

NEWSLETTER

SPRING 2023 EDITION

JOINT  **PhD**
EDUCATIONAL STUDIES



NEWSLETTER

SPRING 2023 EDITION



MESSAGE FROM THE DIRECTOR

Unlike most academic programs, where spring means the end of term, for us in the Joint PhD, spring is a wonderful time of new beginnings. As a program, 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.

This July, we're in person on campus again. Joining our ranks will be 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. These classes will be held at the University of Windsor, and I'm sure that both sessions will have a wonderful time in Windsor. This summer, Doctoral Seminar 1 will be taught by Dr. Lana Parker (Windsor) and Dr. Trevor Norris (Brock) and Doctoral Seminar 2 will be taught by Dr. Cam Cobb (Windsor) and me, Dr. Tanya Kaefer (Lakehead).

We are also delighted that Dr. Beyhan Farhadi has kindly agreed to be our keynote speaker this summer. Her research crosses all three of our fields of study, to focus on improving education for all. Her presentation will be delivered at Windsor on Wednesday, July 12th. Details can be found on the Joint PhD website.

This summer also marks a time of transitions, farewells and new beginnings. On July 1, the Secretariat Office will move from Lakehead University to the University of Windsor under the direction of Dr. Andrew Allen. Dr. Allen has been involved with our program for many years and is a strong advocate for our students, staff, and faculty. I am confident that the program will continue to thrive under his leadership and the ongoing efforts of our Program Committee (Dr. Meredith Lovell-Johnson, Dr. Diane Collier, and Dr. Michael MacDonald). Please join me in congratulating Andrew in his new position.

Please also join me in acknowledging and thanking Dr. Melissa Oskineegish for her service to the Secretariat's Office over the past years. We have benefited greatly from Melissa's extraordinary skills and efforts in managing our program, as well her patience, kindness, and dedication to those within it. Please join me in wishing Melissa great success for the future as she begins her next set of adventures.

In closing, it has been my privilege to have served in the role of Director. The position has provided me with a unique opportunity to meet students and learn about their lives and research. I have loved meeting each of you, and know that the future of education is in good hands, with our dedicated and able group of students.

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

SUMMER 2023 AT THE UNIVERSITY OF WINDSOR

KEYNOTE PRESENTATION WITH DR. BEYHAN FARHADI

INTRODUCTION:

Dr. Beyhan Farhadi is a research cluster lead for community engagement and public scholarship at the Institute for Research on Digital Literacies (IRDL) at York University. She is also a research associate with the Canadian Centre for Policy Alternatives, Ontario. Through a critical and interdisciplinary approach to policy studies, Dr. Farhadi explores the relationship between online education and educational equity in secondary schools, most recently during the COVID-19 pandemic. Her current book project with University of Toronto Press examines online learning and the politics of access in public education. As part of her praxis and commitment to social change, Dr. Farhadi is conducting research on resisting neoliberal restructuring in Ontario through the IRDL. She has also mobilized knowledge through the Broadbent Institute and The Canadian Centre for Policy Alternatives as well as The Conversation, Canada, and First Policy Response at Toronto Metropolitan University.

KEYNOTE ABSTRACT:

Title: Fighting for the Common Good: Geographies of Resistance in Public Education

Abstract: Under a neoliberal policy regime, in which funding for public education is diverted and exposed to competitive market forces, common interests are commodified, democracy is constrained, and social relations deteriorate. In this talk, I contextualize and historicize neoliberalism through a critical analysis of education policy in Ontario and demonstrate the ways that advocates for justice and equity mobilize for change. Drawing from past and current research, I describe geographies of resistance and visions for solidarity and success, where success moves us closer toward the promise of public education as a collective investment and good. Rather than forward a single story about resistance and change, I explore tensions and contradictions inherent in advocacy work, as well as the importance of grounding action and building solidarity through intersectional frameworks of anti-oppression, social justice, and collective liberation.

WEDNESDAY JULY 12, 2023
1PM - 3PM
UNIVERSITY OF WINDSOR
ALL ARE WELCOME!
LOCATION TBD



*Dr. Beyhan Farhadi
Institute for Research on Digital
Literacies (IRDL) at York University
Canadian Centre for Policy
Alternatives, Ontario*



RECENT GRADUATES

GUO, HAOJUN (UNIVERSITY OF WINDSOR, 2019)

On January 12, 2023, Haojun Guo successfully completed the dissertation defence titled “Translanguaging and Bilingual/Cultural Acquisition: A Narrative Inquiry into Young Chinese Visiting Students’ International and Cross-Cultural Experiences between Canada and China” Haojun’s Co-Supervisors were Dr. Shijing Xu and Dr. Zuochen Zhang.

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

On April 19, 2023, (Kevin) Giang Nguyen Hoang Le successfully completed the dissertation defence titled “Growing up Gay in Vietnam: Seeing and Experiencing the World Through Multimodal Visual Autoethnography”. Giang (Kevin)’s supervisor was Dr. Fiona Blaikie.

NGUYEN, XUAN (UNIVERSITY OF WINDSOR, 2013)

On December 16, 2022, Xuan Nguyen successfully completed the dissertation defence titled “Maintaining Cultural Values, Identity, and Home Language in Vietnamese Immigrant Families: Practices and Challenges”. Xuan’s supervisor was Dr. Shijing Xu.

POPOVIC, SVETLANA (UNIVERSITY OF WINDSOR, 2017)

On February 10, 2023, Svetlana Popovic successfully completed the dissertation defence titled “The Spectrum of the Journey: Narrating Identities during Professional Learning in Pivotal Response Treatment for Novice Elementary Teachers of Students with Autism Spectrum Disorder”. Svetlana’s supervisor was Dr. Cam Cobb.

COMPREHENSIVE PORTFOLIO DEFENCES



Campbell, Hyacinth (Brock University, 2020)

On March 28, 2023, Hyacinth Campbell successfully completed the comprehensive portfolio titled “Entering the Bricolage to Stitch the Journey of my Doctoral Studies”. Hyacinth’s supervisor is Dr. Leanne Taylor.



Johnson, Lucas (Lakehead University, 2020)

On May 2, 2023, Lucas Johnson successfully completed the comprehensive portfolio defence titled “Changing Lanes: Moving Forward into Scholarship Following Two Decades of Employment in Higher Education”. Lucas’s supervisor is Dr. Joan Chambers.

Cordeiro, Jennifer (University of Windsor, 2020)

On April, 21, 2023, Jennifer Cordeiro successfully completed the comprehensive portfolio titled “From Therapist to Emerging Scholar: The Tale of a Woman Who Has Been Out of School for 25 years”. Jennifer’s supervisor is Dr. Lindsey Jaber.

Kainulainen, Kaylin (Lakehead University, 2019)

On January 23, 2023, Kaylin Kainulainen successfully completed the comprehensive portfolio defence titled “Artefacts, Fences, and Icebergs”. Kaylin’s supervisor is Dr. Carlos Zerpa.

Deng, Yuhan (University of Windsor, 2021)

On November 24, 2022, Yuhan Deng successfully completed the comprehensive portfolio titled “Understanding the Meaning of Reciprocal Learning: An Intercultural Learning Experience in My Doctoral Journey”. Yuhan’s supervisor is Dr. Shijing Xu.



Le, Thu (University of Windsor, 2021)

On January 17, 2023, Thu Le successfully completed the comprehensive portfolio defence titled “Coping with Acculturative Stress: An International Student Lens”. Thu’s supervisor is Dr. Zuo Chen Zhang.

Foong, Emma (University of Windsor, 2019)

On December 14, 2022, Emma Foong successfully completed the comprehensive portfolio defence titled “From Pain to Empowerment: Growing in my Dual Identity”. Emma’s supervisor is Dr. Christopher J. Greig.

Miklas, Erica (University of Windsor, 2020)

On November 4, 2022, Erica Miklas successfully completed the comprehensive portfolio titled “The Journey from Student to Scholar: The Trials of Deep Understanding”. Erica’s supervisor is Dr. Lindsey Jaber.

Palazzolo, Alyssa (University of Windsor, 2017)

On November 4, 2022, Alyssa Palazzolo successfully completed the comprehensive portfolio titled “Shifting Perspectives: From a Checklist to a Spiral: (The Start of) My Learning Journey in the Ph.D. Program”. Alyssa’s supervisor is Dr. Geri Salinitri.



Shaw, Lindsay (Brock University, 2020)

On November 4, 2022 Lindsay Shaw successfully completed the comprehensive portfolio defence titled “Passive Voice (Consider Revising): A Scholarly Trajectory Informed by Theory and Intuition”. Lindsay’s supervisor is Dr. Hilary Brown.

Pirosko, Jennifer (Brock University, 2020)

On December 20, 2022, Jennifer Pirosko successfully completed the comprehensive portfolio titled “Community Connected Experiential Learning: Change in the K-12 Classroom”. Jennifer’s supervisor is Dr. Julian Kitchen.

Zagordo, Dan (University of Windsor, 2016)

On November 23, 2022, Dan Zagordo successfully completed the comprehensive portfolio titled “Becoming: Identity-Framing as an Educator and Student”. Dan’s supervisor is Dr. Christopher J. Greig.

Salinitri, Dina (University of Windsor, 2020)

On January 5, 2023, Dina Salinitri successfully completed the comprehensive portfolio defence titled “The Road Less Travelled: The Complex Path of the Doctoral Journey”. Dina’s supervisor is Dr. Kara Smith.

PUBLICATIONS

Bornais, Judy (University of Windsor, 2013)

Pittman, G., Morrell, S., Ziegler, E., McEwen, A., Rickeard, D., **Bornais, J.**, Borawski, S., Hebert, A., Sheppard-Lemoine, D., Jacobs, L. (2023). Education Regarding Opioid Prescribing, Opioid Tapering, and Medical Assistance in Dying (MAiD) for Nurse Practitioner Students Using Virtual Simulation Games: A Pilot Study. *Clinical Simulation in Nursing*, 80, 23-30.
<https://doi.org/10.1016/j.ecns.2023.03.006>

Egan, R., Lee, C., **Bornais, J.**, Tyerman, J., & Luctkar-Flude, M. (2023). Perspectives of simulation facilitators, course professors and students on factors and outcomes of simulation effectiveness. *International Journal of Healthcare Simulation*, (null), 1-10.

Bornais, J., & Jin, S. (2023, Winter Issue). Celebrating, Learning and Collaborating at the 2022 Calgary Conference [Editorial]. *Diabetes Communicator*, pp.1-2.

Bornais, J., & Jin, S. (2022, Spring Issue). Travel and Compression Therapy: Who? How to? *Diabetes Communicator*, pp.6-9.

Bornais, J., & Harris, S. (2022, Spring Issue). Travel and Diabetes: What Clinicians Need to Know [Editorial]. *Diabetes Communicator*, pp.1-2.

Bui, Tram Anh (Brock University, 2016)

Bui, T. A. (2022). Intercultural competence Development: A journey of self-understanding and perspective transformation. In K. Bista and G. F. Malveaux (Eds.), *Cross-cultural narratives: Real stories and lived experiences of global scholars* (pp. 19-21). Star Scholars Network.
<https://www.ojed.org/index.php/gsm/issue/view/192>

Bui, T. A. (2021). Becoming an intercultural doctoral student: Negotiating identities through different dialectical processes. *Journal of International Students*, 11(1).
<https://doi.org/10.32674/jis.v11i1.1272>

Tran, H., & **Bui, T. A.** (2021). Lives in transition: Portraits of two female Vietnamese doctoral students in Canada. *Journal of the International Society for Teacher Education*.
<https://journals.library.brocku.ca/index.php/jiste/article/view/3667>

Campbell, Hyacinth (Brock University, 2020)

Campbell, H. T. (2022). Hip Hop as Critical Pedagogy: Re-Imagining Education. *Canadian Journal for New Scholars in Education*, 13(3), 106-113.

Chi, Chenkai (University of Windsor, 2019)

Chi, C., Fu, Z., & Xiang, Y. (2023). Supporting linguistically and culturally diverse English language learners by integrating first language. *Educational Role of Language Journal*, 22(8), 58-67.
<https://doi.org/10.36534/erlj.2022.02.04>

Parker, L., Xu, S., & **Chi, C.** (2022). Chinese Preservice Teachers' Perspectives of Mentoring Relationships in an International Learning Partnership. *Journal of Teacher Education*, 73(5), 525-537.
<https://doi.org/10.1177/00224871221108655>

Xu, S., Connelly, F. M., & **Chi, C.** (Forthcoming). Narrative Inquiry in China. In Craig, C., Mena, J. & Kane, R (Eds.) *ISATT Book Volume 2 Approaches to teacher education*. Emerald Publishing.

Cowan, Scott (University of Windsor, 2020)

Cowan, S.R., & Berg, S.A. (2023). Unlearning: First steps toward an anti-oppressive information literacy. In M.N Mallon, J. Nicols, E. Foster, A. Santiago, M. Seale, & R. Brown (Eds.). *Exploring inclusive & equitable pedagogies: Creating space for all learners*. (pp. 59-72). Association of College and Research Libraries.

DeWaard, Helen (Lakehead University, 2018)

DeWaard, H., & Chavhan, R. (2022). Cross-cultural mentoring in tertiary education: Enhancing self-efficacy through collaboration and openness in professional learning. In D. Forbes & R. Walker (Eds.), *Developing online teaching in higher education: Global perspectives on continuing professional learning and development*. Germany: Springer Nature Singapore. pp 57-70.

Farrow, R. (ed.), Weller, M., Pitt, R., Iniesto, F., Algiers, A., Almousa, S., Baas, M., Bentley, P., Bozkurt, A., Butler, W., Cardoso, P., Chtena, N., Cox, G., Czerwonogora, A., Dabrowski, M.T., Derby, R., **DeWaard, H.**, Elias, T., Essmiller, K., Funk, J., Hayman, J., Helton, E., Huth, K., Hutton, S. C., Iyinolakan, O., Johnson, K. R., Jordan, K., Kuhn, C., Lambert, S., Mittelmeier, J., Nagashima, T., Nerantzi, C., O'Reilly, J., Paskevicius, M., Peramunugamage, A., Pete, J., Power, V., Pulker, H., Rabin, E., Rets, I., Roberts, V., Rodés, V., Sousa, L., Spica, E., Vizgirda, V., Vladimirschi, V., & Witthaus, G. (2023). *The GO-GN Open Research Handbook*. Global OER Graduate Network / Open Education Research Hub.
https://go-gn.net/gogn_outputs/open-research-handbook/

Forbes, Wendy Ann (Brock University, 2019)

Forbes, W. A., & Mgombelo, J. (2023). Teaching Mathematics After COVID: A Conversation not a Discussion. *Journal of Humanistic Mathematics*, 13(1), 131-138.

Holden, Teresa (University of Windsor, 2022)

Smith, C., Zhou, G., Razi, A., Zhou, S., Holden, T., & Li, W. (2023). An investigation of the potential micro-discrimination international students experiences on a Canadian university campus.

Kaur, Simranjeet (Brock University, 2020)

Kaur, S. (in-press). Review of the book *Language and Literacy in Refugee Families* by C.S. Duran]. *Canadian Journal for new scholars in Education*.

Collier, D., **Kaur, S.**, McKinney-Lepp, M., & Rondinelli, Z., (2023). Screenshotting What's Important in Video Data: An Experiment in Collaborative, Subjective Analysis of Artifactual, Cultural Research with Children. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/16094069231157695>

Le, Thu (University of Windsor, 2021)

Le, T. K. T. (2023). Dealing with acculturative stress: How do international students' personality traits help?. *Journal of Comparative & International Higher Education*, 14(5A), 20-24. DOI: 10.32674/jcihe.v14i5A.4800

Le, T. K. T. (2023). A lotus flower from the East growing in an Eastern community. In U. Gaulee, K. Bista, B. Zhang., & B. Schreiber (Eds.), *Crossing Borders, Bridging Cultures: The Narratives of Global Scholars*. STAR Scholars Network (pp. 27-30).

Li, Lin (University of Windsor, 2019)

Li, L., & Zhou, G. (George). (2023). Conceptual change in time: A critical interpretive synthesis of experimental studies. *SN Social Sciences*, 3(1), 11. <https://doi.org/10.1007/s43545-022-00601-7>

Li, L., (n.d.). A Tutorial of Analyzing Accuracy in Conceptual Change. In D. Woolford, D. Kotsopoulos, & B. Samuels (Eds.), *Applied Data Science: Data Translators Across the Disciplines*. Springer. Accepted for publication in June, 2023

Li, L., (n.d.) A Review of Physics of the Impossible: A scientific exploration into the world of phasers, force fields, teleportation, and time travel. *The Alberta Science Education Journal*. Accepted for publication.

Maynard, Meghan (Brock University, 2019)

Maynard, M. L., Quenneville, S., Hinves, K., Talwar, V., & Bosacki, S. L. (2023). Interconnections between Emotion Recognition, Self-Processes and Psychological Well-Being in Adolescents. *Adolescents*, 3(1), Article 1. <https://doi.org/10.3390/adolescents3010003>

McCabe, Anneke (Brock University, 2018)

McCabe, A. (2023). *Learning and reflecting on the African 'Spirit of Ubuntu'*. In Mogadime, D. (Ed.) *Mandela Global Human Rights: Peace, Reconciliation and Responsibility*. Licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. <https://ecampusontario.pressbooks.pub/teachingnelsonmandela/chapter/12/>

McCabe, A. (2023). *Reflecting and connecting to Nelson Mandela's narrative*. In Mogadime, D. (Ed.) *Mandela Global Human Rights: Peace, Reconciliation and Responsibility*.

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<https://ecampusontario.pressbooks.pub/teachingnelsonmandela/chapter/13/>

McCabe, A. (2023). *Mandela's life and developing a historical timeline or storymap*. In Mogadime, D. (Ed.) *Mandela Global Human Rights: Peace, Reconciliation and Responsibility*.

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<https://ecampusontario.pressbooks.pub/teachingnelsonmandela/chapter/14/>

Messenger, Yvonne (Brock University, 2019)

Messenger, Y. (2023). Review of the book *Reading above the fray*, by Julia Lindsey. *ETFO Voice*, Winter 2023.

<https://etfvoice.ca/book/reading-above-fray-reliable-research-based-routines-developing-decoding-skills>

Ribaric, Tim (Brock University, 2022)

Ribaric, T. (2023). *Data Cartels*, by Sarah Lamdan. *Canadian Journal of Academic Librarianship*, 9, 1-3.

<https://doi.org/10.33137/cjal-rcbu.v9.39661>

Shaw, Lindsay (Brock University, 2020)

Shaw, L., MacDougall, H., Goff, L., Ellis, D., Kustra, E., Law, M.D., & Taylor, L. (in press). Valuing teaching: Exploring how a university's strategic documents reflect institutional teaching culture. *International Journal for Academic Development*.

<https://doi.org/10.1080/1360144X.2023.2200761>

Slagus, Jennifer (Brock University, 2021)

Slagus, J. & Kitchin, A. (In Revisions). Welcoming the weird and wonderful: Creating classroom environments that support neurodiversity. In L. Jaber (Ed.), *Educational Contexts of Psychopathology and Mental Health*, Canadian Scholars Women's Press.

Ellis, E., Esposito, L., & **Slagus, J.** (29 November 2022).

"Concerned about book bans? CLA-SC webinar panelists inform and empower attendees." *The Children's Literature Assembly Blog*.

<https://www.childrensliteratureassembly.org/blog/archives/11-2022>

Slagus, J. (2023). *Haunted home(body)*. In N. Talley & S. Delaney (Eds.), *There We Grew IV: Poetry Inspired by Dan Smith*. (p. 20). Independently published.

Slagus, J. (2023). *X marks the spot and you are here*. In N. Talley & S. Delaney (Eds.), *There We Grew IV: Poetry Inspired by Dan Smith*. (p. 21). Independently published.

Zabin, Rakha (Brock University, 2020)

Zabin, R., Bosacki, S., & Novak, J. (2022). The Role of Emotional Intelligence in Ontario International Graduate Students: An Auto-Ethnography. *Journal of Comparative & International Higher Education*, 14(4), 37-52.

<https://doi.org/10.32674/jcihe.v14i4.3425>

PRESENTATIONS

Bui, Tram Anh (Brock University, 2016)

Tran, H., Bui, T. A., Kenton, D. J., Rajasekharan, S., Lu, O. Khan, S. (2022). Towards a polylogic pedagogy of making kin with and for multispecies flourishing: A multi-perspectival narrative. [Virtual paper presentation]. Teaching and Learning Here and Now: Innovations and Radical Re-Imaginings in Education. The University of Regina.

Bui, T. A., Trinh, N. A., Mai, H., Vu, N. T. (2021). Crafting the new story for teacher professional development. [Virtual paper presentation]. The 12th International Convention of Asia Scholars, Kyoto, Japan.

Julien, K., Trudeau, L., & **Bui, T. A.** (2021). Tea and trust: Writing groups for diverse doctoral students' academic acculturation. [Virtual paper presentation]. Canadian Society for the Study of Higher Education (CSSHE), University of Alberta, Canada.

Tran, H., & **Bui, T. A.** (2021). *Lives in transition: Portraits of two female Vietnamese doctoral students in Canada.* [Virtual paper presentation]. Canadian Society for the Study of Education (CSSE), University of Alberta, Canada.

Campbell, Hyacinth (Brock University, 2020)

Campbell, H. (2022, October). *Using Historical Counternarratives to Disrupt Anti-Black Racism.* [Paper presentation]. Social Science History Association (SSHA), Reverberations of Empire: Histories, Legacies & Lineages, Chicago, IL.

Campbell, H. (2023, February). *Making Decolonization Visible on the Ground: Towards a Memorial Relief Sculpture for what has historically been designated as the 'Negro Burial Ground' in Niagara-on-the-Lake.* [Paper presentation]. Brock Talks Public Lecture, St. Catharines, Ontario.

Campbell, H. (2023, February). *Say Their Names: Narratives of Freedom Seekers in Niagara Region.* [Paper presentation]. Canada-Caribbean Institute Symposium, Decoloniality: Past, Present, and Future Directions, Cave Hill, Barbados.

Chi, Chenkai (University of Windsor, 2019)

Xu, S. & **Chi, C.** (May 29, 2023). Reckoning and Reimagining Pre-Service Teacher Education Through West-East Reciprocal Learning [Panel session]. Virtual Session. Canadian Society for the Study of Education (CSSE). Panel Chair: Dr. Shijing Xu (University of Windsor), Panel Discussant: Dr. Michael Connelly (OISE/University of Toronto)

Xu, S., **Chi, C.**, Hickman, C. & Pan, J. (May 29, 2023). Reciprocal Learning Between Generalist and Specialist

Teaching Models: Canadian and Chinese Sister School Teachers Co-planning and Co-teaching a Mathematics Lesson [Individual paper]. Canadian Society for the Study of Education (CSSE).

Xu, S. & **Chi, C.** (May 4-5, 2023). *Canadian and Chinese Preservice and In-Service Teachers' Views on Primary School Teacher Education Models Through Their International Reciprocal Learning Experiences: Generalist Teachers Versus Specialist Teachers* [Individual Paper]. Virtual Session: Curriculum B-Curriculum Studies, Canadian Perspectives on Teaching and Research. American Educational Research Association (AERA) Annual Meeting, "Interrogating Consequential Education Research: In Pursuit of Truth. Chicago, Virtual. May 4-5.

Chi, C. & Xu, S. (Feb. 14, 2023). *Exploring Inquiry-based learning in mathematics education in Canada-China Sister School Network.* Virtual Session: Improving Education for A More Equitable World Through West-East Reciprocal Learning [Panel Session]. 2023 Comparative & International Education Society (CIES), Improving Education for a More Equitable World. Washington DC. Panel Organizer: Dr Shijing Xu, University of Windsor, Chair: Dr. Michael Connelly, University of Toronto/OISE, Discussant: Dr. Lynn Paine (Michigan State University).

Fan, L. & **Chi, C.** (Feb. 14, 2023). *A Narrative Inquiry in Student-Centered Teaching Practices in Canada-China Sister School Network.* Virtual Session: Improving Education for A More Equitable World Through West-East Reciprocal Learning [Panel Session]. 2023 Comparative & International Education Society (CIES), Improving Education for a More Equitable World. Washington DC. Panel Organizer: Dr Shijing Xu, University of Windsor, Chair: Dr. Michael Connelly, University of Toronto/OISE, Discussant: Dr. Lynn Paine (Michigan State University).

DeWaard, Helen (Lakehead University, 2018)

DeWaard, H. (2022, October 10-12). *Letting the light shine in: A tapestry of digital literacies in Canadian faculties of education.* New Media Pedagogy Conference. <https://sites.google.com/view/nmp-2022-conference/home-page>

DeWaard, H., Havemann, L., & Roberts, V. (2023, April 6). Open dialogue about opening the doctorate. OER 2023. <https://altc.alt.ac.uk/oer23/programme/>

Durant, Keri-Lyn (Lakehead University, 2016)

Durant, K.- L., & Kortess-Miller, K. (2023). "And then COVID hit": (Re)flexivity of digital storytelling in qualitative health research. *International Journal of Qualitative Methods*, 22, 1-9. <https://doi-org.ezproxy.lakeheadu.ca/10.1177/16094069231170953>

Forbes, Wendy Ann (Brock University, 2019)

Forbes, W., Mgombelo, J. (2023) Emerging Understanding in a mathematics programming environment: The enactivist

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perspective on objects-to-think-with. *A poster presented at the Coding, Computational Modelling, & Equity in Mathematics Education Symposium (CCMES)*, April 28, Brock University, Ontario.

Forbes, W., Mgombelo, J. (2023) Programming Language as an Object-to-Think-With: An Enactivist Perspective. Submitted to be presented at the Congress of the *European Society for Research in Mathematics Education (CERME13)* in July 2023, Budapest, Hungary.
<https://doi.org/10.1177/16094069231170953>

Holden, Teresa (University of Windsor, 2022)

Holden, T. (March 17, 2023). The colonial underpinnings of EQAO testing and its impact on disadvantaged and equity-deserving student populations. GERC (Graduate Research Education Conference). University of Windsor.

Holden, T. (May 31st, 2023). Tough lessons to learn: Teacher mental health in the pandemic. CSSE Conference.

Johnson, Lucas (Lakehead University, 2020)

Lovell-Johnston, M., Mastrangelo, S., Chambers, J., deWaard, H., Secord, S., **Johnson, L.**, Veneziale, K., & Robson, K. (2023, Mar. 7). Humanizing Learning for Instructors Working with Adult Learners Who Face Barriers to Postsecondary Education. Poster presented at Lakehead University's Research and Innovation Week, Orillia, ON.

Johnson, L. (2023, Jan. 11). EdTech Lightning Round Live Demo. Professional Year Seminar, [virtual].

Kaur, Simanjeet (Brock University, 2020)

McKinney, M., Collier, D., **Kaur, S.**, Rondinelli, Z., (Upcoming). *Children Collaborating and Composing Literacies through Design Thinking*. Paper to be presented at the Canadian Society for the Study of Education, York University, Ontario, Canada.

McKinney, M., Collier, D., **Kaur, S.**, Rondinelli, Z., (Upcoming). *Reducing Video Data by Screenshotting: A Method in Disrupting and Building Consensus*. Paper to be presented at the Canadian Society for the Study of Education, York University, Ontario, Canada.

Kaur, S., (upcoming). *Digital literacy practices of children in a migrant slum in New Delhi*. Paper to be presented at the Language and literacy researchers of Canada's pre-conference, York University, Ontario, Canada

Le, Thu (University of Windsor, 2021)

Le, T. K. T. (April 2023). *Current trends and future directions for studies on international students learning online*. A paper presented at American Educational Research Association (AERA), Chicago, the U.S.

Le, T. K. T., Szczyrek, S., Milak, E. (March 2023). *The Implications of Datafication: What do we as students and educators need to know?*. A paper presented at the Graduate Education Research Conference (GERC), University of Windsor, ON, Canada.

Li, Lin (University of Windsor, 2019)

Li, L. (n.d.). An Experimental Study of Categorizing Pendulum Motion. CSSE 2023. Accepted for presentation.

Maynard, Meghan (Brock University, 2020)

Maynard, M.L., Bosacki, S.L., & Talwar, V. (March 23-25, 2023). *Adolescent mental representations of the self & social threat perception* [Poster session]. Society for Research on Child Development, Salt Lake City, Utah, United States.
<https://bit.ly/3UE2ghf>

Maynard, M.L., & Grover, A. (April 14-17, 2023). *Cyclical triggers: Parenting experiences in disrupting intergenerational trauma* [Conference session]. International Society for the Study of Trauma and Dissociation, Louisville, Kentucky, United States.
<https://bit.ly/3L2Jygb>

Maynard, M.L. (February 19-24, 2023). *Educator wellbeing: The role of the educator's "self" in supporting student social-emotional learning* [Conference session]. Creating Trauma Sensitive Schools Conference, Houston, Texas, United States.
<https://bit.ly/40afrHZ>

Ribaric, Tim (Brock University, 2022)

Ribaric, T., & Langdon, S. (2023, May 3). *All Our Yesterdays: A toolkit to explore web archives in Colab*. [Conference Presentation] International Internet Preservation Consortium (IIPC) Web Archiving Conference.

Ribaric, T. & Kumar, R. (2023, May 30) *How do Collective Agreements Stack Up: Implications For Academic Freedom*. [Conference Presentation]. Canadian Society for the Study of Higher Education (CSSHE) Conference 2023, Toronto, Ontario.

Ribaric, T. (2023, May 29) *Electronic Monitoring in Post-Secondary Ontario: Does Surveillance Stifle Academic Freedom*. [Conference Presentation]. Canadian Society for the Study of Higher Education (CSSHE) Conference 2023, Toronto, Ontario.

Murgu, C., **Ribaric, T.**, Sharron, D., Koerber, D., Johnson, F., Smith, K. (2023, May 29) *Municipal Crisis Management in the Niagara Region: Using Web Archive Collections to Analyze Municipal Communication in Digital Spaces during COVID19*. [Conference Presentation] Canadian Historical Association (CHA) Annual Meeting. May 29, 2023. York University

Shaw, Lindsay (Brock University, 2020)

Shaw, L. (2023, May 20). *Passive Voice (Consider Revising): An autoethnography of finding my feminist self in doctoral studies* [Conference presentation]. 19th Congress of Qualitative Inquiry, Urbana, Illinois, United States.

Brown, H., **Shaw, L.**, Pereira, M.A., Yi, S., & Raithby, M. (2023, May 20). *Supervising graduate students through a feminist standpoint* [Conference presentation]. 19th Congress of Qualitative Inquiry, Urbana, Illinois, United States.



PRESENTATIONS

Slagus, Jennifer (Brock University, 2021)

Slagus, J. & Kitchin, A. (2023, 2 March). *Welcoming the weird and wonderful: Creating classroom environments that support neurodiversity* [Paper presentation]. Jean-Paul Dionne Symposium, University of Ottawa, Ontario, Canada (online).

Slagus, J. (2023, May 24). *Podcast or perish...but will it count?* [Paper presentation]. 20 Years of Podcasting: Mapping the Contours of Podcast Studies, International Communication Association 2023 Preconference, University of Toronto, Ontario, Canada.

Yi, Stephanie (Brock University, 2022)

Yi, S. (2023, May 20). *"But, you have so much to tell": My journey from being the researcher, to the researched* [Conference presentation]. ICQI Conference, Urbana, IL, United States.

Zabin, Rakha (Brock University, 2020)

Zabin, R. (2023, March 23). *Leadership and Internationalization: An In-depth Exploration of Literature*. [Roundtable session]. 2023 Rosa Bruno-Jofré Symposium in Education, Queen's University, Kingston, ON, Canada.

Zabin, R. (2022, June 20). *International Student Career and Settlement Success Story Series*. [Speaker Series]. Brock International Services, Brock University, St. Catharines, ON, Canada.

GRANTS AND AWARDS

Campbell, Hyacinth (Brock University, 2020)

Hyacinth Campbell was awarded the Ontario Graduate Scholarship for the 2023-2024 academic year. Total: \$15,000

Chi, Chenkai (University of Windsor, 2019)

Chenkai Chi was awarded the SSHRC Doctoral Fellowship for the 2023 - 2024 academic year. Total: \$20,000.

Johnson, Lucas (Lakehead University, 2020)

Lucas Johnson was awarded the OGS - Ontario Graduate Scholarship, \$5000 per term (3 terms). Title: What are the driving forces behind the implementation and selection of technology as a teaching tool in Ontario Boards of Education?

Lucas Johnson was awarded the SSHRC - Insight Development Grant (\$61,000) with Lovell-Johnston, M., Mastrangelo, S., Chambers, J., deWaard, H., Secord, S., Johnson, L., Veneziale, K., & Robson, K. Project title: Humanizing Learning for Instructors Working with Adult Learners Who Face Barriers to Postsecondary Education.

Li, Lin (University of Windsor, 2019)

Li, L. & Tong, Y. F., 2023 UOW Centre for Teaching of Learning's Centred on Learning Innovation Fund (CLIF) for the proposal *"Leveraging Misconceptions to Bring Conceptual Change to the Teaching and Learning of Introductory Biochemistry."* \$2,500.00

Slagus, Jennifer (Brock University, 2021)

Jennifer Slagus was awarded the following:

- Ontario Graduate Scholarship for the 2023-2024 academic year. Total: \$15,000.
- Michael Kompf Graduate Student Travel Scholarship. Total: \$1,465.
- Abel & Muriel Nightingale Graduate Teacher Education Scholarship. Total: \$1000.
- Edgar & Irmgard Penner Trust, \$1,028.
- Brock Match of Minds 2022-2023. Total: \$5000.

Yi, Stephanie (Brock University, 2022)

Stephanie Yi was awarded the Dr. Raymond and Mrs. Sachi Moriyama Graduate Fellowship for the 2022-2023 academic year. Award amount: \$4000.00.

GRANTS AND AWARDS

Zabin, Rakha (Brock University, 2020)

Rakha Zabin was awarded the following:

- 2022 President's Surgite Award-April 2023, Issuer: The President's Surgite Award Committee, President's Office, Brock University.
- 2022-2023 The Abel and Muriel Nightingale Graduate Teacher Education Scholarship-February 2023, Issuer: Faculty of Graduate Studies, Brock University
- 2022-2023 Barb Daly-Excellence & Leadership Award-February 2023, Issuer: Faculty of Graduate Studies, Brock University
- Faculty of Graduate Studies Research Fellowship- January 2023, Issuer: Faculty of Graduate Studies, Brock University
- Ph.D. in Education Bursary (2022-2023)- January 2023, Issuer: Associate Dean of Graduate Student Services, Research and International Initiatives, Department of the Faculty of Education, Brock University
- Abel and Muriel Nightingale Graduate Teacher Education Award-October 2022, Issuer: Senate Graduate Studies Awards Sub-Committee, Faculty of Graduate Studies, Brock University

OTHER NEWS

Chenkai, Chi (University of Windsor, 2019)

Dr. Xu and Chenkai have successfully obtained Diversity, Indigeneity, and Anti-racism Funding from the Office of the Vice-President, Equity, Diversity & Inclusion, University of Windsor (\$5000). We have invited two Asian background scholars: Dr. Jing Lin (University of Maryland) and Dr. Catherine Fabria (University of Windsor) for a keynote presentation in May 2023 to celebrate Asian Heritage. We also interviewed 6 Asian background faculty members from different departments at the University and made videos to showcase their contributions to the local and/or international community as a way of celebrating Asian Heritage Month (2023, May).

Dr. Xu and **Chenkai** organized a panel in the University of Windsor EDID week in March 2023. The panel was titled: Celebrating Asian Heritage for an Equitable, Diverse, Inclusive Learning Community. We invited Dr. Edward Venzon Cruz, Dr. Jane Ku, Dr. Grace Liu, Dr. Naved Bakali as panellists. Dr. Xu was the facilitator, and I was a chair for this panel. More information, please see <https://www.uwindsor.ca/vp-equity-diversity-inclusion/495/edid-week-2023>.

Dr. Xu and **Chenkai** were invited to give a 2-hour presentation virtually for Tianjin College, University of Science and Technology Beijing in March 2023. The presentation's title is *Exploring the Student-Centered Inquiry-Based Learning Approach Through a West-East Reciprocal Learning Lens*. The presentation is part of university teachers' professional development sessions. More than 100 university teachers attended this session virtually.

Holden, Teresa. (University of Windsor, 2022)

In progress- (March 2023 to Present) currently working on a cross-disciplinary research project with education and biochemistry focusing on International Students' Post-Pandemic *Distress: Through the Lens of Academic and Administrative Staff*. Principal Investigator Dr. Z. Amtul, Co-Investigator, Dr. C. Smith, and Teresa Holden, PhD Student, and Research Assistant.

Slagus, Jennifer (Brock University, 2021)

Jennifer Slagus was invited to take on the role as Chair of the **Children's Literature Assembly Student Committee (CLA-SC) 2023 & 2024**.

In the MIDst: A Kid's Lit Podcast

- Research mobilization funded by Brock University's Match of Minds grant 2022-2023, supervised by Dr. Ruth McQuirter Scott
- In the MIDst: A Kid's Lit Podcast is an open access limited series focusing on middle grade books (for ages 8-12), it features discussions with a range of children's literature experts including authors, literary agents, reviewers, librarians, and scholars.

Zabin, Rakha (Brock University, 2020)

Rakha Zabin was elected as the Brock Graduate Students' Association's President and CEO for the 2023-2024 year.



ALUMNI PROFILE



DR. WILLIAM ANKOMAH

Dr. William Ankamah is a proud alumnus of the Joint PhD in Educational Studies program. He earned his doctoral degree in June 2022 and was honoured with the prestigious [Board of Trustees Spirit of Brock Award](#) in recognition of his dedicated service to both the Faculty of Education and the University as a whole. Dr. Ankamah also received the [First Society & Animals Early Career Research Prize](#) for his contributions to Human-Animal Studies.

Driven by a passion for educational excellence, Dr. Ankamah remains actively involved in research focused on enhancing the teaching and learning experience of teachers and students and uses the Universal Design for Learning framework to meet the diverse learning needs of students in his teaching. Also, he is passionate about enhancing the quality of the [international student experience](#) and continues to research and publish in the field. Dr. Ankamah has published in areas including [social justice education, equity, diversity, inclusion,](#) and [racial microaggression](#) and will continue to work with colleagues to advance the field. Underpinning his research is the methodological and theoretical foundation of Appreciative Inquiry, which he employs to inform his work.

At present, Dr. Ankamah contributes his expertise as a sessional instructor for the Teacher Education program within the Faculty of Education at Brock University. Excitingly, he will be taking on a new role as an Assistant Professor of Social Studies Education at St. Francis Xavier University in July 2023.

MEET YOUR ADMINISTRATORS!

The new Joint Administrator of the Joint PhD Secretariat will be shared soon



WANDA BURGER

GRADUATE STUDENT COORDINATOR BROCK UNIVERSITY

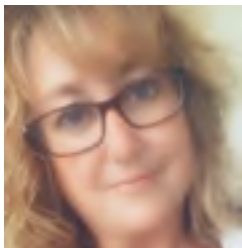
Wanda Burger is the Graduate Student Coordinator in the Faculty of Education at Brock University.

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.

Email: wburger@brocku.ca MS Teams and LifeSize (email wburger@brocku.ca to set up an appointment)

Office Hours: Monday - Friday 8:30am - 4:30pm.



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. 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 defences and generally keeps track of all students to ensure they are on track to graduate.

Email: bmcdonald@lakeheadu.ca.

Office Hours: Monday - Friday 8:00am - 4:00pm



MANDY TURKALJ

**GRADUATE SECRETARY
SECRETARY TO THE ASSOCIATE DEAN**

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 is responsible for providing graduate program support to the Associate Dean, Faculty and students. She assists 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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