



The University of Windsor presents  
**The 2023 Graduate Education Research Conference**

EXPLORING  
 INTERCONNECTED LEARNING  
 IN EDUCATION

Friday, March 17th, 2023

Virtual and in person  
 8:30 am to 4:00pm



Register to attend for free at [thegerc.org](http://thegerc.org)



**GERC Conference Schedule 2023**

Friday March 17, 2023, at the Faculty of Education Building

Time	Presentation	Education building Location
8:30 – 9:00am	Welcome and Introductions	Room 1101
9:00 – 10:00am	Keynote Address Dr. Naved Bakali	
10:00 – 10:30am	Break	
10:30 – 12:00pm	<b>Session #2A Conference Presentations</b> 1. David Potoeck, PhD student, University of Windsor 2. Elmira Shahin, PhD student, University of Windsor 3. Padu Surtani, MEd student, University of Windsor	Room 1122
	<b>Session #2B Conference Presentations</b> 1. Jennifer Cordeiro, PhD Student, University of Windsor 2. Jesse Myers, B.Ed. student, University of Windsor	Room 2220
12:00 – 1:00pm	Lunch	
1:00 – 1:30pm	<b>Session #3A: Mitacs Presentation</b> <b>Session #3B: Poster Presentations</b> Featuring: Xianyan Xu (MEd), Kendra Thompson-Kumar (MEd) and Mac Millar (BEd)	Room 1122
		Upstairs Hallway
1:30 – 2:45pm	<b>Session #4A: Conference Presentations</b> 1. Atiya Razi, PhD Candidate, University of Windsor 2. Sandra Hoang, MEd student, University of Windsor	Room 1122
	<b>Session #4B: Conference Presentations</b> 1. Thu Le, PhD Student, Erica Miklas, PhD student, Samantha Szczyrek, MEd student, University of Windsor 2. Keith Connell, PhD student, University of Windsor	Room 2220
2:45 – 3:00pm	Break	
3:00 – 4:00pm	<b>Session #5A Roundtable Discussions</b> 1. Linda Coltman, MA Candidate (sociology), University of Windsor 2. Lovinger Yamoah, MEd student, University of Windsor 3. Kaylee Fishback, MEd student, University of Windsor	Room 1122
	<b>Session #5B Roundtable Discussions</b> 1. Xiaoyan Song, MEd student, University of Windsor 2. Shuo Liu, MEd student, University of Windsor	Room 2220
4:00pm – 4:15pm	Closing	1101

Keynote Address 9:00am – 10:00am

### **Dr. Naved Bakali: Counter-Narratives and Storytelling as Methodological Tool**

Drawing from critical race theory, cultural and media studies, and post-colonial theory, Dr. Bakali's research focuses on the study of anti-Muslim racism, also referred to as Islamophobia. Additionally, his research interests include internationalizing and decolonizing higher education, refugee education, Islamic pedagogy, and educational programming for survivors of trauma. His research provides a fresh and innovative perspective on Islamophobia within institutional settings, thus demonstrating the institutionalization of anti-Muslim racism across the global North and South. Dr. Bakali has been the recipient of major international, national, and departmental grants and awards in recognition of his work. He is a dynamic scholar who believes in socially oriented action-research that challenges prejudice and inequality by combining his research with grassroots activism.

### **Session #2A Standard Research Presentations 10:30am – 12:00pm**

**David Potoeck, PhD Student, UWindsor** *In their own voices: Exploring graduates' experiences of higher education programs for students with disabilities'*

This proposed qualitative project aims to focus on students with disabilities in higher education by exploring the experiences of disabled young adults who graduated from a post-secondary program for students with disabilities. The goal is to provide insights and recommendations for the importance of enhancing such programs throughout Canada.

**Elmira Shahin, PhD Student, UWindsor** *An Exploration of the Link Between the Internationally Educated Teachers' Professional Acculturation and their Identity and Agency*

Canada has traditionally welcomed hundreds of thousands of skilled immigrants annually. These include internationally educated teachers (IETs). Using narrative inquiry and a sociocultural theoretical framework, this study examines the link between IETs professional acculturation and their identity and agency. Findings highlight the importance of cultural nuances and norms in interpersonal communication in schools and reveal the importance of self-efficacy and access to resources and opportunities to enhance the professional success of IETs in the new educational context.

**Padu Surtani, MEd Student, UWindsor** *Keeping the fire burning: My Educational Leadership across three continents*

In this autobiographical narrative inquiry, I explore my experiences in educational administration and leadership across three continents. The study reflects the events that inspire and motivate young teachers and future educators to confront challenges and resolve them by finding solutions and simultaneously keeping leadership traits well embodied in their personalities as leadership is a powerful tool that facilitates social change.

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### **Session #2B Standard Research Presentations 10:30am – 12:00pm**

**Jennifer Cordeiro, PhD student, UWindsor** *Childhood Maltreatment in the School System*

The prevalence of childhood maltreatment is exceptionally high. It can lead to several adverse outcomes that impact school functioning, yet most teachers still need the training to support and accommodate these students within the classroom setting. Through a review of the relevant literature and the use of case studies, the impact of childhood maltreatment is examined as to how teachers can alter the classroom and learning environment to improve educational outcomes.

**Jesse Myers, BEd Student, UWindsor** *Help seeking behaviour and the power of stigma: Transitional-aged youth's storied experiences*

during the COVID-19 pandemic Despite the prevalence of mental health issues, many young people do not seek help. This study explored barriers and facilitators to help-seeking within transition-aged youth (18–24 years old). Participants shared stories of internalized and externalized stigma as well as having faced prominent barriers to accessing support services.

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### **Session #3A: Information Session (Mitacs) 1:00pm – 1:30pm**

**Mitacs Presentation – Wilson Luo, Senior Advisor**

Mitacs is a national, independent, not-for-profit organization that funds collaborative research between academia and partner organizations. In this presentation, learn about the Accelerate program which allows graduate students and postdocs to apply their specific expertise to industry/not-for-profit research challenges, as well as international programs for research projects abroad in partner countries.

**Session #3B: Poster Presentations 1:00pm – 1:30pm****Xianyan Xu, MEd Student, UWindsor** *The Challenges of Computer-Assisted Language Learning and Online Informal Language Learning for Adult Learners*

*Computer-assisted language learning (CALL) and online informal language learning (OILL) have gained popularity among adult language learners. Taking a mixed-method approach, this study seeks to identify and analyze learners' difficulties in CALL and OILL learning environments as well as the teacher's role in the learning process.*

**Kendra Thompson-Kumar, MEd Student, UWindsor** *Embracing Interdisciplinary Learning: Finding common ground to connect natural science and social science education.*

In our rapidly evolving world, there is an ever-increasing need for scientists to share pertinent study results beyond their research circles. The time is long overdue for offering social science courses to natural science students to support them in effectively disseminating their research findings to the public and policy makers.

**Mac Millar, BEd Student, UWindsor** *Junior students' conceptualizations of disability and psychological factors associated with their attitudes toward disability.*

Attitudinal barriers are invisible but pervade within our system of 'inclusive education' This poster, which is part of a larger project, will explore what demographic and psychological factors are associated with students' attitudes towards disability and how students conceptualize the term disability through picture and definition.

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**Session #4A: Standard Research Presentations 1:30pm – 2:45pm****Atiya Razi, PhD Student, UWindsor** *Teacher self-efficacy and belief in implementing STEM, iSTEM, and STEAM in the classroom.*

This presentation will discuss Canadian teachers' perspectives, challenges, and support for implementing STEM, iSTEM, and STsAM in their classrooms. The results from this study will offer a solid knowledge basis for interested students, educators, researchers, and policymakers with the strategies needed for the successful execution of STEM in school and professional development, among many others.

**Sandra Hoang, MEd Student, UWindsor** *Equity, Diversity, and Inclusion in Post-Secondary Science Curricula*

As many instructors are moving away from the traditional methods of lecturing and into a more active learning environment, the relationship between students, their peers, and instructors becomes more prevalent. As such, the study intends to provide insight into the thoughts instructors and students have regarding EDI representation within undergraduate science courses. Such as the teaching materials, assessments, and pedagogy/instruction aspects of the classroom climate

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**Session #4B: Standard Research Presentations 1:15pm – 2:45pm****Thu Le, PhD student, Erica Miklas, PhD student, and Samantha Szczyrek, MEd Student, UWindsor** *The implications of datafication: What do we as students and educators need to know?*

Datafied systems, specifically when privacy and security are not a priority, leave the educational system at significant risk and can have potential lifelong impacts on both students and educators. This session will look at the findings from our qualitative study, which explore the barriers and beliefs of educators globally.

**Keith Connell, PhD Student, UWindsor** *Interpreting the definition of academic integrity across international cultures: Transitioning from home to host systems*

This literature review will study international students' challenges as they transition from their home to the North American host academic culture of integrity. The discussion will provide a differentiated definition of academic misconduct and academic dishonesty and how these expectations subjectively impact international students.

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### **Session #5A: Roundtable Discussions 3:00pm – 4:00pm**

**Linda Coltman, MEd Student, UWindsor** *Beyond SAS and UDI: Rethinking Informal Supports for Students with Disabilities and Medical Needs Under Our New Health Care and Systems Norms*

This session will discuss how to best support learning for students in post-secondary education given recent healthcare systems changes making many of our prior expectations and ways of assisting students through formalized medical/disability accommodations obsolete. The intended audience is anyone interested in the consideration of medical disclosures, needs, and supports

**Lovinger Yamoah, MEd student, UWindsor** *Student Participation in Educational Leadership*

Student participation in educational leadership refers to the involvement of students in decision-making processes that affect their education. Through student participation, students can develop leadership skills, engage in meaningful learning experiences, and become more invested in their education. This discussion explores the benefits of student participation in educational leadership and the various ways in which students can be involved, such as through student councils, committees, and other forms of student-led initiatives.

**Kaylee Fishback, MEd Student, UWindsor** *Social Media as a Predictor of Depression Rates Among Male Versus Female Adolescents During the COVID-19 Pandemic*

With the recency of the COVID-19 pandemic, research on the effects of increased internet and social media use on adolescent mental health is underdeveloped. This presentation will examine how the frequency of adolescent social media use is associated with depression rates during the pandemic by using a longitudinal design.

### **Session #5B: Roundtable Discussions 3:00pm – 4:00pm**

**Xiaoyan Song, MEd Student, UWindsor** *The role of the English Language Improve Program in addressing the challenges faced by Chinese graduate international students*

This study will use the qualitative research method to examine the English language barrier encountered by international graduate students and determine how English language improvement programs can adopt to help students address these challenges.

**Shuo Liu, MEd student, UWindsor** *Enhancing Employability of International Students*

Employability is a key factor in ranking post-secondary institutions, and most universities offer job services to help students succeed in their careers. However, due to the challenges of adapting to a new environment, many international students still feel uncertain and helpless when it comes to finding employment. This study aims to investigate deficiencies in current job services and how universities can provide personalized and effective assistance to these students.

**Steering Committee Members**

A special thank you to our dedicated committee members who made this conference possible!

**Graduate Conference Chair and Vice Chair** Erica Miklas and Rasha Qaisi

**Committee Members** Elaine Willick, Thu Le, April King, Atiya Razi, Jennifer Cordeiro, Kendra Thompson-Kumar, Thivya Sriramachandran, and Kaylee Fishback

*A special thank you to Dr. Montgomery, Dr. MacDonald, and Mandy Turkalj. This conference would not be possible without your support!*



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