

# NEWSLETTER

SPRING 2021 EDITION





## MESSAGE FROM THE DIRECTOR

What a year (and a half)! As I write this note, I am sitting in my basement home office, with a space heater going despite the warm spring weather. I'm fitting in this writing between zoom meetings with my dogs sleeping around me. I guess at this point, I've got to call this a normal day. I hope wherever you are, you're safe and healthy, and coping as much as is possible.

I truly believe that when times are tough we need to celebrate the good things even harder, and as you'll see in this newsletter, we have a lot to celebrate! So much work and effort has gone into your studies this year, and everyone should be very proud of their accomplishments.

Joining our ranks this July, under less than ideal circumstances, is the most recent cohort of Joint PhD students. On behalf of the Directorate, the Program Committee, faculty members, and staff, I want to welcome our new cohort as well as the Doctoral Seminar 2 students. Both classes will be delivered online, due to the ongoing situation. This summer, Doctoral Seminar 1 will be taught by Dr. Bonnie Stewart (Windsor) and Dr. Pauline Sameshima (Lakehead) and Doctoral Seminar 2 will be taught by Dr. Tanya Kaefer (Lakehead) and Dr. Xiaobin Li (Brock). We all appreciate their flexibility in continuing online delivery.

We are also delighted that Dr. Brent Davis has kindly agreed to be our keynote speaker this summer. The principal foci of his research are teachers' disciplinary knowledge of mathematics and the sorts of structures and experiences that might support mathematics learning among teachers. His presentation will be delivered remotely on Wednesday, July 14th. Details can be found on the Joint PhD website.

It has been a busy winter for the Program Committee (Drs. Joyce Mgombelo (Brock), Kara Smith (Windsor), and Meredith Lovell-Johnston (Lakehead)) with the very able assistance of Dr. Melissa Oskineegish who keeps the Directorate humming along nicely, and Devon Lee, our graduate assistant. We were able to engage in a number of activities this year that would have been impossible without their hard work. We'd like to thank all the faculty, staff, and students, who presented and attended our sessions. We couldn't have done it without you!

I wish all of you continued physical health, mental health and safety in these difficult times. I hope wherever you are, you're able to take a minute to congratulate yourself for all you've accomplished thus far. If you feel like you weren't able to maintain that progress this year, I hope you're being gentle with yourself. It's a whole new world right now, and we're all just winging it and doing our best. Feel free to reach out if you need anything.

Warmly,

Tanya Kaefer, PhD  
*Associate Professor & Director, Joint PhD in Educational Studies Program*

COMING THIS SUMMER 2021  
VIA ONLINE DELIVERY



## KEYNOTE ADDRESS

**DR. BRENT DAVIS**  
UNIVERSITY OF CALGARY

**Brent Davis's** research is focused on the educational relevance of recent developments in the cognitive and complexity sciences. He has published books and articles in the areas of mathematics learning and teaching, curriculum theory, teacher education, epistemology, and action research. He has authored or co-authored five books and his scholarly writings have appeared in *Science*, *Harvard Educational Review*, *Journal for Research in Mathematics Education*, and other leading journals.

### EVOLVING LEARNING AND TEACHING.

There are hundreds, and perhaps thousands, of “theories of learning” at play in the field of education. How can that be?

Some likely reasons can be gleaned from quick reviews of just a few of the more prominent discourses: Self-described theories of learning tend to part company around such consequential matters as the how “learning” happens, what a “learner” is, or what a “theory” should do. Cutting to the chase, rather than enriching the discussion, extreme ranges of interpretation seem to be preventing meaningful debate while undermining both formal education and educational research.

I talk about two unfolding projects that are aimed at coming to terms with these matters. Both are informed by Conceptual Metaphor Theory, a branch of the cognitive sciences, and Network Theory, a branch of the complexity sciences. The first of these projects, *Discourses on Learning in Education* (<https://learningdiscourses.com>), is an attempt to “map” contemporary treatments of learning – whether implicit or explicit, written or spoken, descriptive or prescriptive, formal or informal, scientific or folk.

The second, *Metaphors of Learning in Education* (<https://learningmetaphors.com>), involves comparing and contrasting the grounding metaphors for the most prominent word(s) for “learning,” across as many languages as possible. Both projects are oriented by the realization that, while there are many hundreds of “theories of learning” in modern education, there is only a handful of distinct metaphors of learning at play.

Brent Davis (2017):  
On the many metaphors of learning ...  
and their associated educational frames,  
*Journal of Curriculum Studies*, DOI:  
10.1080/00220272.2017.1330423

Dr. Brent Davis will deliver his keynote address on Wednesday July 14, 2021, from 11:00 am - 1:00 pm (Eastern Daylight Time) via Zoom video conference. Zoom video conference information to follow.





# RECENT GRADUATES

2021

## AHMED, GHAZALA

(BROCK UNIVERSITY, 2015)

On March 17, 2021, Ghazala Ahmed successfully defended their PhD Dissertation entitled: *“South Asian Immigrant Women Conceptualizing Gender Roles in the Context of Family and Society in Southwestern Ontario”*. Ghazala’s supervisor was: Dr. Kamini Jaipal-Jamani.

## BURGESS, CASSANDRA

(LAKEHEAD UNIVERSITY, 2015)

On April 30, 2021, Cassandra Burgess successfully defended their PhD Dissertation entitled: *“From Paper to Practice: Educator Understanding and Facilitation of Self-Regulation in the Kindergarten Classroom”*. Cassandra’s supervisor was: Sonia Mastrangelo.

## KENNEDY, JASON

(LAKEHEAD UNIVERSITY, 2017)

On January 28, 2021, Jason Kennedy successfully defended their PhD Dissertation entitled: *“Male Outdoor Educators’ Understandings of Masculinity in Practice: A North American Case Study”*. Jason’s supervisor was: Dr. Connie Russell.

## LEE, NICOLE

(UNIVERSITY OF WINDSOR, 2016)

On March 30, 2021, Nicole Lee successfully defended their PhD Dissertation entitled: *“The Perceived Influence of Non-Cognitive Skills on the Student Post-Secondary Journey”*. Nicole’s supervisor was: Dr. Geri Salinitri.

2020

## ENDERSBY, LISA

(UNIVERSITY OF WINDSOR, 2016)

On December 11, 2020, Lisa Endersby successfully defended their PhD Dissertation entitled: *“Learning to be: Tacit knowledge of professional identity negotiated, developed, and communicated by emerging student affairs professionals within a community of practice”*. Lisa’s supervisor was: Dr. Dragana Martinovic

## GARCHINSKI, CHRISTINA

(BROCK UNIVERSITY, 2015)

On December 2, 2020, Christina successfully defended their Dissertation entitled: *“A Mixed-Methods Effectiveness Study of the EQUIP - Narrative Filmmaking Program: A Multicomponent Psycho-educational Program for Teaching Adolescents to Think and Act Responsibly”*. Christina’s supervisor was: Dr. Ann-Marie DiBiase.

## RIGAS, BOB

(BROCK UNIVERSITY, 2013)

On November 12, 2020, Bob successfully defended their Dissertation entitled: *“Trends Shaping Education and Innovative Learning Environments: A Discourse Analysis of OECD CERJ Projects”*. Bob’s supervisor was: Dr. Renée Kuchapski.



# COMPREHENSIVE PORTFOLIO DEFENCES

## 2021

### **ALAHMADI, HANIN** (BROCK UNIVERSITY, 2016)

On January 7, 2021, Hanin successfully defended their Comprehensive Portfolio entitled: *“Personal Transformation on a Journey of Learning: Personal dissatisfaction becomes the motivation to change”*. Hanin’s supervisor is: Dr. Dragana Martinovic.

### **LE, KEVIN NGUYEN HOANG GIANG** (BROCK UNIVERSITY, 2019)

On February 2, 2021, Kevin successfully defended their Comprehensive Portfolio entitled: *“It has been always about my personal stuff: Living a life as a gay doctoral student encompassing experiences in Vietnam and Canada”*. Kevin’s supervisor is: Dr. Fiona Blaikie.

### **TRZECAK, TERRY** (BROCK UNIVERSITY, 2016)

On March 4, 2021, Terry successfully defended their Comprehensive Portfolio entitled: *“Embracing Entanglement through Inquiry: An Auto-ethnographical Expedition of a PhD Student’s Quest for Candidacy”*. Terry’s supervisor is: Dr. Candice Figg.

## 2020

### **ALMANSSORI, SALSABEL** (UNIVERSITY OF WINDSOR, 2017)

On December 18, 2020, Salsabel successfully defended their Comprehensive Portfolio entitled: *“Becoming a Feminist Scholar”*. Salsabel’s supervisor is: Dr. Christopher Greig.

### **BUI, AHN** (BROCK UNIVERSITY, 2016)

On November 25, 2020, Ahn successfully defended their Comprehensive Portfolio entitled: *“How I become “I”: My Journey from Linguistics to Intercultural Competence”*. Ahn’s supervisor is: Dr. Susan Drake.

### **DOWNES, TAYLOR** (BROCK UNIVERSITY, 2017)

On December 18, 2020, Taylor successfully defended their Comprehensive Portfolio entitled: *“Who Am I, and How do I Know Who I Am?: A reflective exploration of the last 2.5 years of knowledge building in the Joint PhD in Educational Studies Program”*. Taylor’s supervisor is: Dr. Kamini Jaipal-Jamani.

### **PICHE, TAMMY** (LAKEHEAD UNIVERSITY, 2018)

On December 9, 2020, Tammy successfully defended their Comprehensive Portfolio entitled: *“Ma croissance académique: My path through life and learning”*. Tammy’s supervisor is: Dr. Seth Agbo.

# PUBLICATIONS

## Almansori, Salsabel

(University of Windsor, 2017)

**Almansori, S.** & Stanley, M. (2021). Public pedagogy on sexual consent and violence: A feminist discourse analysis of YouTube vlogs after #MeToo. *Journal of Curriculum and Pedagogy*, 18(1), 1-24.

**Almansori, S.** & Hillier, K. (2020). Frontline workers from home: A feminist duoethnographic inquiry of mothering, teaching, and academia in the context of COVID-19. *Journal of Motherhood Initiative*, 11(2), 171-188.

## Boileau, Elizabeth

(Lakehead University, 2016)

Harwood, D., **Boileau, E.**, Dabaja, Z., & Julien, K. (2020). Exploring the national scope of outdoor nature-based early learning programs in Canada: Findings from a large-scale survey study. *The International Journal of Holistic Early Learning and Development*, 6. <https://ijheld.lakeheadu.ca/article/view/1761>

## Chi, Chenkai

(University of Windsor, 2019)

**Chi, C. K.** (2020). Book Review: Cross-Cultural Schooling Experiences of Chinese immigrant Families: In Search of Home in Times of Transition [review of the book Cross-Cultural Schooling Experiences of Chinese immigrant Families: In Search of Home in Times of Transition, by Xu, S. J], *Canadian Journal of Education*, 43(4), 11-14 (xi-xiv). <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4963>

## DeWaard, Helen

(Lakehead University, 2018)

**DeWaard, H.**, & Roberts, V. (2021). Revisioning the potential of Freire's praxis: Influences on the art of assessment in open and online learning through blogging. *Distance Education Special Edition (in press)*.

Van Barneveld, A., & **DeWaard, H.** (2021). Pre-class surveys to inform course design. In S. Hrastinski (Ed.) *Designing courses with digital technologies: Insights and examples from higher education*. Routledge. (In Press). <https://www.routledge.com/Designing-Courses-with-Digital-Technologies-Insights-and-Examples-from-Hrastinski/p/book/9780367700003>

**DeWaard, H.** (2021). Media education in Latin America: A book review. *Journal of Media Literacy Education*. (Preprint). <https://digitalcommons.uri.edu/jmle-preprints/2/>

## Huang, Min

(Brock University, 2018)

**Huang, M.**, Shi, Y., & Yang, X. (2021). Emergency remote teaching of English as a foreign language during COVID-19: Perspectives from a university in China. *International Journal of Educational Research and Innovation (IJERI)*, 15, 400-418. <https://doi.org/10.46661/ijeri.5351>

**Huang, M.** (2020). A digital native's experience of mobile assisted language learning – A reflection on a qualitative pilot study. *Canadian Journal of New Scholars in Education*, 11 (2), 70-77.

**Huang, M.** (2020). A review of the effects of cellphone-assisted language learning on learners' motivation. *Canadian Journal of New Scholars in Education*, 11 (2), 121-124.

**Huang, M.** (2020). [Review of *Innovative language teaching and learning at university: Integrating informal learning into formal language education*, by F. Rosell-Aguilar, T. Beaven, & M. F. Gutiérrez (Eds.)]. *Brock Education: A Journal of Educational Research and Practice*, 29(1), 72-74. <https://doi.org/10.26522/brocked.v29i1.790>

## Le, Nguyen Hoang Giang (Kevin)

(Brock University, 2019)

Nguyen, M. T., & **Le, N. H. G.** (2021). The influence of COVID-19 stress on psychological well-being among Vietnamese adults: The role of self-compassion and gratitude. *Journal of Traumatology*. Advance online publication. <http://dx.doi.org/10.1037/trm0000295>

Le, T. T., Tran, H. V., & **Le, N. H. G.** (2021). Pride and prejudice: An intersectional look at graduate employability of transgender and queer international students. *Journal of Comparative and International Higher Education*, 12(6). 152-160. DOI: 10.32674/jcihe.v12i6S1.3059

**Le, N. H. G.** (forthcoming). Living a queer life in Vietnam. In F. Blaikie (Ed.), *Global perspectives on youth and young adults and their visual and cultural identity constructs: Situated, embodied, and performed ways of being, engaging, and belonging*. Routledge.





# PUBLICATIONS

# PRESENTATIONS

## Piedra, Dan

(Brock University, 2018)

**Piedra, D.** (2021). Open Digital Badges: The Future of Skill Validation and Credentialing. In J. Keengwe (Ed.), *Handbook of Research on Innovations in Non-Traditional Educational Practices*, (pp. 1-14). IGI Global. <https://doi.org/10.4018/978-1-7998-4360-3>

**Piedra, D.** (2021). Preparing Part-Time Instructors for Success in Online Course Development and Teaching. In I. R. Management Association (Ed.), *Research Anthology on Developing Effective Online Learning Courses*, (pp. 554-598). IGI Global. <https://doi.org/10.4018/978-1-7998-8047-9>

**Piedra, D.**, Cerna, N., Pollex, H., & Vallee, N. (2021). Improving Experiential Learning in the Online Environment. In J. Keengwe (Ed.), *Handbook of Research on Innovations in Non-Traditional Educational Practices*, (pp. 15-33). IGI Global. <https://doi.org/10.4018/978-1-7998-4360-3>

**Piedra, D.**, & Yuditseva, A. (2020). Teaching in the Virtual Classroom: Strategies for Success. *Journal of Higher Education Theory and Practice*, 20(12), 192-196.

**Piedra, D.** (2020). Experiential Learning Model for Online and F2F Programs in University Continuing Education. In J. Keengwe (Ed.), *Handbook of Research on Innovative Pedagogies and Best Practices in Teacher Education*, (pp. 276-290). IGI Global. <https://www.igi-global.com/chapter/experiential-learning-model-for-online-and-f2f-programs-in-university-continuing-education/231163>

## Razi, Atiya

(University of Windsor, 2021)

Book Chapter (in press). STEM, iSTEM, and STEAM what's next. Book chapter. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*.

Chemistry Education and Contribution from History and Philosophy of Science" Book review (Manuscript under review). *Journal of Teaching and Learning*.

## Shaw, Lindsay

(Brock University, 2020)

**Shaw, L.**, Grose, J., Kustra, E., Goff, L., Ellis, D., & Borin, P. (In press). Cultivating an institutional culture that values teaching: Developing a repository of effective practices. *To Improve the Academy*, 40(1).

## DeWaard, Helen

(Lakehead University, 2018)

**DeWaard, H.** (2021, April 20-21). Crystallizing an Academic: Domains for Open Thinking. *OER21xDomains Conference*. (forth coming).

**DeWaard, H.**, & Chavhan, R. (2021, May 31-June 3). Cross cultural mentoring with UNESCO's Open Education for a Better World. *The Congress of the Humanities and Social Sciences: Open/Technology in Education, Society, and Scholarship Association*. (forth coming).

## Huang, Min

(Brock University, 2018)

**Huang, M.** (2020, June). *A digital native's experience of using mobile devices for second language learning — A qualitative pilot study* (Paper presentation). The 37th Annual Qualitative Analysis Conference, London, ON, Canada.

**Huang, M.** (2020, May). *Motivation of cellphone-assisted English as a second or foreign language learning: A review of the literature* (Paper Presentation). The Annual Meeting of the Canadian Society for the Study of Education (CSSE). London, ON, Canada.

**Huang, M.** (2020, May). Cellphone as a tool for English as a Second or Foreign Language Teaching/Learning: A Systematic Literature Review (Round Table). LLRC Pre-Conference. London, ON, Canada.

Jaipal, K., Figg, C., Di, D., & **Huang, M.** (2020, May). Preservice teacher and associated teachers' use of a digitally-enhanced learning environment in teaching & learning (Conference Section). The Annual Meeting of the Canadian Society for the Study of Education (CSSE). London, ON, Canada.

**Huang, M.** (2020, February). *Motivation of cellphone-assisted English as a second or foreign language learning: A systematic literature review* (Paper presentation). WestCAST Conference, Vancouver, BC, Canada.



# PRESENTATIONS

## Jevnikar, Ariadne

(Lakehead University, 2020)

**Jevnikar, Ariadne.** (2021 03 03). Can principals make schools more welcoming for LGBTQ2SA+ students? [poster - virtual]. Research and Innovation Week, Lakehead University.

**Jevnikar, Ariadne.** (2021 03 13). Can principals make schools more welcoming for LGBTQ2SA+ students? [poster - virtual]. Graduate Symposium in the Department of Education, Concordia University.

**Jevnikar, Ariadne.** (2021 03 25). Can principals make schools more welcoming for LGBTQ2SA+ students? [roundtable poster - virtual]. Rosa Bruno-Jofré Symposium in Education, Queen's University.

## Johnson, Lucas

(Lakehead University, 2020)

**Johnson, L.** & Scalese, G. (2021, Jan. 27). Classroom Technology Workshop. Professional Year Seminar, [virtual].

## Le, Nguyen Hoang Giang (Kevin)

(Brock University, 2019)

**Le, N. H. G.,** Tran, H. V., & Le, T. T. (2021). Educational upheavals amid the COVID-19 pandemic through a duoethnographic lens of Asian emerging educators [Paper and Symposium Session]. American Educational Research Association (AERA) 2021, April 8-12 Virtual.

**Le, N. H. G.,** & Tran, H. V. (2021). Queer teacher identity in Vietnamese English language teaching for gender and sexual minority learners [Roundtable Session]. American Educational Research Association (AERA) 2021, April 8-12 Virtual.

Blaikie, F, & **Le, N. H. G.** (2021). LGBTQ youth and gender/sexual hegemony in Vietnam: Familial shame and possibilities for porous gender and sexual identities [Paper Session]. Canadian Society for the Study of Education (CSSE) 2021, May 29-June 3 Virtual.

**Le, N. H. G.,** & Vu, H. L. (2021). Exploring body image of Vietnamese gay men through autoethnography and digital art-journaling [Paper Presentation]. The 12th International Convention of Asia Scholars, Kyoto, Japan, August 24-27.

## Piedra, Dan

(Brock University, 2018)

**Piedra, D.** (2020, October 20-22). *Exploring the Perceived Value of an Open Digital Badge for Virtual Collaboration* [Conference presentation]. TESS Online 2020 (Virtual), Toronto, ON, Canada.

## Razi, Atiya

(University of Windsor, 2021)

The Teacher's perspective of Implementing STEM, iSTEM and STEAM in their classrooms (presented at UWill Discover 2021 at University of Windsor).

Future of Inclusive Education in Pakistan. Presented at 1st Virtual International Conference on Autism, under the umbrella of Autism without border, at Karachi, Pakistan.

The Teacher's perspective of Implementing STEM, iSTEM and STEAM in their classrooms (presented at Graduate Education Research Conference 2020, Faculty of Education, University of Windsor).

## Zabin, Rakha

(Brock University, 2020)

Rutherford, C. & **Zabin, R.** (2021, April 8-10). *Digitization & Transformation of Education in Bangladesh: LMS adoption to jumpstart educational advancement.* [Paper presentation]. Valor Of Bangladesh-Strategy Summit 2021, Dhaka, Bangladesh, [Virtual].

**Zabin, R.** (2021, April 12-16). *Shifting Notions of Internationalization: An Exploration of International Student Experiences along with an In-depth Policy Analysis.* [Paper presentation]. Mapping the New Knowledges (MNK) Conference, Brock University, St. Catharines, ON, Canada, [Virtual].

**Zabin, R.** (2021, May 30 - June 1). *The Role of Emotional Intelligence in Ontario International Graduate Students: An Auto-Ethnography.* [Paper presentation]. Canadian Society for the Study of Higher Education (CSSHE), Edmonton, AB, [Virtual].





## GRANTS & AWARDS

### **Keri-Lyn Durant**

(Lakehead University, 2016)

Keri-Lyn was awarded a SSHRC GSRE Award - Publication in March 2021. Keri-Lyn's supervisor is Dr. Pauline Sameshima. The publication is Durant, K., & Kortés-Miller, K. (2020). Physician snapshot: The forming landscape of MAiD in northwestern Ontario. *Palliative Care & Social Practice*, 14, 1-14. DOI: 10.1177/2632352420932927.

### **Min Huang**

(Brock University, 2018)

Min was awarded Brock Research Training Funding (originally was Mitacs Research Training Award) in 2020 for a project investigating ESL students' remote speaking class learning experiences during the COVID-19 pandemic.

### **Lucas Johnson**

(Lakehead University, 2020)

Lucas was awarded a Research Grant from the Lakehead University Teacher Education Research Fund for a study entitled *Student Perceptions of Contract Grading Policy*.

### **Atiya Razi**

(University of Windsor, 2021)

Rahka was chosen for the outstanding thesis/MRP award for the 2019-2020 academic year.

Atiya Razi was awarded the Mitacs Research Training Award (RTA) with a grant on her proposal "STEM, iSTEM and STEAM, what's next!" for the period of Sep 25, 2020 -Nov 25, 2020.

## OTHER NEWS

### **Elizabeth Boileau**

(Lakehead University, 2016)

New position as an Associate Editor for the Canadian Journal of Environmental Education.

### **Lin Li**

(University of Windsor, 2019)

LI, Li., L. (2021). *Conceptual Change in Time-Pendulum Motion* [Python & Java Script]. <https://pavlovia.org/li81/conceptual-change-in-time-pendulum-motion>

### **Atiya Razi**

(University of Windsor, 2021)

Atiya Razi was selected and participated in the United Nations "How to Change the World" program in February 2021. She worked with global experts and researchers on the "Grand Societal challenges" underpinning the "How to Change the World" challenges developed on United Nations Sustainable Development Goals and the Canadian Engineering Grand Challenges. She designed "The Innovative Triangle" to address the Nepali community water and sanitation needs with the international team.

## CONGRATULATIONS TO ALL!



**Devon Lee**  
(Lakehead University)

The secretariat of the Joint PhD in Educational Studies, with the assistance of PhD student Devon Lee, created and hosted a variety of online events for Joint PhD students throughout the 2020-2021 academic year.

# JOINT PHD EVENTS

## 2020-2021 ACADEMIC YEAR

Beginning in September of 2020, a virtual session titled 'Ask Me Anything' was held with the Director of the Joint PhD, Tanya Kaefer. In this session, current PhD students were able to share their thoughts and experiences of the program and ask any pressing questions about the steps to successfully complete the Comprehensive Portfolio defence, information about selecting Committee Members, Internal and External Examiners, and the final Dissertation Defence.

In recognition of the many new PhD students who had many questions about preparing for the Comprehensive Portfolio, a Comprehensive Portfolio Preparation session was held in October, 2020 with the help of PhD Candidates' Helen DeWaard (LU), Min Huang (BU), and Holly Prince (LU). Helen, Min, and Holly shared their personal experiences preparing for the Comprehensive Portfolio and responded to questions that were asked from the virtual audience.

This was followed with a panel presentation from recent Joint PhD graduates in November. The Joint PhD graduates' Kim Radersma (BU), Leigh Potvin (LU), Martha Moon (LU) and Melissa Oskineegish (LU) each shared information about their research topic in the Joint PhD program and their personal experience completing the program and transitioning to post-graduate work. In this session, Devon Lee moderated the panel discussion with questions that addressed preparation for post-PhD life, job search, and advice, tips, what worked well, and what would be done differently. The 2020 year concluded with a co-hosted session between the Journal of the Canadian Association for Curriculum Studies and the Joint PhD in Educational Studies titled 'A Conversation on Conversational Book Reviews'. Dr. Olga Fellus, Book Editor at the *Journal of the Canadian Association for Curriculum Studies* shared some principles and practices for writing academic book reviews. Specifically, focusing on how notions such as dialogicality, capacity building, and community can take form and shape in a book review. This session was recorded and can be found at <https://www.youtube.com/watch?reload=9&v=kO2mKB6rCxY&feature=youtu.be>.

After a break in January, the sessions picked up again in February with a panel of current Joint PhD students Julianne Burgess (BU), William Ankomah (BU), and Soheila Shahmohammadi (BU) who shared their advice on conducting research online. Some of the panelists had always planned for online data collection methods, other panelists had to make unexpected changes to adapt to the current trends. Their advice, alongside tips to navigate online communication, data collection, and analysis was greatly appreciated by all attendees who are also adjusting their research pursuits during this time.



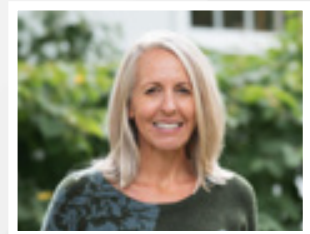
**Helen DeWaard**  
(Lakehead University)



**Min Huang**  
(Brock University)



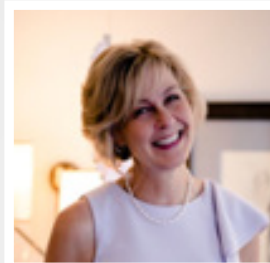
**Holly Prince**  
(Lakehead University)



**Kim Radersma**  
(Brock University)



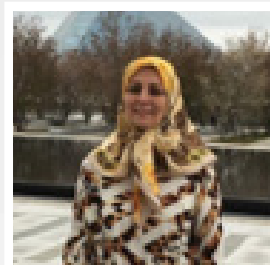
**Martha Moon**  
(Lakehead University)



**Julianne Burgess**  
(Brock University)



**William Ankomah**  
(Brock University)



**Soheila Shahmohammadi**  
(Brock University)

# JOINT PHD EVENTS 2020-2021

This was followed with a session on post-doctoral fellowships in March with Drs. Jessica Clausen, Ellen Field, Catherine Mei Ling Wong, and Julia Ostertag. The panel, moderated by Devon Lee, brought a variety of experiences with post-doctoral appointments including SSHRC, Mitacs, and international fellowships. Panelists shared the opportunities and challenges associated with post-doctoral fellowships, as well as advice for approaching potential universities and supervisors, and the application process itself. PhD students at all stages of their degrees were left with a substantial amount of information on this topic that is pertinent to many doctoral students and graduates.

The learning sessions concluded in April with a virtual round-table and a virtual celebration for recent graduates of the program. On April 9, 2021, the Joint Phd program offered its first ever virtual round-table conference for PhD students. The Round-table Conference provided students an opportunity to share their research with peers and engage in scholarly discussion. After an introduction from Devon Lee and a welcoming message from Dr. Tanya Kaefer, three break-out groups were created with 4-5 participants in each group. Conference participants were provided approximately 7 minutes each to share their work through the method of their choice. Concluding with time for questions and conversations.



The April events concluded with a virtual celebration for Joint PhD candidates who graduated in the 2020-2021 academic years. The celebration was an informal gathering of graduates, supervisors, colleagues, and faculty members, distinct from convocation ceremonies at the three partner universities.



# ALUMNI PROFILE



*Dr. Brandy Doan*

## **Dr. Brandy Doan**

(University of Windsor, 2020 – Learning and Cognition)

Research Officer, Toronto Catholic District School Board (TCDSB) and Post-Doctoral, Mitacs Accelerate Fellow in the Faculty of Education, University of Windsor.

As a Research Associate at the TCDSB, Dr. Doan works collaboratively as part of the Educational Research team that supports all aspects of the district including school improvement, student learning, achievement, well-being, equity, program evaluation, measurement design and strategic planning. Dr. Doan works with the Math Knowledge Network where she conducts studies and writes about applied educational research. In 2020, Dr. Doan co-wrote about unknown work and role of district school board researchers, and 2019 she co-authored a paper with Dr. Dragana Martinovic regarding a powerful evidence-based professional learning tool, Collaborative Inquiry. More recently, Dr. Doan and Dr. Martinovic have successfully obtained a Research Stimulus Fund Grant to develop a common framework for de-streaming mathematics in Ontario Secondary schools. Dr. Doan's dissertation explored the role of cognitive constraints in school improvement decision-making through a qualitative interview study with principals.

In Dr. Doan's post-doc position, she is working with Dr. Lindsey Jaber and the University of Windsor's industry partner, Canadian Urban Transit Research and Innovation Consortium (CUTRIC). Since June of 2020, Dr. Doan has been conducting a mixed-method study to provide a Canadian-contextual description of the social, cultural, and organizational phenomena of women working in senior leadership positions in the transit industry. Related to her work in this area, Dr. Doan and Dr. Jaber wrote a conceptual paper challenging traditional leadership paradigms in the field of education in Ontario, arguing for the incorporation of asset-based, feminist identity as a new model of policy and practice for educational leaders. Drs Doan and Jaber are presenting their model at the Canadian Society for the Study of Education this June 2021.

Prior to completing her doctorate in the Joint PhD in Educational Studies program, Dr. Doan worked for several school boards in Ontario as a district researcher. Previous to her work as a district researcher, Dr. Doan spent five years working for the Department of National Defence as a Defence Scientist and as a part-time Army reservist as a Personnel Selection Officer in both Ottawa and Toronto. She has a Masters of Science in Experimental Social Psychology from Memorial University of Newfoundland in 2009, and completed her undergraduate degree in Psychology from Brock University in 2006. Dr. Doan has a wonderfully patient husband and a 20-year old son who have supported her with her extended learning journey. With her doctorate now complete, and a full-time job with the TCDSB, Dr. Doan is happily living and working in her favourite city, Toronto with her two cats, Nutella and Ming-Ming. Always open for a chat or sharing of resources/practices, drop her an e-mail at [brandydoan@gmail.com](mailto:brandydoan@gmail.com) or DM her via Twitter, @brandy\_doan

# MEET YOUR ADMINISTRATORS!



## **Melissa Oskineegish**

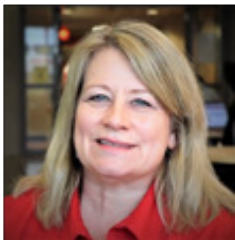
Joint PhD Administrator/Office of the Joint PhD Secretariat

Melissa Oskineegish is the Administrator and Secretariat of the Joint PhD in Educational Studies Program who is situated at the Lakehead University campus. In her role as the Administrator of the Joint PhD program she is responsible for assisting the Program Director, Dr. Tanya Kaefer, faculty, students and alumni in the Joint PhD community. She is responsible for addressing any inquiries about the Joint PhD program including maintaining and updating the Program Handbook, student database and records, overseeing the application process, maintaining the program budget, supporting course delivery (on campus and online), Summer Session planning and communications including the bi-annual Newsletters, website, advertising and weekly Joint PhD announcements.

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# MEET YOUR ADMINISTRATORS!



## **Wanda Burger**

Graduate Student Coordinator, Brock University

Wanda Burger is the Graduate Student Coordinator in the Faculty of Education at Brock University.

Wanda joined the Faculty of Education in 2007 and has been with the administrative student support team in the Graduate Programs since that time. She provides academic support to graduate students in both the Master of Education and the Joint PhD Programs.

Wanda works collaboratively with the PhD students and their supervisors to ensure they are on track to complete the degree requirements in their program. She will assist students in navigating the services and supports that are available, which includes liaising with the Faculty of Graduate Studies and the office of the Joint Phd Secretariat regarding changes &/or adjustments to student records. Wanda will provide the necessary steps to complete the Comprehensive Portfolio defence, the Dissertation defence and coordinates the oral hearings.

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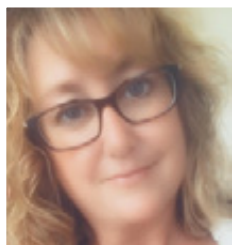
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Monday - Friday



## **Bonnie MacDonald**

Administrative Assistant, Lakehead University

Bonnie McDonald is the Administrative Assistant in the Graduate Studies and Research Office for the Faculty of Education on the Thunder Bay Lakehead University campus. Previous to working in this Department, she worked for the Women's Studies and Social Justice Departments. She is currently working on a Specialization in Women's Studies, focusing on gender and human and nonhuman animals.

Bonnie is the mother of two very busy teenage children. She also has two dogs who she loves to walk and spoil! Travel is her passion and she escapes to the sunny south whenever possible.

In her role as the Administrator for both the Masters of Education and the Lakehead University PhD program she is responsible for assisting the Chair, faculty and students. She addresses any inquiries about either program, works closely with Graduate Admissions and Enrolment Services, assists in planning activities, communicates the timetable with scheduling, organizes thesis and dissertation examinations and defenses and generally keeps track of all students to ensure they are on track to graduate.

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## **Mandy Turkalj**

Assistant to the Associate Dean, University of Windsor

Mandy Turkalj is the Administrative Assistant to the Associate Dean, Graduate Studies and Research, and Graduate program Secretary in the Faculty of Education at the University of Windsor. Mandy's expertise with the University of Windsor totals more than 15 years. Previous experience on campus includes Graduate Admissions in the Office of the Registrar and Graduate Program Secretary in the School Computer Science. Mandy is a mom of two active boys. You can find Mandy spending her weekends outdoors cheering for her boys playing baseball or hockey. Mandy has been in her current role with the Faculty of Education for the past 5 years. She is responsible for providing graduate program support to the Associate Dean, Faculty and students. Mandy is responsible for all graduate program activities for students pursuing their Master of Education and PhD in Educational Studies. This includes admissions, student records, budgets, scholarships and liaising with other Faculties on campus to provide the most valuable experience to Faculty of Education graduate students.

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**NEWSLETTER  
SPRING 2021 EDITION**



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