels. The environmental education programs that we examined took place on the Greek island of Kalymnos, where a group of
students from two local schools was exposed to outdoor and experiential environmental education pedagogies over the course of six months (N=143). We used a culturally appropriate and locally validated instrument to assess and compare participating students’ environmental literacy levels before and after the environmental education intervention. The results were largely unexpected: The 35 hour long educational intervention, dispersed over a six-month schooling period, had no significant impact on participating students’ environmental science knowledge or environmental attitudes when compared to an in situ control group. However, a significant improvement was observed in participating students’ self-reported environmental behaviours. Thus, we proceeded to examine whether these findings could be explained by the existing theory that describes the development of pro-environmental behaviours. The experiential education theoretical framework points to outdoor experience as an integral part of the process that leads to the improvement of pro-environmental behaviours. Further research is necessary to determine the mechanism through which outdoor experience may enable the development of positive environmental behaviours.

Cannabis Use, Depression and Suicidality in Adolescence: Direction of Associations in a Prospective Québec Cohort

Despina Bolanis¹, Massimiliano Orri¹, Jean R. Séguin², Tina Montreuil³, Sylvana Côté⁴, Richard E. Tremblay⁵, Michel Boivin⁶, Gustavo Turecki³, Johanne Renaud¹, & Marie-Claude Geoffroy³ – ¹Department of Psychiatry, McGill University, ²Department of Psychiatry, University of Montreal, ³Department of School/Applied Child Psychology, McGill University, ⁴Department of Social and Preventative Medicine, University of Montreal, ⁵Department of Public Health, Physiotherapy and Sports Science, University College Dublin, ⁶Department of Psychology, Laval University

Purpose: Adolescence is a crucial developmental period marked with high consumption of cannabis and depression and suicidal risk. Few longitudinal studies have explored the direction of association between cannabis use, depression and suicidality. Thus, the purpose of the present study was to explore the developmental sequence of these factors by examining the self-medication (depression/suicidality precede cannabis use) and secondary mental health disorders (cannabis use precedes depression/suicidality) hypotheses. Educational Importance: Given Canada’s recent cannabis legalization, its effects on depression and suicidality in adolescence are of public health importance. Clarifying the directionality of cannabis use and mental health outcomes will carry important implications for the treatment of adolescents presenting these conditions simultaneously, which may include the combined effort from parents, educators and mental health practitioners. Methodology: Participants were drawn from the Quebec Longitudinal Study of Child Development, a prospective birth cohort of Canadian adolescents followed over 20 years (n=1300). We investigated concurrent associations between validated self-report measures of cannabis use, depression and suicidality at age 15, 17 and 20 years, using logistic regressions. Longitudinal associations were assessed using cross-lagged analysis. Results: Frequent cannabis use was concurrently associated with depression (ORs = 2.37 –2.60) and suicidality (ORs = 2.37 –3.88) at all ages. Our cross-lagged analysis revealed that adolescents who reported depression at 15 years were at a higher risk of using cannabis frequently at 17 years (OR= 2.31; p < .05), while adjusting for other substance use. Conclusion: We found that depression in adolescence predates frequent cannabis use, supporting the self-medication hypothesis.

Bridging Formal and Informal Education in The 21st Century: The Pedagogical Value of a Museum Visit Offered in the Context of an Undergraduate History Course

Emmy Côté – DISE, McGill University

This doctoral project intends to examine the contribution of a museum activity to a university course offered to undergraduate students enrolled in a program of history. As history curricula in higher education target to develop historical thinking (Éthier & Lefrançois, 2010; Booth, 2003), i.e. a series of purposeful operations that address a specific problem by a cautious interpretation of the sources and traces of the past (Seixas, 2017), the primary aim of this research is to grasp the museum’s capacity to enhance this set of critical and intellectual skills. Various studies in the field of museology have stressed that museums endeavor to design educational activities inviting visitors to interact with the presented objects (Falk & Dierking, 2007; Meunier, 2011), that is, significant witnesses of our cultural past (Hein, 1998). More interestingly, other scholars have shown that museums are increasingly proposing civic, polyphonic and critical exhibitions to their audiences (Ready & Keshavjee, 2014; Watermeyer, 2012). Thus, a museum activity implemented to a history course could represent a unique occasion for students to engage with multifaceted historical
contents, resonating with contemporary issues, highlighted by meaningful exhibits. Yet, very little is known about the training of history students and the enduring value of a museum activity implemented to a university course (Burgess, 2003; Boddington, Boys, & Speight, 2016). Given that formal-informal collaborations may have a profound lasting impact (Anderson, D., Storksdieck, M., & Spock, M., 2007), this case study stresses that 21st-century history curricula should implement more diversified and open contexts for learning.

The Pedagogical Power of Fiction: Addressing Gender Inequalities through Popular Culture and Fictional Writing

Esther Armaignac – DISE, McGill University
The main goal of my PhD research project is to use narratives from popular culture and creativity in classrooms to address gender issues including harassment, discrimination and sexual violence. This study will both allow students to develop critical thinking toward popular culture’s productions and encourage teachers to integrate new forms of knowledge into their curriculum. This project is built on several approaches with a focus on power (Dyer, 1997, Foucault, 2001, Hall, 1997). Cultural and feminist studies are mobilized to study how feminine characters from popular culture can both create and question gender stereotypes (De Lauretis, 1987, McRobbie, 2004, Melzer, 2006, Stacey, 2003). This study is also grounded in engaged pedagogy (Freire, 1970, hooks, 1994) and researches mobilizing popular culture and creativity to address gender inequalities (Marshall, Sensoy, 2009, Nguyen, Mitchell, 2012, Snowden, 2010). Building on the idea of youth participatory action research, I plan to carry out a series of workshops in Montreal’s CEGEPS. Students will watch scenes from a selected corpus of TV shows and movies and engage in a critical discussion about gender norms, consent, and sexual harassment. In the second phase of the workshops, students will be invited to produce their own creative piece. The analysis of the movies and TV shows underlined norms and dynamics of power represented by feminine characters through specific elements such as the race, body, sexuality, age and storyline. However, the analysis showed some of the characters studied are also questioning norms and hegemony through elements such as storyline, body’s injuries, etc.

Shifting Negative Perceptions: Human-Wildlife Conflicts and Education

Gabriel Yahya Haage – Department of Natural Resource Sciences, McGill
An important concept in species conservation is that of Human-Wildlife Conflicts (HWCs), which occur when the needs of wildlife negatively impact human needs or vice versa. These conflicts can take several forms, from wildlife consuming crops, to preying on livestock, to destroying equipment. HWCs are complex issues, but much revolves around perceptions and worldviews. These can have a strong impact on how people react to HWCs and what mitigation methods they advocate. For instance, how a human community sees HWCs can determine their acceptance of retaliatory killings. Education can therefore play an important role in shifting perceptions on HWCs. An expansive view of education, which targets all levels of society, from children to policymakers, is necessary to achieve beneficial shifts. Inspired by the Conservation Conflict Transformation (CCT) model, an adaptive learning model directed at conservation, this paper will discuss potential educational leverage points at 4 different dimensions of HWCs: 1. The Biological attributes of the Target Species, 2. Governance and Politics, 3. Socioeconomic and Demographic factors, and 4. Values and Traditions. For each, the potential role of educational initiatives will be explored, along with the natural and social disciplines involved. The paper will end with an exploration of how the very concept of Human-Wildlife Conflicts must be reframed, emphasizing the human social conflicts that underlie many HWCs.

Experimental Transformation: A Theoretical Development of Transformative Learning

Haoming Tang – DISE, McGill University
In a study using transformative learning theory to analyze the learning results of Canadian students who participated in a summer study abroad program, the author identified a type of learning that previously has not been theorized. This type of learning, which the author terms as "experimental transformative learning", occurs when learners adopt new identities for a short period of time in order to decide whether or not to permanently accept these identities. Experimental transformative learning is typical but not limited to participation in short-term study abroad programs. It can be considered by adult learners when they plan to change their life or career paths while minimizing the costs and risks involved. It may also help educators design curricula that facilitate learners’ identity transformation.
Reducing the Information Literacy Gap: An Action Research Study Targeting High School Students

Heather McPherson – DISE, McGill University

Information literacy (IL) is a multifaceted skill that encompasses information seeking, identifying research questions, finding answers to research questions and evaluating and using information appropriately. Varlejs, Stec, and Kwon (2014) and others have focused on the low level of IL found amongst high school students, and yet the problem persists. The goal of this action research study was to develop a standardized approach to teaching research skills that were multidisciplinary and suitable for students from Grades 7 to 12. A team of six teachers including English, Social Studies/History and Science/Math from two high schools worked collaboratively to develop student-friendly tools to improve IL skills. In year one, grade 10 and 11 students were taught using the IL materials that were developed by the team of teachers. In the following year, grade 10 students and the grade 11 students who had received instruction in IL the previous year were taught using the developed materials. Findings indicated that IL training resulted in substantial improvements in basic IL skills. The teacher participants found that the action research model was indispensable in addressing and resolving the weak IL of high school students while narrowing the information literacy gap between the skill set of secondary school students and the expectations of college courses. Furthermore, the collaborative action research model that included teachers from multiple disciplines and schools was an effective method to foster improved student research skills and to overcome learning barriers of essential pedagogies, including information literacy.

Nativespeakerism: Current State of Affairs

Hector Sebastian Alvarez – DISE, McGill University

Nativespeakerism, coined by Holliday in 2005, is a pervasive ideology that claims that a native speaker of a target language can be equated to an effective teacher of it based on their allegedly superior language skills, especially pronunciation. Within the English Language Teaching (ELT) context, Nativespeakerism has historically disadvantaged non-native speaker teachers who are often regarded as less capable when compared to their native counterparts. This perception, held by students, recruiters, and native and non-native speaker teachers, impacts negatively on non-native speaker teachers’ job opportunities around the world. Furthermore, even though progress towards more egalitarian hiring practices has been made in countries such as the US and Canada, Nativespeakerism is still present and growing in countries such as China, Japan, and South Korea. This literature review, an in-progress piece towards my future doctoral dissertation, compiles and analyzes three decades of works by major scholars that have studied Nativespeakerism or the Native/Non-native teacher dichotomy. This review also focuses on the current development of Nativespeakerism in China, Japan and South Korea, whose scholarship suggests that their Nativespeakerist hiring policies and practices not only accentuate racism, but also might bear potential detrimental effects on students’ education. It is crucial that stakeholders in the ELT field be informed of theoretically-grounded ideas to ensure equal rights among teachers of different backgrounds, and also to safeguard the good education of students.

Inquiry Based Science Instruction: Overcoming Barriers in Implementation

Isabella Boutros – DISE, McGill University

Student interest in science begins to decline in middle and secondary school (Jocz, Zhai, & Tan, 2014; Kim, H., 2016). Inquiry based science instruction has the potential to increase student achievement, attitudes and motivation towards science both in and outside of the classroom (Atkamis et al., 2016); however, it is not being implemented in many North American schools (Kawalkar & Vijapurkar, 2015). The objectives of this research study are: (1) To explore what gets in the way of teachers implementing inquiry-based instruction in science classes and (2) Examine how different methods help teachers navigate the challenges associated with inquiry-based instruction (Roerig & Luft, 2004). In pursuit of these objectives, my research asks the following questions: RQ1. How can teachers navigate the barriers they face when trying to implement inquiry based science in schools? RQ2. How do methods, such as classroom management strategies (Harris & Rooks 2010), aid teachers in creating an inquiry-based classroom? This study is theoretically situated in pragmatism (James & Kuklick, 1981; Morgan, 2014) and inquiry (Dewey, 1910b/2008). This research study will include two classroom observations and two semi-structured, one on one interviews with four Grade 7 and Grade 8 science teachers. The findings will identify the impediments to inquiry based science instruction and will allow for the creation and implementation of a plan to include this practice in secondary schools. The results have the potential to transform science education for all students.
Executive Function Deficits in Children and Adolescents: Evidence-Based Strategies for Educators and Counsellors

Jérémie Richard – ECP, McGill University

Attention, a complex and multifaceted state of the mind, has frequently been represented as an integrated operation of brain functions. These functions, often referred to as the executive functions, have been the topic of much discussion within scientific, academic and educational settings. Executive functions are top-down cognitive processes, involved in situations requiring planning and decision-making, error monitoring, sequencing of actions, inhibition of habitual responses, and resistance to attractive stimuli. Various mental health issues that impact children and adolescents including attention-deficit/hyperactivity disorder (ADHD) have been associated with deficiencies in the executive functions. Importantly, executive deficits make youth with ADHD at higher risk for academic failure and poor psychosocial and occupational outcomes. Although research is available on executive function deficiencies in youth with ADHD, no recent literature review has compiled the results of various types of intervention and their efficacy. As such, the purpose of this review is to identify evidence based non-pharmaceutical interventions which emphasize executive function skill building strategies in youth with ADHD, in an attempt to translate this knowledge into practical strategies for counselling and educational professionals. To accomplish this goal, empirical studies implementing an intervention with the goal of affecting executive function processes in youth with ADHD were reviewed. Findings emphasize complementary interventions based on the extent of executive function deficits and the age of the sample involved. Tangible strategies promoting physical activity, mindfulness-meditation, self-monitoring and self-awareness and emotion regulation will be discussed.

Challenge the Silence: An Exploration of Empowerment Strategies in Children’s Literature

Jingyi Huang & Yuwen Zhang – DISE, McGill University

Children's literature functions as a site where adults constantly play a dominative role to instruct children in their behaviours. Children are treated as the opposite or negative form of adults, namely 'human becomings'. As such, adults take over the discourse power and strategically silence children’s voice in the literature. However, the 'new' sociology of childhood challenges the ways of seeing children as 'human becomings' and argues that children are in fact social actors with an ability to exercise their agency just as adults are. Moreover, children are able to construct and produce their own peer culture and world in which they are actively participating. In this respective, children have the right as well as the capability to have a say in children’s literature so that their own life and culture can be accurately reflected through it. However, few empirical studies have been conducted to explore in what aspects that children’s literature can empower children. To this end, based on data from semi-interviews and focus groups, the study investigates questions concerning a) the ways that children can represent their agency in texts of children’s literature; b) the participatory opportunities that empower children in literature creation. This study aims to be a first step in helping children to be aware of their rights and voice, then to co-construct knowledge with adults as equals. It also attempts to inspire adult educators and writers to change their mindsets and their ways of creating and using children’s picture books pedagogically to have children’s agency engaged.

Students’ Perceptions on the Learning Affordances, Challenges and Impacts of Blended Language Learning

Jinxiu Liu – DISE, McGill University

Blended language learning, the integration of technological tools into physical classroom teaching, has gained increasingly significance especially in higher education. Although blended learning is favored by many educational institutions, the results of past research examining the benefits of the blended learning are diversified and the effectiveness has not been enhanced over decades. The optimal approach of applying technology into face-to-face teaching is lacking, research call for the contributions of technology in different learning conditions. The present study intended to investigate learners’ perceptions on the learning affordances and impacts of blended language learning. Other aspects involved in the learning environment including challenges they have met and their suggestions for improvement were probed as well. A total of 30 English language learners from the school of continuing studies of McGill University participated in the study. A mixed research approach which includes an online questionnaire and interviews was adopted. 8 language learners with different backgrounds were interviewed. Results showed flexibility, increased collaborative work opportunities are the most beneficial factors. Challenges such as lack of training on the use of the online learning tool and robotic online learning exercises were detected. It suggested to maximize the learning
effectiveness and learners’ satisfaction: (1) there is a need for educational institutions to consider learners’ digital learning experiences and provide sufficient technical support necessarily. (2) online learning design should be more engaging. (3) teachers might need trainings on how to integrate online learning tools into classroom teaching.

Inclusive STEM Education: Examining the Experiences of Women Students of Color
Kelly Kim – DISE, McGill University
Women students of color (WSOC) continue to be excluded from science, technology, engineering and mathematics (STEM) fields, despite efforts to promote diversity. The existing research to develop inclusive STEM education adopts a deficit approach and fails to address the intersectionality of gender, race and class. By not addressing this intersectionality, research has failed to consider the effects of racial privilege for white women and the unique experiences of each woman of color. In contrast, my research will take an anti-deficit approach and value the intersectionality of each student. The objective of this study is to compare the experiences of WSOC in their secondary STEM education according to the intersection of race, gender and class. The following research questions will guide the study: RQ1. What are WSOC’s social and academic experiences of STEM-related courses, and in-class and extracurricular activities; RQ2. What support systems and barriers do WSOC recognize in their schools pertaining to STEM, if any? This study adopts a Counter-Storytelling methodology, which emphasizes the importance of telling the stories of people, whose experiences are not often told to expose, analyze and challenge the majoritarian stories of racial privilege. To address the research questions, I will hold audio-recorded focus group meetings and one-on-one interviews with 5-10 secondary WSOC. The findings will identify academic and social barriers that WSOC face and support systems that best enhance their experiences relating to STEM disciplines. The results will provide recommendations to promote long-term meaningful inclusion and diversity of WSOC in STEM.

Engaging Post-Secondary Instructors in Student Mental Health Promotion
Kira Smith – DISE, McGill University
The prevalence of post-secondary student mental health concerns has led Canadian post-secondary institutions to identify student mental health as an urgent crisis, which demands immediate, institution-wide action (CHMA & CACUSS, 2013; Kessler, 2005; “Okanagan Charter”, 2015). Post-secondary institutions have established that instructors are uniquely situated to promote student mental health – they are the only human contact that students are guaranteed (Rango, 2017). Yet, no research has directly studied how instructors can effectively engage in this work (Lane et al., 2018). Conducted this August, my research will explore post-secondary instructors’ experiences with respect to their engagement in student mental health promotion, and, ultimately, to produce a body of knowledge that informs institutional approaches to providing support for instructors. Specifically, my research will ask: 1) What are post-secondary instructors currently doing to promote student mental health and how do they understand this work? 2) What support does/would enable or hinder instructors’ promotion of student mental health? 3) What must universities do to empower and facilitate instructors’ efforts to promote student mental health? I will use Institutional Ethnography as a method of inquiry, as it emphasizes the role of institutions in shaping instructors’ promotion of student mental health by first understanding instructors’ embodied experience. Highlighting the conference theme, this research seeks to connect literature on student mental health promotion to the real, lived experience of post-secondary instructors, empowering them to realize and harness the potential for their pedagogy to impact the wellness of their students. It would be a privilege to share this work!

In(di)visible: Inquiring into Being “Othered” as a Means to Teach Social Justice in PHETE
Lauren C. Hennig & Dr. Lee Schaefer – KPE, McGill University
A current gap in culturally responsive and socially just forms of physical education (PE) that bring attention to racism, colonialism, sexism, heteronormativity, and other social issues requires greater acknowledgement from researchers. The purpose of this study is to (1) better understand how PETE students might be engaged to take on a critical agenda that would increase their willingness to teach in culturally responsive ways, and (2) engage in more socially just forms of PE. Drawing on four preservice teachers’ narratives, the author illustrates how a different starting point in teacher education may enrich and shape beginning PE teacher’s capacity to teach in socially just ways. Using autobiographical narrative inquiry, students confront and explain their reactions to dominant discourses that have shaped their identities and think critically about how their own experiences may be different than the students who will be in their future
classes. This method of inquiry allows for the examination of tensions and shifting identities that are lived by preservice teachers (Casey & Schaefer, 2015), impacting their conceptions of teaching and learning. The participant accounts challenge the work of those critics who have long assumed that critical pedagogies are most appropriate for teaching preservice teachers about matters of social justice. The finding that these preservice teachers are capable of understanding and engaging in social justice issues, despite social privilege should be of interest to teacher educators because it constitutes a call for change.

Changing Minds and Seeking Care: The Role of Attitude, Perceptions of Control and Value in Conceptual and Behaviour Change in Mental Health

*Maria Rizk – ECP, McGill University*

Commonly held misconceptions surrounding mental health fuel stigma, prejudice, and discrimination, thus robbing individuals from employment, safe housing, access to good healthcare and a sense of belonging within a community (Corrigan & Watson, 2002). The aim of this research will assess how differing attitudes either facilitate or constrain the conceptual change process in misconceptions about mental health. It is predicted that individuals with favorable or neutral attitudes towards mental health, will facilitate conceptual change process, while unfavorable attitudes will constrain the conceptual change process. Further, the proposed study will also explore if perceptions of control and value influence whether individuals seek mental health related care and services, in the event that it is needed. It is predicted that individuals with high perceptions of control and value, as well as individuals with low perceptions of control but have high value are more likely to seek care when needed, and individuals with low perceptions of control and value are less likely to. Two hundred pre-medical students, pre-service teachers and pre-clinical psychology undergraduate students will read a refutation or expository text on mental health. Participants’ perception of control and value, as well as emotions and attitudes will be assessed through the completion of questionnaires, cue recall and essay writing before and after the presentation of the experimental texts. The results of the current research will provide guidelines that can help develop interventions for social work, medical, education and psychological courses for mental health practitioner training.

Representation of Immigrants in the Canadian Museum of History: A Political Exploration of Public Display

*Marianne Barker – DISE, McGill University*

My research focuses on Canadian immigrants in the ideologically ‘multicultural’ Canadian context. Despite apparent efforts for inclusivity, immigrants remain marginalized in Canada (Day, 2000; Guo, 2013; Haque, 2012). My research question is: How are immigrants represented at the Canadian Museum of History (Ottawa) in the exhibit called ‘Modern Canada’? This museum is the most visited museum in Canada, and this exhibit is subtitled with the inscription, “presenting the story of Canada.”

Museums are a powerful form of societal education (Chapman, Scholten, & Woodall, 2015). Museums constitute political learning spaces as sites of public engagement with history, science, culture or art (Arnold, 2017). Exploring curatorial intent of exhibits is inherently political, requiring consideration of, ‘Who is representing whom, and how?’ Studies show how curation actively defines, shapes and constructs events, objects and people (Dias, 1998; Forster-Hahn, 1995). I will explore my question within a critical theoretical framework, concerned with social critique and change (Freire, 1970; Gramsci, 1992). This politically-oriented theory aligns closely with the politics and power of display, as I seek to uncover assumptions veiled in ideology and hidden in institutional structures (the museum) about patterns in the representation of dominance and power in Canada’s history (Horkheimer, 2002). Methodologically, I follow the example of existing analyses of exhibitions (Albano, 2018; Arnold, 1998; Jacobs, 2008): I will visit the museum, record fieldnotes and photograph the displays, then analyze this data textually through a critical lens. My analysis, findings and implications will be shared in my presentation at the EGSS conference.

Parent-Teacher Communication around Students with LD, ADHD

*Marianne Filion – DISE, McGill University*

This paper explores parent teacher communication concerning students with learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD). It is widely accepted that the importance of quality of parent-teacher interactions has an impact on both student learning and their experience of education (Dearing et. al., 2006 & Thijs & Elibracht, 2012). Suggestions abound for effective communication, aimed both at parents and teachers. For parents of students who live with LD and/ or ADHD, however, communicating with teachers is often qualitatively as well as quantitatively
different from the communication between educators and parents of neuro-typical children. There exists a gap in the research around the types, experience, and effects of communication specifically between teachers and parents of children with LD and ADHD. My work seeks to address this gap. In the first instance, this paper brings to light the social and medical models of disability that contribute to the conceptions of disability at play in the broader educational and social context. It then examines the nature of parent teacher communication around neuro-typical children, in contrast with what we know about the communication between parents and teachers of students with LD/ADHD. It highlights both the lack of research in this domain, as well as the gendered nature of this problem in educational research. Finally, this paper casts a preliminary glance at the existence of pre-service teacher education courses that deal in a significant way with the topic of parent teacher communication and suggest future paths of research in this regard.

Lived Experiences of Two Mi’gmaq Educators Engaged in “Nipugtugewei” Forest Kindergarten
Melissa Daoust & Dr. Lee Schaefer – KPE, McGill University
While there are well-known benefits of using the outdoors as “classrooms”, educators who utilise these settings as a method to weave Indigenous knowledge into their teaching practice are uncommon. “Nipugtugewei” or Forest Kindergarten is a land-based educational program that was designed by two Mi’gmaq educators, who experienced a disconnect with mainstream teaching and observed a disengagement among their Indigenous students. While Forest Kindergarten aligns with provincial curriculum objectives, it is also focused on Mi’gmaq conceptions of well-being and enables them to connect to land, as well as their culture and language. The purpose of this study is to gain a better understanding of the lived experiences of educators who engage in Forest Kindergarten and how this program shapes both students and educators’ well-being in relation to their Mi’gmaq culture. This research will be a narrative inquiry into the two educators of the Forest Kindergarten program, in Listuguj First Nation, Quebec. This qualitative exploration will occur over an eight-week period and the data collected will be analyzed within the three-dimensional narrative inquiry space outlined by Clandinin & Connelly (2000). Cameras will be used a tool to capture moments, feelings, or experiences within the program. Pictures taken will facilitate dialogue and provide participants with ownership over research data. Field notes, conversations and photo-artifacts will be the guiding force in co-composing narrative accounts moving from field texts to interim and final research texts. The resulting knowledge will highlight the importance of breaking down our walls between the classroom and Mother Earth.

Social Media Use in University Classrooms: Graduate and Post-doctoral Perceptions and Practices
Mohamed Elkhodiry, Christopher A. Bailey, Armin Yazdani, Faygie Covens, & David N. Harpp – Tomlinson
In-class social media use has become a pervasive characteristic of most higher education institutions. Recent work by Glass & Kang (2018) highlights undergraduate students’ reduced long-term retention of information due to the non-academic use of electronic devices in the classroom. Yet, it is unclear whether these findings have led to any practical methods that allow educators to mitigate the negative effects of in-class social media use on the overall learning experience. We surveyed graduate student and post-doctoral fellow attendees of pedagogy workshops offered by the Tomlinson Project in University-Level Science Education (T-PULSE) at McGill University. Questions were designed to understand attendee perceptions on in-class social media use and on their ability to manage its use. Out of 80 attendees, 75% believed that in-class social media use has a negative effect on their students’ attention span, 70% believed that they could potentially modulate the negative effect, but only 12% attempted implementing or created a concrete plan to implement any form of strategy to address this issue. The significant discrepancy between perceiving the negative effect and acting or planning to act upon it is potentially due to the lack of practical means to manage this phenomenon in a modern classroom without violating student autonomy. Our future steps will focus on gathering student input on social media use, reviewing and benchmarking best practices in dealing with in-class use of social media in higher education, and investigating the effect of implementing some of those practices in STEM undergraduate courses.

Educational Policy and its Reflection in Day-To-Day Principal Leadership and Management Practices in Public and Private Secondary Schools’ in the Challenging Context of Afghanistan
Mustafa Ramazan - DISE, McGill University
My proposed study investigates the relationship between school leadership/management practices and the policy implications on student success in Afghanistan. The proposed goal of this research is to understand, how the ministry of
education maintains its relationship to communicate policies and strategic plans to the school leadership to improve student success in both the public and private school system and what are the similarities and differences. I will also discuss how school leaders implement policy into their practices and get an in-depth understanding the flow of information (policy and strategic plans) from the ministry of education to the provincial and district education departments and Schools. I will also investigate, how the policies shape principals’ immediate practices and how those practices impact student success. I will employ qualitative case study within interpretive/postpositivism paradigm to get an in-depth understanding of how school leaders implement policy into their practices. The research participants will include representatives from the ministry of education, provincial and district educational departments and school principals. I will analyze the national education policies, national education strategic plan and school graduation records. At the conclusion of this research, I hope to provide a ‘guideline document’ that will be presented to school principals in a leadership workshop’ on how to effectively and efficiently use the policies and strategic plans prescribed by the ministry of education that could be used to improve student’s success. Additionally, this study will provide policy recommendations to the ministry of education on how the policies and strategic plans are perceived at the school level.

Promoting Attitudinal and Conceptual Change: Finding the Balance Between Emotions and Information
Nesma Etoubashi, Dr. Krista R. Muis, Marianne Chevrier, Courtney A. Denton, Brendan Munzar, & Kelsey Losenno - ECP, McGill University
We investigated the effects of attitudinally-oriented texts on attitudinal and conceptual change for Genetically Modified Foods (GMFs). We also examined the role that emotions and learning strategies play during the change process. Emotions are related to attitudes and to accepting or rejecting scientific information. Researchers have posited that promoting positive emotions could promote conceptual and attitudinal change. However, few studies have investigated the interactive role of emotions and learning strategies on conceptual and attitudinal change for controversial scientific issues. Given the pervasiveness of misconceptions surrounding GMFs, this study highlights how attitudinal content can sway a learner’s emotional reactions and attitudes during learning of controversial topics. Educators may wish to combine refutation-style texts with positive attitudinal content to promote scientifically accurate concept formation. University students (n = 125; 70.4% female) read one of four experimental texts about GMFs while thinking and emoting out-loud. Text type was either refutation (i.e., direct refutations) or expository (i.e., description-based) with positive or negative attitudinal content. Participants’ pre- and post-test knowledge and attitudes were assessed using a multiple-choice questionnaire and Likert scales, respectively. ANOVA results revealed that students who read positive refutation texts had significantly greater attitudes at post-test compared to the refutation negative (p = .035) and expository negative conditions (p = .005). Path analyses revealed that conceptual change was mediated by Planning and Goal-setting (PG) and Learning Strategies (LS), whereby emotions experienced during learning had direct effects on PG (i.e., anger, hope, sadness, surprise) and LS (i.e., PG-related emotions, joy, frustration, hopelessness, confusion).

Technology Trends in Education
Run Wen & Dr. Adam Dubé – ECP, McGill University
Technologies have captured great attention from researchers, policy makers, and parents: each year, huge efforts and money have been invested into it, seeking for effective learning tools. However, technology changes rapidly and once advanced technology in research may not be the most powerful tool in real-world practice. Due to little knowledge in the trends of technology, this paper aims at providing an overall picture of technology trends by analyzing the seven Horizon Reports (a global ongoing research report, which predicts the technology trends and developments that are likely to have impacts on formal education) from 2011 to 2017. Bibliometrics analysis was used to evaluate the accuracy of the forecasted trends. The result suggested that the Horizon Reports’ predictions were generally correct: maker technology and games had impact in the early years, mobile and analytics technologies showed a consistent impact, and VR as well as AI technologies will influence learning in the future. In general, the findings bridged the gap between theoretical beneficial technology and real-world practices, which indicated that trends in educational technologies were driven more by availability than educational affordances. This could serve as a guideline for researchers, policy makers, educators and parents to make decisions on technology adoption in the future.
Analyzing Different Aspects of Supervisors' Influence on Doctoral Students' Mental Health
Samira Feizi¹, Sahar Balvardi², & Asra Milani² – ¹ECP, McGill University, ²Department of Psychiatry, McGill University
Past research has shown the supervisory relationship to be one of the principal contributors to doctoral students’ well-being, research progress, satisfaction with the program, and in turn, attrition rates (Gube et al., 2017). Additionally, several empirical studies have demonstrated that doctoral students’ emotions are significantly influenced by their relationship with their supervisors (Chiang, 2003; McAlpine & McKinnon, 2013). Therefore, this study aims to augment existing findings by analyzing supervisor support, emotional well-being, and psychological adjustment together in the one study. Doctoral-level students (N = 637) from 36 countries across 41 disciplines completed an online questionnaire consisting of self-report measures including supervisor support, emotional well-being, and global psychological adjustment. SPSS mediation PROCESS macro was used to evaluate the mediating role of epistemic emotions (i.e., boredom, anxiety, enjoyment) in the relationship with supervisory support (i.e., autonomy support, academic support, supervisor availability, and personal support) and psychological well-being (i.e., intention to quit, depression, burnout) in different stages of the doctoral program (i.e., coursework, comprehensive examination, dissertation). Results revealed that in the coursework and comprehensive examination stages, anxiety plays a significant role in mediating the four components of the supervisory support in predicting depression and burnout. Additionally, boredom and enjoyment mediate all psychological outcomes in the dissertation stage, which reflect that students experience more boredom and less enjoyment after spending several years in the program, which could be crucial to their well-being. Generally, these findings highlight the importance and influence of the supervisory relationship on the psychological well-being of the doctoral students.

Porn as Teacher: A Comparative Study of Sex Education in Ontario and Québec
Sarah Lewington – DISE, McGill University
Given that the age of first exposure to pornography informs men’s attitudes toward women, it is critical to address the normalization of racialized and gendered sexual violence in mainstream pornography. With the increased consumption of online pornography by adolescents—particularly boys, understanding young people’s experiences of formal sex education and their engagement (or not) with pornography is vital. Coupled with Statistics Canada’s 2017 report that women, racialized individuals, youth, people with disabilities and LGBTQ2S-identified peoples are more vulnerable to sexual assault, research exploring the intersections of pornography and sex education is necessary. My proposed doctoral research will investigate young people’s experiences of the Ontario and Quebec formal sex education systems, moving beyond theory in order to understand students’ reality. Drawing on in depth open-ended interviews with post-secondary students, an analysis of sex education curriculum and focus groups, this research will examine the processes of racialization, gender, and violence, which connect young people’s experiences of pornography, formal sex education and sexual violence. As contemporary society is increasingly driven by technological advances and social media, I argue that formal secondary sex education is an ineffective intervention when detached from the everyday institutional social and economic factors (e.g. pornography) that influence young people’s early learning about sex. Through its distinct concentration on young people’s experience, this research seeks to equip educators to engage with students in critical dialogue about pornography, cultivating formal sex education as a site where young people participate in thoughtful questioning rather than resign to the role of passive consumers.

The Cross-Linguistic Transfer of Inflectional Awareness from Chinese L1 to English L2
Shanshan Hu– DISE, McGill University
Morphological awareness, which refers to “the ability to reflect on and manipulate morphemes and employ word formation rules in one’s language”, plays an important role in acquiring a language (Carlisle, 1995). It is possible to transfer the morphological awareness of learners’ first language (L1) to their second language (L2) (“cross-linguistic transfer”) and contribute to L2 acquisition (Lyster, Quirroga, & Ballinger, 2013). The current project examines whether the awareness of inflectional morphology that native Chinese children developed in L1Chinese can be effectively transferred to L2 English through explicit instruction that associates Chinese and English inflectional morphology (“cross-linguistic instruction”). Three computerized cloze-tests measured learners’ accuracy rates before and after the cross-linguistic instruction. Ten interviews elicited learners’ reflection of the cross-linguistic instruction. Regarding the fact that Chinese and English inflectional morphologies share some formal similarities but are of different functional salience
(Smith, 1991), this study predicts that investigating the transferability of the morphological awareness that children developed in L1 Chinese to L2 English will provide crucial evidence to identify the core factor that determines the transferability of a target linguistic feature, a topic which remains controversial. The result of this study will aid to increase the understanding of the mechanism of the cross-linguistic transfer in the field of instructed second language acquisition. This study will also support the development of cross-linguistic pedagogical methods by helping teachers identify transferable linguistic features.

Regulating Emotions and Stress in Pre-service Teachers (RESST): A Stress Management and Well-being Program
Stephanie Zito, Bilun Naz Böke, Isabel Sadowski, Julia Petrovic, Dana Carsley, & Dr. Nancy Heath – DISE, McGill University

Over the past decade, there has been substantial evidence demonstrating that educators experience challenges managing their own stress. A recent survey conducted with more than 8,000 Canadian educators revealed 79% felt their stress levels increased over the last 5 years, and 85% felt this was negatively affecting their ability to teach. Despite these findings, there remains a lack of skills-based resources available to pre-service teachers to help them manage stress associated with their upcoming profession. The purpose of this research, funded by the Rossy Foundation, was to develop a skills-based stress management program for pre-service teachers to enhance their mental health and well-being and better support their transition into the teaching profession. The development of the Regulating Emotions and Stress in pre-Service Teachers (RESST) program was informed by an extensive review of literature surrounding educator mental health and well-being, as well as findings from a needs-assessment conducted with pre- and in-service teachers nationwide to gain a better understanding of teachers’ specific needs related to stress management and well-being. The RESST program includes six pillars that support teacher resilience: emotion regulation, mindfulness, self-care, self-compassion, self-awareness and social connectedness. The RESST program is currently being delivered by course lecturers to pre-service teachers at McGill University in their final year of study. Course lecturers (n=3) and pre-service teachers (n=168) were both asked to fill out questionnaires related to their experience with the program. Specific components of the RESST modules and details of preliminary feedback from course lecturers and pre-service teachers will be discussed.

POSTER PRESENTATIONS // PRÉSENTATIONS PAR AFFICHES

School Counseling Professional Identity of Palestinian Minority in Israel
Ahlam Rahal – ECP, McGill University

This preliminary research aims to examine school counseling professional identity (SCPI) in its sociopolitical context. School counseling aims to enhance student growth in academic, career, personal and emotional fields (ASCA, 2012). Effective school counseling (i.e. being a change agent and social advocate for students) requires a clear SCPI (Mason, 2010). Systematic review of literature shows that SCPI is still not clear and not stable (i.e. Arhard, 2014). Much of the research attempts to pinpoint universal components that shape clear SCPI. Some scholars, however, argue that SCPI is not universal, but it is contextual (i.e. Hansen, 2010), being influenced by social, personal and political contexts. In these contexts, the practice of school counseling might face conflicts between professional values, social values and government policies. Research on SCPI in its sociopolitical context is extremely limited. This preliminary research aims to examine SCPI of Palestinian school counselors, who work in Palestinian schools which are ruled by the Israeli government. My proposed study is a participatory action research which will include 15 Palestinian school counselors. The participants will answer 10 open-ended questions about professional roles, government policies and social values that influence SCPI. Thematic concept analysis will be used to analyse the data. This study will enrich the available knowledge about SCPI in general, the sociopolitical context that shapes this identity, challenges school counseling encounters and recommendations to improve SCPI. Practically, the study results will assist professionals and stakeholders in decision making related to the improvement of both SCPI and school counseling effective work.
Assessing the Effectiveness of Mathematically-Enhanced Reading Intervention for Word Problems

Aishwarya Nair – ECP, McGill University

Most math textbooks require reading skills. Several scholars suggest that students’ reading ability is correlated with both their general school achievements and those in mathematics (Ni Riordain & O’Donoghue, 2009). In mathematics, students are expected to read for meaning through decoding and comprehension as well as solve problems using numerical understanding (McKenzie, 1990). In order to create meaning from texts (i.e., word problems, textbooks, worksheets, etc.) in a mathematics course, students must be familiar with the organization of mathematical texts, which is different from other texts they encounter (Barton et al., 2002). Additionally, students who have strong comprehension strategies tend to have better problem-solving skills. Therefore, it is important to know whether a reading program can be leveraged to improve the mathematical performance of older children. The project proposes an intervention program supporting mathematical word-problem comprehension using best-practice reading comprehension strategies in a context-specific approach. The hypotheses guiding this goal, and the main outcomes of interest, are: a contextual reading program will lead to greater gains in mathematical performance (operationalized as knowledge, fluency, and comprehension) than a standard, best practices reading program. A small-scale randomized control trial will be performed to provide a stronger causal test of the impact of the proposed program on mathematics outcomes. A series of 2 (Condition) x 2 (pre- & post-test) mixed model ANOVAs will be used to compare the difference in pre- and post-tests scores on primary outcomes (reading comprehension & problem solving) and secondary outcomes (reading accuracy and reading fluency) per condition.

Unpacking Emotions in Medical School: the Effect of Gender and Motivation on Achievement Emotions

Alejandra Ruiz-Segura, Tianshu Li – ECP, McGill University

Medical school is a highly competitive environment that could be emotionally laden for students. Predicting and regulating medical students’ emotional experience is essential to prevent burnouts and produce high achievement results. Our study explores two potential predictors of achievement emotions (AE): achievement goals (AG) and gender. AG reflects the type of students’ motivation, influencing AE by shaping the perception of learning. Gender stereotypes overarchingly influence academic goal structures and emotional experiences. Studies on math had demonstrated significant gender differences on AG orientation and AE separately. Our study aims to explore how gender and AG influence AE interactively for medical students. We assessed AE and AG of medical students’ (n= 20, 8 female) during computer-based clinical diagnosis tasks. Factorial ANOVA revealed interesting trends: females with predominantly mastery approach goals experience more positive emotions and less negative ones. We found significant interaction effect of gender and AG on anger (F(1,16)=5.50, p = .032 = .05). Our results confirmed our hypothesis of interaction effect of gender and AG on AE among medical students. Our findings could guide the design of medical school curriculum, which break gender stereotypes, cultivate adaptive AG orientations, and improve learning experience. Future medical education studies with larger sample size, and subjects in different career could be done to increase the generalizability of this finding.

Would Diagnosing ADHD from LI Differentially Allow for More Effective Intervention Strategies to Be Implemented Academically?

Annie Taskiran – ECP, McGill University

Attention-deficit/hyperactivity disorder (ADHD) is one of the most common neuropsychiatric disorders in children, with an estimated 5.29% prevalence in youth (Green, Johnson, & Bretherton, 2014), of which 3-7% are affected well into adulthood. Similarly, reading disorders and language impairments (LI) occur in approximately 5% of this population, too (Germanò et al., 2010). However, it is still unclear how LI can be correctly identified in ADHD, thus causing underdiagnoses within the ADHD population (Chan & Fugard, 2018). To complicate matters further, ADHD additionally co-occurs with conditions such as oppositional defiant disorder, anxiety, social problems, and crucially for this literature review, low academic achievement (AA) (Alloway & Stein, 2014; Gremillion & Martel, 2012). Furthermore, the mechanism responsible for the latter association still remains unclear, on top of having a significant gap between research findings about the matter and the course of action that is being implemented in education. In order to correct the misidentification of LI diagnoses, and in light of LI’s co-occurrence with ADHD and low AA, this research paper uses a descriptive approach to uncover whether posing a differential diagnosis between the two disorders would allow for more effective intervention strategies to be implemented academically, in the hopes of bettering AA. The research
conducted thus far suggests that diagnosing and subsequently treating these comorbid conditions separately could help improve AA in the long term. Conversely, failing to distinguish these concomitant disorders can affect treatment efficiency, which is why establishing a standardized diagnosis process would be capital in future considerations.

A Study of Educational Math Apps in App Store

Armaghan Montazami, Run Wen, Gulsah Kacmaz, Chu Xu, Sabrina Shajeen Alam, Aishwarya Nair, Adam Dubé, – ECP, McGill University

One new and popular technology used to enhance learning are educational applications on tablets and smartphones (Hirsh Pasek et al., 2015). The App Store is one of the principal platforms where developers exhibit their apps to potential customers. An app’s features are presented in the form of images and text descriptions in the store, which are used by customers (e.g., parents, teachers) to make decisions about which apps to download for their children (Dubé et al., 2018). It is not known how educators and parents select educational apps based on this information. The present study targets math apps designed for 5-10 year-old children and investigates which features educators and parents value when selecting apps from the App Store. This question is addressed by two studies, an online survey and an eye-tracking experiment. In both studies, participants are presented with artificial math apps simulating App Store templates. There are 6 types of app templates, five of which include one key educational benchmark (scaffolding, curriculum, developmental team, feedback, and learning theory, Vaala et al., 2015) and one containing no benchmark. Participants decide whether to download each app or not, rate them on a 5-point-scale, state how much they would be willing to pay, and to explain their choices. The eye-tracking experiment will identify which parts of the templates capture participants’ attention (e.g., images vs. text). The studies will inform how educators and parents choose apps and what can be done to help them identify quality apps.

Linking Teachers’ Goal Orientations to Classroom Engagement: The Mediating Role of Teaching Self-Efficacy

Chiung-Fang Chang, So Yeon Lee, Nathan C. Hall, Hui Wang – ECP, McGill University

In contrast to considerable research examining relations between teachers’ instruction-specific goals and students’ behaviors, links between teachers’ social goals and student engagement is scarce. The present study investigated the direct effects of teachers’ social goals on their perceptions of student engagement and examined the mediational role of teaching self-efficacy. Findings with Canadian practicing teachers (N = 513) showed that whereas teachers’ social goals did predict their perceptions of students’ emotional (dis)engagement, these effects were fully mediated by teaching self-efficacy pertaining to student engagement and, to a lesser extent, classroom management. Teachers who more strongly endorsed social goals tended to report greater confidence in their ability to motivate students that, in turn, predicted both emotional and behavioral student (dis)engagement.

Testing the Role of Executive Attention in Children’s Flexible Mathematical Thinking

Chu Xu, Run Wen, Sabrina Shajeen Alam, Gulsah Kacmaz, Aishwarya Nair, Armaghan Montazami, Adam Dubé – ECP, McGill University

Educational applications involving gamification on mobile devices like tablets have become popular means to facilitate elementary math education. However, the gamification features in many math apps require effortful and instant responses which could be so cognitively taxing that children have insufficient executive attentional resources remaining to think flexibly about mathematics (Khng & Lee, 2009). Flexible math thinking reflects conceptual understanding of math and is critical in math education (Crooks & Alibali, 2014; Schneider, Rittle-Johnson, & Star, 2011). It draws upon executive attention that is often required in gamification, but few studies so far have tested the connection between them. Thus, this study investigates whether gamification depletes executive attention and reduces conceptual strategy use, a manifestation of flexible math thinking. In this study, 88 children from grades 3 and 5 (male = 52, female = 36) solved 40 addition and subtraction problems and completed a gamified version of a Flanker task. The arithmetic problems can be solved using either flexible or rote strategies. Participants’ flexible math thinking is measured through verbal reports of how they solved the problems, triangulated with solution latency and accuracy data. The gamified Flanker task is used to both index and tax executive attention (Eriksen & Eriksen, 1974). Participants were randomly assigned to the experimental condition (Flanker game first) or control condition (math problems first). The potential findings will indicate the effect of taxed executive attention on flexible math thinking, providing guidance for gamification and the design of educational math apps.
Writing Self-Efficacy and Well-being in Graduate Students: Exploring Mediation Roles of Curiosity, Surprise, and Enjoyment

Emily A Jonas, Samira Feizi, Nathan C. Hall – ECP, McGill University

Current research in graduate education is increasingly focused on students’ well-being, in addition to their motivational and emotional experiences within their programs. Given the considerable demands for graduate students with respect to writing activities (e.g., course papers, theses, manuscripts, applications), expanded research is needed to examine the academic writing process. Although qualitative studies with doctoral students have examined a variety of emotions in relation to academic writing, there exists limited quantitative research on how these emotions correspond with student motivation and psychological adjustment. To address this gap, an international sample (N = 851) of doctoral and master’s students were recruited to complete questionnaires evaluating writing self-efficacy and writing-related emotions, as well as self-reported engagement and satisfaction with their graduate programs. Path analyses examined writing self-efficacy as a predictor of program engagement (i.e., vigour, dedication, absorption) and satisfaction as mediated by epistemic writing-related emotions (i.e., curiosity, surprise, enjoyment). Results revealed that curiosity and enjoyment, but not surprise, mediated the effects of graduate students’ writing self-efficacy on satisfaction and engagement. These results suggest that fostering students’ writing self-efficacy may thus concurrently foster their curiosity and enjoyment that, in turn, would be expected to benefit students’ engagement and satisfaction levels with respect to their graduate training. Implications from this research will be discussed with respect to optimal supervision approaches and future directions for the development and improvement of programs to support graduate students throughout the writing process.

Parental Stress and Children with Autism Spectrum Disorder

1 Emily Beaudoin, 1 Ingrid E. Sladeczek, 2 Marc Lanovaz, 3 Katherine Moxness, 4 Nathalie Garcin – 1 DISE, McGill University, 2 Université de Montréal, 3 Montréal West Island Integrated University Health and Social Services Centre, 4 Professional Services and Research Readaptation Services Intégrale

Parental stress is pervasive among parents of children with Autism Spectrum Disorder (ASD). Parental perceptions of their child’s disability and related life events are often more negative than parents of typically developing children; this negative outlook on life events impacts parents’ stress. Additionally, daily living skills (i.e., communication, self-care, making and maintaining friendships, etc.) are a deficit for many children with ASD. Deficits in daily living skills can lead to increased parental stress due to additional responsibilities to care for their child. The current study sought to understand if negative perceptions predict stress in 30 parents of children with ASD and if their child’s adaptive skills mediate the relationship. The results of a simple mediation analysis indicated that adaptive behaviours do not mediate the relationship between negative parental perceptions and parental stress. However, negative parental perceptions were a significant predictor of parental stress. The results of this study demonstrate the important connection between parents’ perceptions of their child’s disability and their stress. Future research should investigate effective interventions for parents of children with ASD to help reduce negative perceptions and thereby elevate feelings of stress.

Enhancing Clinician Creativity through Local Functional Learning Experiences: A Mechanism for Improving Multicultural Competency Skills

Emily Matejko, Sasha Van Frank-Adler, Katrina Monton – ECP, McGill University

Research has found multicultural experiences enhance creativity on problem solving tasks (Maddux, Adam, & Galinsky, 2010; Lu, Hafenbrack, Eastwick, Wang, Maddux, & Galinsky, 2017; Chua, 2018). This relationship can be explained by functional learning (learning the reasons why you are doing something in a new culture) which is critical for creativity enhancement (Maddux & Galinsky, 2009; Maddux et al., 2010). Previous literature has not applied this research to mental health clinicians. Rigid thinking is associated with inflexibility, and less creativity (Gaither, Remedios, Sanchez, & Sommers, 2015). In order for clinicians to meet the needs of culturally diverse clients, they should avoid rigid stereotypic thinking and be creative in their use of integrating cross-cultural research into practice (Stuart, 2004). The purpose of this proposal is to examine the effects of priming positive and neutral local functional learning experiences (LFLE) on creativity and problem solving tasks in mental health clinicians. Creativity is examined in terms of functional fixedness and idea fluency (Ritter et al., 2012; Steffens et al. 2016). This research proposal aims to expand creativity research by examining how priming LFLE may enhance creativity in problem solving. Importantly, such research would also determine whether enhanced creativity is associated with improvements in clinicians’ multicultural counselling
competencies (MCC) with clients. These findings could guide the restructuring of graduate programs and courses aimed at enhancing clinician MCC. Increasing MCCs could ultimately empower clinicians and foster the development of critical skills that would allow clinicians to support clients from diverse cultural backgrounds.

**Decision Making in High and Low Risk Situations**

1 Emily Xing, 2 Janette Chu, 3 Karin Cinalioglu – 1 Department of Psychology, 2 Department of Arts, McGill University

By recognizing students’ individual differences in regulatory orientation, we can better understand the foundational ways they approach academic goals within education. According to the Regulatory Focus Theory, a prevention-focus orientation fixates on security, safety, and responsibility. Conversely, a promotion-focus orientation emphasizes higher level gains such as hopes, dreams, and future accomplishments and is especially empowering in educational contexts. (Higgins, 1997). So far, it is not understood how decision-making is affected when one is primed with a prevention or promotion mindset while in situations of varying risk. In the present study, we examined the decision-making processes of eight students who were primed with either a prevention or promotion-focus story before being presented multiple trials of a two-choice box paradigm in high and low risk situations. In our study, we were able to show that the regulatory focus orientation is significantly associated with decision-making processes as well as outcomes and overshadowed the situational risk factors. Regulatory orientation was shown to influence students’ decisions and response time. Our results suggest that students who are encouraged by a promotion focused environment are more likely to pursue higher level gains. Furthermore, subjects primed with the promotion orientation showed higher engagement and persistence in the pursuit of greater rewards compared to the prevention-oriented group. These findings provide valuable insight into individual differences among students with implications in goal attainment and motivation.

**Racism and Its Harmful Effects on Nondominant Racial-Ethnic Youth and Youth-Serving Providers**

1 Enoch Leung, 2 Maria Veronica Svetaz, 3 Veenod Chulani, 4 Kimberly J. West, 5 Raina Voss, 6 Michele A. Kelley 7 Marissa Raymond-Flesch, 8 Wanda Thruston, 9 Tamera Coyne-Beasley, 10 Melissa Kang – 1 ECP, McGill University, 2 Department of Family and Community Medicine, Whittier Clinic, MN, 3 Phoenix Children’s Hospital, Arizona, 4 Los Angeles County Department of Public Health, California, 5 Seattle Children’s Hospital, Washington, 6 University of Illinois at Chicago School of Public Health, Illinois 7 University of California, 8 Indiana University, 9 Network University of North Carolina Chapel Hill, 10 University of Technology Sydney, Australia

Racism can exert negative effects on the self-concepts, health and well-being, and life trajectories of both nondominant racial-ethnic (NDRE) youth and youth-serving providers. In the face of growing nationalism, ethnocentrism, xenophobia, and overt expressions of racism, the Society for Adolescent Health and Medicine recognizes the critically important need to address the issue of racism and its impact on both NDRE youth and youth-serving providers. Organizations involved in clinical care delivery and health professions training and education must recognize the deleterious effects of racism on health and well-being, take strong positions against discriminatory policies, practices, and events, and take action to promote safe and affirming environments. The positions presented in this paper provide a comprehensive set of recommendations to promote routine clinical assessment of youth experiences of racism and its potential impact on their self-concept, health and well-being, and for effective interventions when affected youth are identified. The positions also reflect the concerns of NDRE providers, trainees, and students potentially impacted by racism, chronic minority stress, and vicarious trauma and the imperative to create safe and affirming work and learning environments across all levels of practice, training, and education in the health professions. In this position paper, Society for Adolescent Health and Medicine affirms its commitment to foundational moral and ethical principles of justice, equity, and respect for humanity; acknowledges racism in its myriad forms; defines strategies to best promote resiliency and support the health and well-being of NDRE youth, providers, trainees, and students; and provides recommendations on the ways to best effect systemic change.
The Challenges in Using Visual Images in Qualitative Data Collection: Leadership Study in Higher Education
Fauzanah Fauzan El Muhammady – DISE, McGill University
This study presents the experiences of how using the visual images as a part of qualitative data collection methods in exploring Leadership’s Experiences in the Institutional transformation in Islamic Higher Education Institution (IHEIs) context. The visual images were used to support the interview process to capture the specific dimensions of leader’s personal lived experiences and how it was used as metaphors to provoke other specific information that cannot be reached through the questions alone. By using visual methods, participants (1) feel less pressured, (2) able to express difficult memories and powerful emotions, (3) can improve the creative ability with researchers, and (4) improve the capacity to create and innovate (Prosser, 2011). Through qualitative research, this study found there were some challenging aspects to be considered in using visual images in the interview process. Firstly, the availability or unavailability of visual images due to limited resources and the ability of the participant in providing it. Secondly, the representative or unrepresentative choices of the images to the research topic. Thirdly, participant personal responses (e.g. comfortable, open-minded, and enthusiasm) in interpreting the visual images. Lastly, participant personal concerns (e.g. willingness, awareness, and passion) in using the visual images to share their experiences into the detailed narration or story. To be concluded, there were several aspects to be considered in using visual images in qualitative data collection as mentioned above. This study is expected can inspire other researchers in using and developing visual images to support and provide rich data in their qualitative works.

The Role of Executive Attention in Adults’ Flexible Strategy Use
Gulsah, Sabrina Shajeen Alam, Run Wen, Chu Xu, Adam K. Dubé – ECP, McGill University
The number of educational math applications on tablets and smartphones involving gamification has rapidly increased (Dubé et al., 2018). Surprisingly, playing many math apps requires making immediate and the effortful responses that may cognitively fatigue children (McEwen & Dubé, 2015). Since children have lower attentional resources (cf., adults), this could make it difficult for them to think flexibly about mathematics (Khng & Lee, 2009), because flexible strategy use may require and draw upon attentional resources (Siegler & Araya, 2005). However, research has yet to empirically test the relationship between attention fatigue and flexible strategy use. The goal of this study was to investigate whether flexible strategy use taxes attention or not. In this present study, 71 adults (M= 19, F= 52, Mage = 23.25) solved 160 three-term associativity (i.e., \( a \times b \div c \)) and inversion (i.e., \( a \times b \div b \)) math problems. Accuracy, solution latencies, and verbal reports of strategy were measured to identify frequency of flexible strategy use. Participants then completed a Flanker task to assess attentional resource depletion (Eriksen & Eriksen 1974). Cluster analyses identified different performers on the Flanker task: good, poor and mixed performers. Interestingly, the mixed group showed the highest level of flexible strategy use. This suggests that flexible strategy use may tax executive attention but that individual differences in attentional ability affect the relationship. Future studies will explore if taxing attention, using a math app, reduces flexible strategy use in children.

Emotion Regulation as a Predictor of Varying Forms and Functions of Aggression in Middle Childhood
Heather Kennedy, Elizabeth L. Leong, Dr. Tina Montreauil – ECP, McGill University
Emotion regulation (ER) refers to the use of strategies that modulate the occurrence, intensity, and expression of one’s emotions (Gross, 1998). Children who have difficulties regulating negative emotions are more likely to express aggression (Eisenberg et al., 1997). Aggression can be categorized by both form (physical or relational) and function (reactive or proactive) (Card & Little, 2006). Ostrov, Murray-Close, Godleski, and Hart (2013) found that in early childhood, proactive relational aggression was associated with increases in ER skills. Ostrov et al. (2013) suggested that frequent use of aggression may train children in ER as proactive relational aggression was also associated with increases in ER over time. In the current study we aim to establish whether this bidirectional relationship is supported through examining the association between ER and forms and functions of aggression in middle childhood (8- to 11-year-olds). Aggression, is being measured using the Peer Conflict Scale, a well-validated and reliable measure of the various forms of aggression in childhood (PCS; Marsee, Kimonis, & Frick, 2004). To measure ER, we are implementing the Child version of the Cognitive Emotion Regulation Questionnaire, a well-validated and reliable measure of ER (CERQ-K; Garnefski, Rieffe, Jellesma, Terwogt, & Kraaij, 2007). Data collection is ongoing. The findings gathered from the current study will aid in further understanding childhood aggression and ER. Further, these findings may guide interventions that seek to
promote healthy emotional responses and teach adaptive ER strategies to children while accounting for the potential for aggression to influence the development of ER abilities.

**Constructing Knowledge Through 3D Printing: A Theoretical Perspective**

Heather Pearson, Adam Dubé – ECP, McGill University

Three-dimensional (3D) printing is an emerging technology that is reshaping how people think of learning activities and heightening the skill-sets of learners in order to prepare them for a more technologically advanced future. 3D printing is analyzed through four theoretical perspectives, including situated learning (Lave & Wenger, 1991), experiential learning (Kolb & Kolb, 2005), critical making (Ratto, 2011; Ratto & Ree, 2012), while focusing in on constructionism (Papert & Harel, 1991; Papert, 1972). As constructionism indicates that people learn by building, 3D printing encourages students to construct knowledge by creating their own designs. As an emerging technology that augments learning, 3D printing is a self-directed learning tool that helps develop meaningful skills that are necessary beyond the classroom, such as problem solving, critical thinking, reflection, enhancing self-concept, and creativity (Pantazis & Priavolou, 2017; Loy, 2014; Hoyles & Noss, 1987; Ainley et al., 2006; Kostakis et al, 2014; Trust & Maloy, 2017). It is blending art and science to construct a more meaningful learning experience, which also entices learners to keep on learning and exploring. With links to Dewey’s (1938) construct of engaging experiences based on practicality and Freire’s (1972) push for active, problem-based learning situations, 3D printing takes its seat as a project-based educational technology that puts the student in the director’s chair.

**The Effect of Interactive Bilingual Story Read-Alouds on Young Children’s Writing Development**

Hossein Zamani – DISE, McGill University

The present project will be carried out in a Montreal language school, which is mainly host to immigrants’ and international children, who seek to learn English and French languages in Quebec, Montreal. The study will explore the extent to which interactive bilingual story read-alouds will have an effect on emergent English and French bilingual learners’ writing ability. The participants will be one English and one French language teacher to teach a class of 5 students of 6 to 8 years of age each two times a week for a period 10 weeks. In the first half of a one-hour class, the English and French teachers will read the same students a similar story in their language of instruction in their own classes. They will engage students in the story by asking them predictive questions about the story. In the second half, using prompts from the same story, the teachers will assign students a writing task in the classroom. The teachers will provide a writing model about the same topic by writing and drawing on the board to facilitate the task. The data collection will comprise students’ pre-test and post-test results in writing tests. Results of the study will be reported on students’ progress in writing ability through interactive bilingual story read-alouds, which could have pedagogical implications on implication of interactive bilingual story read-alouds for schools and institutions with emergent bilingual young learners to develop their literacy skills.

**Peer Written Corrective Feedback Influence on Chinese Middle School Students English Writing Ability, Achievement Emotions**

1 Jessica Lifang Wang, 1 Xu Y., 1 Rodriguez P., 1 Wang L., Guo Y., 2 Dai J., Shu X., 2 Jing X, 1 Hoover M – 1 ECP, McGill University, 2 DISE, McGill University

With the purposes of testing the effectiveness of peer WCF on improving Chinese students’ English writing ability, as well as its influence on students’ achievement emotions in English learning. This study collects data sets from a sample of 40 Chinese high school students using the achievement emotions questionnaire for English Learning developed by Li (2007), which is developed from Pekrun’s (2005) achievement emotions questionnaire (AEQ), for the English writing situation. Researchers agree that Written Corrective Feedback (WCF) given by teachers has a positive effect on improving language accuracy (Bitchener, 2008; Van Shintani et al. 2013). However, efficacy of peer feedback remains controversial. On one hand, the validity of feedback accuracy given by peers is doubted (Leki, 1991) and peer feedback may be biased by as friendship, reference, or purpose of feedback (Saito & Fujita, 2004). Yet on the other hand, peer feedback provides a socio-interactive environment where learners can receive social support (Cotterall & Cohen, 2003), and helps to reduce learners’ anxiety levels. Peer feedback is also beneficial in developing critical thinking and learner autonomy by reducing learners’ dependence on teachers and improving the capacity for independent problem solving. (Rollinson, 2005; Yang et al., 2006). In the current study, students’ writing ability were evaluated by
Developing Executive Functions in Adolescence: Applications of the Cognitive Apprenticeship Model

Joseph D'Intino – ECP, McGill University

Adolescence is a critical period of development for higher order cognitive processes of inhibition, working memory, and cognitive flexibility, largely referred to as executive functions. These higher order processes contribute to the development of specific skills, including planning, time management, task initiation, and goal-setting, among others. These are necessary skills for adolescents to achieve academic and post-secondary success, but they are rarely explicitly addressed in high school environments. However, educators, including teachers and coaches, are well positioned to promote the development of executive functions among adolescents. The proposed study aims to integrate instruction of executive functions skills into classroom and extra-curricular environments. The research questions guiding this study are: Can the explicit instruction of executive functions skills using the cognitive apprenticeship model facilitate the development of executive functions among high school students and athletes? Similarly, can the explicit instruction of executive functions using the cognitive apprenticeship model be used to improve academic performance and athletic performance among high school students and athletes? The study will be conducted in three phases: classrooms, high school athletics programs, and community athletics programs. Approximately 120 adolescents between 12 and 17 years old will be recruited from local high schools and athletics programs during each phase. Measures will include pre-measures and post-measures of the Behavior Rating Inventory of Executive Functions (BRIEF), the Executive Skills Questionnaire, student reflection sheets, teacher/coach observations, report cards, and winning percentages. Data analysis will include a MANOVA design, complemented by qualitative analysis using content saturation and triangulation of key themes.

Degree of Bilingualism and Executive Functioning of Children and Adolescents in Montreal

Julie Oh – ECP, McGill University

Canada is one of world’s most multicultural nations, with 23% of Canadians reporting “another” mother tongue. English-French bilingualism rate is as high as 18% nationwide and 60% of the growth of the bilingual population is attributable to Quebec. Bilingualism is a dynamic and multi-dimensional construct. To assess bilingualism, one must take many factors into account such as social and cultural background, education, language exposure and usage with family, friends, and their environment. Language impacts cognition and learning, especially for bilingual children. Research has shown that bilingual children experience cognitive benefits, including enhancement of executive functioning (EF), reflected by superior performance on tasks requiring attention, and interference control (Bialystok, 2011). EF skills are crucial for student’s learning and development and are strongly associated with academic achievement (Elliot, 2003). This study sought to assess language and social background of children and adolescents to capture their degree of bilingualism and examine its relationship with EF. We recruited 30 participants in Montreal and administered the Wisconsin Card Sorting task as a measure of EF. The parents of participants complete a revised version of the Language and Social Background Questionnaire (Anderson et.al., 2017), which gathered demographic information of the parents and the participant, and language background of the participant that assessed their language proficiency, exposure and usage in different contexts (i.e., home, school, community). While the study is in progress, we predict that greater degree of bilingualism will be associated with better EF performance.

Proficiency Level Does Not Close the Gap Between First and Second Language Working Memory Performance

Lifang Wang – ECP, McGill University

As the number of bilingual children grows, the need for educational and clinical assessment of bilinguals also grows. Accurate assessment of bilinguals' verbal and nonverbal knowledge is crucial yet difficult (Hoff, 2013). The current study answers to the needs of the increasing bilingual population in our education system. More in depth understanding of how bilingualism and language proficiency affect verbal working memory, a strong predictor for academic performance (Savage et al., 2006), could help teachers provide accurate instructional support to bilingual students. While previous studies suggested a potential advantage in working memory among the bilingual population because of the underlying
executive functioning advantage (Bialystok, 2008), no evidence was found through experiments. This study intends to discover whether the lack of advantage may be due to the competing effect of verbal disadvantages found in the bilingual population (Oller & Eilers, 2002). French/English bilinguals with different language proficiency were recruited from McGill Continuing Education to participate in a battery of tests that assesses the participants' working memory capacity. The study found significant differences in backward digit span between different proficiency groups in both dominant and non-dominant languages, as well as a consistent gap between participants' performance in dominant versus non-dominant language. No significant difference in terms of visual-spatial memory was found between different proficiency groups. The study result supports the argument that 1) bilingual working memory performance is language specific; 2) verbal working memory performance correlated positively with language proficiency; 3) only certain aspects of working memory is affected by language skills.

Police Occupational Stress: The Moderating Effect of Self-Compassion and Dispositional Mindfulness

Matthew Fleischmann, Viktoriya Manova, Bassam El-Khoury – ECP, McGill University, Department of Psychology, McGill University

Law enforcement is a high-stress occupation that involves exposure to both organizational stressors that are administrative in essence, and operational stressors that range from routine patrolling to traumatic encounters. Research supports that self-compassion and mindfulness interventions predict reduced psychological distress (e.g. depression, anxiety, and stress) in law enforcement, yet research is discrepant on the extent to which self-compassion and individual facets of mindfulness predict decreased psychological distress in police officers. In order to scientifically inform future mindfulness and self-compassion-based interventions and counselling to tailor them to police officers’ distinct occupational stressors, the present study investigates the moderating effect of specific facets of trait mindfulness (i.e. one’s tendency to be mindful across daily situations) and self-compassion on the relationship between experiencing organizational and operational stressors and perceived stress. Measures of police stress, traumatic events, self-compassion, mindfulness, depression, anxiety, and stress will be administered online to a sample of Canadian sworn officers (expected n= 150). It is hypothesized that increased trait mindfulness and self-compassion will moderate the impact of experiencing occupational stressors on perceived depression, anxiety, and stress. As well, it is hypothesized that non-judging will moderate the impact of occupational stressors on perceived depression, and non-reactivity will moderate the impact of occupational stressors on perceived anxiety. It is expected that as ratings of self-compassion and facets of mindfulness increase, the relationship between occupational stressors and perceived stress will be buffered. Results have substantial implications for society-wide education on police officers’ well-being and their ability to serve their communities.

Systematic Review on Nutritional Value of Organic and Conventional Fruits and Vegetables

Matthew Kaspy, Hugues Plourde – KPE, McGill University, School of Human Nutrition, McGill University

Contemporary agricultural practice frequently relies on artificial agents such as pesticides, synthetic fertilizers, antibiotics, hormones, preservatives, and irradiation to maximize yield for mass production. Extensive use of these artificial agents has brought controversy on whether crops subjected to them retain or lose nutritional content because of it. Alternatively, organic produce is grown under strict regulations limiting the use of artificial agents and has gained interest from consumers seeking natural alternatives to conventionally grown fruits and vegetables. The purpose of this systematic review is to compare the nutritional value of organic and conventional fruits and vegetables, highlighting potential differences in health benefits. The online search for recent literature included English articles accessible through the Agricola and Medlerner databases from the OVID search platform. Searches were restricted to original studies with a full text available and directly related to the purpose of this review. The single search term of “organic food” provided access to 593 articles, of which 13 were ultimately included. The collective evidence suggests that organic fruits and vegetables may contain more nutrients than their conventional counterparts through increased content of organic acids in citrus as well as potassium and magnesium in eggplant. No difference was found in the antioxidant, carotenoid and phenolic content of fruits and vegetables. Further, conventional produce may contain more pesticides, bacteria and antibiotic resistant genes. The collective evidence suggests that organic produce contains more of certain nutrients than their conventional counterparts, demonstrating potential for greater nutritional value and health benefits.
Are Mindfulness Facets and Self-Compassion Associated with Internally-Motivated Drinking and Alcohol-Related Problems in Undergraduates?

Melanie Wisener, Bassam Khoury – ECP, McGill University

OBJECTIVE: Alcohol misuse is prevalent on university campuses, and although alcohol consumption is considered a normative part of the undergraduate experience, it can become problematic when used in attempt to change one’s emotional, internal state. The present study examines mindfulness facets and self-compassion as predictors of internally-motivated drinking (i.e., drinking to cope with depression, with anxiety, to enhance positive emotions), problematic consumption, and alcohol-related problems in undergraduate students.

METHOD: Undergraduate student drinkers (N = 170) completed self-report measures assessing motives to drink, levels of problematic consumption and alcohol-related problems, and dispositional mindfulness (observing, describing, acting with awareness, non-judging, non-reactivity) and self-compassion.

RESULTS: Non-judging and self-compassion were statistically significant negative predictors of drinking to cope with depression and drinking to cope with anxiety motives, with self-compassion predicting significant variance in drinking to cope with depression beyond that attributable to non-judging. Acting with awareness negatively predicted problematic consumption and alcohol-related problems.

IMPLICATIONS: Interventions and knowledge-translation activities aimed at increasing non-judging, self-compassion, and acting with awareness may help reduce internally-motivated drinking, problematic consumption, and alcohol-related problems on university campuses.

The Impact of Students’ Mindset on their Willingness to Communicate

Nesa Bandarchian Rashti – DISE, McGill University

The prominent goal of modern language pedagogy is to prepare students who are able and eager to communicate in the second language (L2). However, very often teachers complain that their learners do not use the target language inside and outside the classroom. In other words, they are not psychologically and/or linguistically ready to engage in conversations using the target language and tend to remain quiet or stick to their first language (L1). According to MacIntyre and his associates, students’ Willingness to Communicate (WTC) is defined as their readiness to “enter into a discourse at a particular time with a specific person or persons, using a second language” (MacIntyre, Dörnyei, Clément, & Noels, 1998, p. 547). Whereas WTC was originally defined in L1 as a personality trait, L2 research has shown that WTC constantly changes within an individual as the result of various variables such as anxiety, self-confidence, attitude and motivation. Despite the fact that the effect of these variables on WTC have widely been studied, the importance of students’ mindset, i.e., their belief about intelligence and ability to learn has been neglected. Therefore, my research will firstly focus on using appropriate techniques to improve students’ beliefs about language learning and secondly investigate the impact of these beliefs on students’ WTC. The results of this study will be used to create successful language programs in which students will seize opportunities to use the target language.

Press Start: Motivating Chinese College Students’ Spoken English Learning through a Game-Based Learning Approach

Rui Lei – DISE, McGill University

Since most Chinese colleges and universities still implement the traditional teacher-centered instructional approach with the concentration on students’ English reading and writing learning, most students form a misconception that spoken English is less important and are often criticized as learning “mute English” (Bahous, Bacha, & Nabhani, 2011). This research applied a mixed method design to evaluate the effectiveness of the Game-Based Learning (GBL) approach in increasing Chinese college students’ spoken English learning motivation. The GBL approach is applying certain game mechanisms and principles in educational settings to engage learners to achieve particular objectives (Kim, Park, & Baek, 2009). It is a form of experiential learning built under the constructivist theory which values students’ voice and active involvement in the learning process. There is ample research displaying the strengths of applying the GBL approach in English as a Foreign Language (EFL) teaching for the shared characteristics between the game players and the motivated learners. A pilot GBL spoken English workshop was created and 21 participants were recruited on a voluntary basis. All participants filled pre-test and post-test questionnaires and five were selected to conduct interviews on the scale of their learning motivation changes. Two-thirds of the participants displayed noticeable motivation increase and their overall EFL learning motivation grew accordingly. While effective, it still needs to be integrated wisely in games design.
and implementation. It is expected that this research will provide a practical and effective tool for more EFL teachers to achieve interactive and engaging teaching.

**Modeling Class Inequality of Immigrant Students in the U.S.: A Replication Study and Extension Proposal**

*Sam Traves, Alayne Moody, Digital Humanities – DISE, McGill University*

Considering current and projected demographic changes and rising class inequality, ever more research has been devoted to understanding the challenges faced by immigrant children in the United States. Drawing on research by Glick & Hohmann-Marriott (2007), we replicated their study using data from The Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K), which found that for immigrant children’s academic performance differs by national origins but converges to mirror existing racial and ethnic segmentation, flattening the effect of generation status. In extending their research, and to unpack the convergence previously found by Glick & Hohmann-Marriott, we examine class as a potential confounding variable using the ECLS-K data to examine the impact of class on outcomes between immigrant and non-immigrant students within the same racial or ethnic groups in greater detail. Preliminary results from our extension suggest that comparing educational outcomes between groups by family income quantiles, and re-coding control variables for sex, race, ethnicity, generation status and national origins within a Bayesian model may reveal the impact of class on immigrant and non-immigrant students that were not visible in the original study. These results could be used to design changes to funding formulas and state finance-adjustments to target funding for poor and working-class immigrant students in the U.S in ways that more effectively mitigate the effects of class on academic outcomes than current formulas when equalized education funding is not politically feasible.

**Susceptibility to the Flash-Beep Illusion in Individuals with ASD**

*Samantha Scholes, Kirsty Ainsworth, Armando Bertone – ECP, McGill University*

Atypical sensory processing is a key characteristic of Autism Spectrum Disorder (ASD; APA 2013), and one specific process is the ability to efficiently integrate stimuli from multiple sensory modalities (multisensory integration [MSI]). There has been mixed evidence as to whether the MSI of non-social information is altered in individuals with ASD (Stevenson et al. 2014; Bao et al. 2017). Additionally, little is known about the development of MSI across age. Our study investigates MSI of non-social information in individuals with ASD at different periods of development using the flash-beep illusion task (Shams et al. 2002). Identifying when the MSI impairment occurs, and for which type(s) of stimuli, will allow effective and targeted interventions to be provided at earlier ages, allowing for an earlier recovery of MSI. 88 individuals (31 ASD and 57 typically developing [TD]), aged between 6 and 18 years, completed the flash-beep task. On every trial, participants were presented with either one (1F) or two flashes (2F) with either zero (0B), one (1B), or two beeps (2B) congruently in time, resulting in six different audiovisual conditions. The fission illusion trial was the 1F/2B combination, and the fusion illusion trial was the 2F/1B combination. Participants were asked to indicate if they viewed ‘one’ or ‘two’ flashes on the screen. Our results revealed that TD individuals are susceptible to both illusions, across development. In comparison, adolescents with ASD were less susceptible to the fusion illusion than children with ASD, suggestive of less automatic MSI processes with age.

**Factor Structure of the Brief COPE in Patients with Melanoma**

*Sarah Mackay, Rebecca Burdayron, Matthew Fleischmann, Annett Korner – ECP, McGill University*

Melanoma is the most lethal and fastest growing type of skin cancer and often has serious implications for the psychological well-being of patients. Coping styles differ in their benefit for regulating psychological distress in this population. The Brief COPE (Carver, 1997) was developed to efficiently assess coping mechanisms and is one of the most widely used coping measures. To the best of our knowledge, no studies have examined the factor structure of the Brief COPE in patients with melanoma, and previous studies have reported a vast variability in the number of factors in this measure. The aim of the current study is to investigate the factor structure of the Brief COPE in a French and English sample of patients diagnosed with melanoma. This study also aims to identify the main coping mechanisms used by English- and French-Canadian patients experiencing life-threatening illness. Melanoma patients (N = 173) recruited from two hospitals in Montreal completed self-report measures as part of a large-scale study. We used a maximum likelihood extraction procedure and a Promax rotation to determine the factors underlying the 28 items of the Brief Cope. An eight-factor solution was chosen based on eigenvalues, the scree plot, and factor loadings. The eight factors explained
70% of the variance, which is consistent with the findings of Fillion et al. (2002), who found 8 factors in patients with breast cancer. Future research is needed to replicate these findings in a larger clinical sample.

Regulating Emotions and Stress in Pre-service Teachers (RESST): A stress management and well-being program
Stephanie Zito, Bilun Naz Böke, Isabel Sadowski, University; Julia Petrovic, Dana Carsley, & Dr. Nancy Heath – ECP, McGill University
Over the past decade, there has been substantial evidence demonstrating that educators experience challenges managing their own stress. A recent survey conducted with more than 8,000 Canadian educators revealed 79% felt their stress levels increased over the last 5 years, and 85% felt this was negatively affecting their ability to teach. Despite these findings, there remains a lack of skills-based resources available to pre-service teachers to help them manage stress associated with their upcoming profession. The purpose of this research, funded by the Rossy Foundation, was to develop a skills-based stress management program for pre-service teachers to enhance their mental health and well-being and better support their transition into the teaching profession. The development of the Regulating Emotions and Stress in pre-Service Teachers (RESST) program was informed by an extensive review of literature surrounding educator mental health and well-being, as well as findings from a needs-assessment conducted with pre- and in-service teachers nationwide to gain a better understanding of teachers’ specific needs related to stress management and well-being. The RESST program includes six pillars that support teacher resilience: emotion regulation, mindfulness, self-care, self-compassion, self-awareness and social connectedness. The RESST program is currently being delivered by course lecturers to pre-service teachers at McGill University in their final year of study. Course lecturers (n=3) and pre-service teachers (n=168) were both asked to fill out questionnaires related to their experience with the program. Specific components of the RESST modules and details of preliminary feedback from course lecturers and pre-service teachers will be discussed.

Surrealism Pedagogies: Pursuing Creativity and Criticality in Secondary ELA
Stephanie Ho – DISE, McGill University
My project utilizes principles derived from the Surrealist movement to prioritize creative and critical thinking in secondary English Language Arts. The implementation of Surrealist-style pedagogies within my ELA classroom will be rooted in critical, radical pedagogy, which addresses the injustices caused by economic-oriented educational systems (Giroux, 1988). My use of critical pedagogy will enable the subversive artistic and political aims of Surrealism to be transmitted to a classroom context. Through aesthetic reading strategies (Rosenblatt, 2005), appreciative questioning and dialogue, I will invite students to actively critique the power dynamics which structure (and often restrict) their lives. As an ELA teacher, I have experienced cost-effective approaches replacing the actual “arts” of ELA (Trend, 1992). My research will therefore explore how Surrealist-oriented pedagogies could restore imaginative freedom and deconstruct conceptual barriers (normative standards, curricular constraints, and status quo power relations) in secondary ELA. I will also examine how we can use Surrealism as a political and pedagogical model to treat societal problems mirrored in ELA classrooms. My stakeholders are teachers, as they experience constant pressure within their practices. Similarly, my students encounter rigorous, results-based pressures. These dynamics contribute to feelings of powerlessness, thus reinforcing a formulaic model of ELA. The ELA curriculum has potential to create laboratories for critical discussion and active movement towards social change. My proposed research strategy of Surrealist-oriented pedagogies could enable students to experiment with social issues and develop senses of agency and voice that reflect awareness of contemporary society while simultaneously building their ELA skills.

Mapping onto Sensory Profile to Maximize Classroom Instructions
Stephanie Lung, Armando Bertone – ECP, McGill University
To students with intellectual disability (ID), education means more than academic success; it also means acquisition of daily living skills which has implications for independence and quality of life in adulthood. Their abilities to receive information across modalities (i.e., sensory processing) contribute to how well they learn. With improved understanding of their sensory processing, the gateway at which information is received, it is possible to tailor the delivery of education for optimal learning outcome. Hence, the current study aims to characterize how students with ID receive information by characterizing their sensory processing and learning outcomes. Thirty-nine students, Mage =
pass written exams. However, it offers little in the way of communicative practice. The proposed study uses a popular

English education in China has long been known as efficient at delivering grammar instruction and training students to

Yuhui Huang

My Ears are Smarter than my Mouth!

Yuhui Huang – DISE, McGill University

English education in China has long been known as efficient at delivering grammar instruction and training students to

pass written exams. However, it offers little in the way of communicative practice. The proposed study uses a popular

improvements of on

Efficacy Effects of Native and Non-Native Instructors on Beginner Learners of Japanese

Victoria Tothill-Brown – DISE, McGill University

Japanese as an additional language, while not the most common choice for language learners, enjoys significant

popularity around the world thanks to media such as manga and anime becoming cultural mainstays even outside of

their home country. However, the Japanese language is routinely touted as one of the hardest to learn thanks to its
dissimilarity to popular Germanic and Romance languages such as English and French in areas such as its multiple

independent writing systems, complex grammar and unique sentence structure. As a result, comprehending the

elements that best cultivate learners’ self-efficacy and motivation during students’ initial months engaging in language

study is crucial for those wishing to encourage student interest and continuation in the language. While one such
element is hypothesized to be teacher cultural identity, other equally relevant but unexpected factors came to light
through the course of this project.

In the current study, ten students, five instructed by a native Japanese teacher and five instructed by a non-native

Japanese teacher, were interviewed to capture their perceptions, preferences, expectations and reactions to the first
four months of their Japanese learning experience. Their classes as a whole were also visited to uncover further details
regarding student interactions with each other and their instructor to ameliorate individual participant reports.

Findings appear indicate that while instructor cultural identity as either a native Japanese speaker or a French/English

bilingual speaker significantly affected many students’ self-efficacy and motivation, other instructor-centered factors
such as feedback, praise, relatability, approachability, course content, cultural knowledge and student engagement went
beyond teacher cultural identity, and course-centered factors such as lesson length, curriculum planning and testing
played significant roles as well.

On-Field Assessment Demonstrating the Need for Evidence-Based Teaching Interventions to Improve Safety
in Youth Football

1 Vincent DiStefano, 1 Marie-Michelle Boulanger, 2 Allen A. Champagne, 3 Emma Madigan, 1 Steven R. Shaw, – 1
ECP, McGill University, 2 Queen’s University, 3 Concordia University

Sport participation provides a range of physical and emotional benefits for young participants. Minimizing the risk of
injuries such as head impacts, which are of major concern in contact sports, is imperative to ensure that student athletes
can play. To determine the risk of head impacts among young football players, we developed, an on-field tackling
evaluation. Video cameras captured athletes’ movements as they performed various tackling drills. Their performance
was then analyzed and each athlete received a safety score based on a standard set of criteria. Demographic
information was gathered, including years of experience playing football and self-perceived tackling abilities. Video
analysis of tackling technique revealed that only 2 participants scored above 75% on safety scores, leaving 99.23% of the
sample (N = 259) failing to reach three quarters of the safety criteria needed to perform a safe tackle. Additionally, a
correlational analysis demonstrated a moderate positive relationship between years played and perceived abilities (r
= .405, p = .000), but no relationship between perceived abilities and safety score (r = -.036, p = .586), or between safety
score and years played (r = -.066, p = .288). Therefore, not only is the average player unsafe, athletes develop a false
sense of confidence over time that could increase their risk of head impacts. Based on the current findings, evidence-
based teaching interventions will be adapted to the sport context to educate players and coaches, maximize
improvements of on-field tackling behaviors, and successfully increase player safety.

My Ears are Smarter than my Mouth!

Yuhui Huang – DISE, McGill University

English education in China has long been known as efficient at delivering grammar instruction and training students to
pass written exams. However, it offers little in the way of communicative practice. The proposed study uses a popular
instant messaging application in China, WeChat, to build a supportive learning community in which Chinese English learners can feel comfortable giving and receiving feedback to each other in order to collaboratively improve their English pronunciation. Sato and Lyster (2012) found that during peer interaction, learners were surprisingly able to help others produce accurate language, and spontaneously self-corrected their own errors more often than when interacting with teachers. To investigate the effects of peer feedback in improving learners’ pronunciation, 33 participants were recruited and randomly assigned to three different groups (11 per group): a control group (no feedback), a teacher feedback group, and a peer feedback group. Each day during 5 consecutive days, L2 learners in the 2 treatment groups received feedback targeting their mispronunciation either from an ESL teacher or from their peers after reading aloud a paragraph using voice messages in their corresponding groups. The two treatment groups were compared to investigate the effects of peer feedback. The two treatment groups also completed online questionnaires regarding their perceptions of and affective responses to providing and receiving feedback. This presentation will outline the study’s rationale, design, and results which show that learners can benefit from the process of receiving as well as providing feedback in a collaborative online environment.
WE'D LIKE TO THANK OUR SPONSORS!
MERCI À TOUT NOS DONATEURS!