



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



GERC Conference Schedule 2023

Friday March 17, 2023, Virtually on Microsoft Teams

Time	Presentation	Meeting Link
8:30 – 9:00am	Welcome and Introductions	Main Link
9:00 – 10:00am	Keynote Address Dr. Naved Bakali	
10:00 – 10:30am	Break	
10:30 – 12:00pm	Session #2A Conference Presentations 1. April King, PhD student, University of Windsor 2. Dr. Haojun Guo, former PhD student, University of Windsor	Main Link
	Session #2B Conference Presentations 3. Maryam Esmaeeli, MEd student, University of Windsor 4. Teresa Holden, PhD student, University of Windsor	2B Link
12:00 – 1:00pm	Lunch	
1:00 – 1:30pm	Session #3A: Mitacs Presentation	Main Link
1:30 – 2:45pm	Session #4A: Roundtable Presentations 1. Jennifer Pirosko, PhD student, Brock University 2. Kate Hargreaves, MEd student, University of Windsor 3. Rachele Henry, MEd student, University of Windsor	Main Link
2:45pm – 3:00pm	Closing	

Keynote Address 9:00am – 10:00am

Dr. Naved Bakali: Counter-Narratives and Storytelling as a 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

April King, PhD Student, UWindsor *Creating Connections in a Trauma-Informed Manner*

Students with lived experiences of trauma often display behaviours labeled as “bad,” when in reality their actions are a result of dysregulation due to trauma. This presentation explores common myths surrounding students that have experienced trauma and suggests next steps in supporting students in a trauma informed manner.

Dr. Haojun Guo, Former PhD student, UWindsor *A Narrative Inquiry into Young Chinese Visiting Students' Translanguaging in the Transnational and Cross-cultural Experiences Between Canada and China*

Situated within Dr. Shijing Xu and Dr. Michael Connelly's (2013-2020) SSHRC Partnership Grant Project entitled *Reciprocal Learning in Teacher Education and School Education between Canada and China*, this study makes a narrative inquiry into young Chinese visiting students' translanguaging in their visit to Canada and after they returned to China. Some recommendations for Canadian teachers will be given to better support English language learners in Canada.

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

Maryam Esmaeeli, PhD Student, UWindsor *Language learning beyond the classroom through mobile devices: Avenues for improvement in academic vocabulary repertoire*

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.

Teresa Holden, PhD student, UWindsor *The Colonial Underpinnings of EQAO Testing and Its Impact on Disadvantaged and Equity-Deserving Student Populations*

This presentation explores ways in which standardized testing may be perceived as institutional expressions of colonialism, Eurocentrism, dominance, and structural violence. EQAO testing will be advanced as an example of this educational inequity looking at equity-deserving student populations. Seen through a decolonizing lens, current literature reveals the disconnect between policy and practice.

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

Mitacs Presentation - 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 #4A: Roundtable Discussions 1:30pm – 2:45pm

Jennifer Piroso, PhD Student, Brock University *Community Connected Experiential Learning: Change in the K-12 Classroom*

This session will focus on community connected experiential learning and shifting teaching culture to one of cross curricular and integrated learning experiences. Showing current and future educators how experiential learning methodologies are to be embedded into everyday practice- and that they do not exist as autonomous events or projects- is what I move to provide through my proposed study.

Kate Hargreaves, MEd Student, UWindsor *Exploring Trauma-Informed Practice in the Post-Secondary Writing centre*

While post-secondary writing centre staff assist students with writing and research skill-building, they may also encounter trauma narratives or emotionally challenging sessions. This project employs the lenses of trauma-informed

equity-centred pedagogy and critical disability theory to explore staff engagement with trauma, including the effects of secondary trauma and emotional labour.

Rachele Henry, MEd student, UWindsor *The trio of E's— Education, E-learning, & Experiences*

The COVID-19 pandemic has greatly impacted education worldwide. Many have encountered various experiences with online learning. This poster presentation examines the outcomes that the pandemic has had on students, educators, teaching assistants, faculty, sessional instructors, and those who generally support teaching and learning while utilizing technology in an educational setting.

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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