Education Graduate Students’ Society Presents

17th Annual EGSS Conference

LET’S GET LEARNING

The importance of mental health and well-being in education

McGill University

17th Annual EGSS CONFERENCE

Let’s get learning!
The importance of mental health and well-being in education

March Tuesday 27 & Wednesday 28th, 2018
The theme of the 17th annual EGSS Conference at McGill University is *Let’s Get Learning: The Importance of Mental Health and Well-being in Education*. Through this Conference, we aim to create a platform for students, educators, researchers, and community partners to integrate perspectives from kinesiology, integrated studies in education, and psychology.

Current estimates suggest that 1 in 5 Canadians will experience mental health problems before the age of 25. When left untreated, mental health problems can significantly impact young people’s social relationships, academic achievement, employment opportunities, physical health, engagement in risky behaviours, and quality of life, and can lead to significant difficulties throughout the lifespan. As youth spend most of their time at school, identification and service delivery for mental health problems in educational settings is paramount. Schools represent the ideal setting for promoting positive mental health pedagogy and practices via interdisciplinary collaborations between educators, pediatric health professionals, and researchers. Through the dissemination of current cutting-edge research by students, faculty, and community partners, the overarching goal of the 17th annual EGSS Conference is to extend our understanding of mental health challenges and evidence-based practices that can be used to optimize mental health and well-being within the Canadian education system.
KEYNOTE SPEAKER
CONFÉRENCIER D’HONNEUR

March 27th 10:30AM to 11:30AM
Coach House (3715 rue Peele, Rm 200)

Dr. Stan Kutcher
Dalhousie University

Biography: Dr. Kutcher is an internationally renowned expert in adolescent mental health and a national and international leader in mental health research, advocacy, training, policy, and services innovation working at the IWK Health Center and Dalhousie University. He has received numerous awards and honours locally, nationally and internationally for his work, including the Order of Nova Scotia. He is a Distinguished Fellow of the Canadian Psychiatric Association and a Fellow of the Canadian Academy of Health Sciences. Internationally he has been involved in mental health work in over 20 countries. One of his recent projects was leading the development of a national child and youth mental health framework for Canada: Evergreen. Currently, his focus is on knowledge translation, improving mental health literacy and mental health care in schools and primary care as well as an electronic youth mental health management tool for primary care. He continues his innovative youth mental health work across Canada, and globally – including the North America, Asia, South America, Europe, Latin America and Africa.

Dr. Stan Kutcher ONS, MD, FRCPC, FCAHS, Sun Life Financial Chair in Adolescent Mental Health and Director World Health Organization Collaborating Center in Mental Health Policy and Training. Dalhousie University and IWK Health Centre.

Keynote Address: Mental health literacy and schools: Feeling uncomfortable yet?

Mental health literacy is the foundation for promotion, prevention and care, yet it has been mostly ignored in favour of mental health awareness. Educators should be concerned by this as knowing about something is not the same as knowing something. This talk will address mental health literacy, what it is and how it can be effectively, frugally and sustainably embedded into junior high and secondary schools – leading to improved outcomes for students and teachers alike. Along the way, we will critically review what we mean by mental health, wellness and well-being and demonstrate the need for critical thinking about what we are talking about and what we are doing.
March 28th 10AM to 11AM
Coach House (3715 rue Peel, Rm 200)

Dr. Angela Alberga
Concordia University

Biography: Born and raised in Montreal, Dr. Alberga completed her BSc (Major Exercise Science, Minor Psychology) at Concordia University. She then completed her MSc and PhD in the School of Human Kinetics, specializing in exercise physiology at the University of Ottawa. Her doctoral research examined how exercise improves the cardiometabolic health of adolescents living with obesity. It is through these experiences that she learned how prevalent and harmful weight-based stigma is and has since been devoted to research, teaching and knowledge translation efforts to reduce weight discrimination in society. Dr. Alberga was awarded an Eyes High Postdoctoral Fellowship and a Banting CIHR Postdoctoral Fellowship at the University of Calgary supporting her research on weight stigma reduction in education, healthcare and public policy. Dr. Alberga’s current research program at Concordia University focuses on better understanding how (i) societal, and (ii) school and other institutional factors, influence weight-related issues including obesity, eating disorders, physical inactivity and weight stigma. Alongside her interdisciplinary research program in health promotion and disease prevention, she has over 15 years of experience working with children, youth and adults as a camp counsellor, educator, mentor, coach, instructor, personal trainer and clinical exercise physiologist in academic and community settings across Canada.

Keynote Address: What every future teacher needs to know about health & wellbeing

There are so many conflicting messages about nutrition, physical activity, health and wellness, it’s hard to know what are good teaching practices to address health and wellness in schools. Although there is a growing emphasis on teachers as important role models for health and wellness in schools, many teachers have reported confusion and discomfort with teaching about health education. Do your students have weight-related worries, experience weight teasing and anxiety and talk about dieting? This session will focus on research initiatives and recommend teaching practices on topics such as healthy body image, how to prevent weight teasing and bullying and promote healthy behaviours sensitively.
Sponsored by Faculty of Education, University Advancement

17TH ANNUAL

EGSS Conference

~ ABCS OF THE PHD PRESENTS ~

NETWORKING TOOLS AND
MENTORSHIP PANEL DISCUSSION AND Q&A

Wednesday, March 28th: 4 - 5 PM
Education Building - Jack Cram Auditorium (room 129)

Wine and Cheese will follow

Moderator:
Katherine Nikidis
(BEd'91)
Head of School,
Trafalgar School for Girls

Panelist:
Phil Cutler
(BEd'13)
Founder & CEO of GradeSlam

Panelist:
Michel Lafrance
(BEdPE'94)
Headmaster of West Island College (WIC)

Panelist:
Tami Zuckerman
(BEd'02)
Co-founder of VarageSale

McGill Faculty of Education McGill Alumni Association
INVITED PRESENTATIONS // PRÉSENTATIONS INVITÉES

INTERSECTIONALITY AND DISABILITY
Jennifer Titus & Amanda Saxe
Department of Educational and Counselling Psychology

Drawing on the theory of intersectionality (Crenshaw, 1989, 1991) and the social model of disability, this interactive presentation will examine how the intersections of one's identities inform experiences of oppression and exclusion in society and historically how people with disabilities have navigated these experiences, highlighting implications for fostering well-being in educational settings.

FEATURED PRESENTATIONS // PRÉSENTATIONS SPÉCIALES
~ Winners of the 2018 EGSS Speaker Series ~

THE POWER OF POLICY: INVESTIGATING WOMEN’S EXPERIENCES OF GENDER-BASED VIOLENCE ON CAMPUS
Sarah Lewington
Department of Integrated Studies in Education

Given the pervasive phenomenon of sexual assault on Canadian campuses, this presentation will discuss my ongoing MA research concerning McGill University’s response to gender-based violence. This research begins with women’s knowledge and experiences of safety on campus – moving into a systematic analysis of the institutional relations (i.e. university policy), which background and shape their experience. Accordingly, this presentation will serve as an opportunity to share the initial findings of in-depth interviews and explore how McGill policy impacts the (un)safety of trans and cis-gender women.

A CASE STUDY EXPLORING THE EXPERIENCES OF A TRANSGENDER ATHLETE IN SYNCHRONIZED FIGURE SKATING
Shannon Herrick
Kinesiology and Physical Education

The inclusion of transgender athletes in sport challenges a number of long-standing cis-heteronormative beliefs within athletics at all levels of competition. The following case study follows the experience of a transgender synchronized figure skating, Mason, who was able to continue competing throughout his transition process. Implications from this case study have been interpreted as suggestions for coaches to better include transgender athletes within sport.
MCGILL ART HIVE’S OPEN STUDIO
ATELIER OUVERT DE MCGILL ART HIVE

10 AM - 4 PM ON MARCH 27TH & 28TH: EDUC LIBRARY (ART HIVE)

~ ABOUT THE STUDIO ~

Maria Ezcurra (MAHI Art Facilitator)
The MAHI is a free open art studio that welcomes everyone from the McGill community. Its mission is to make art more accessible, exploring creative knowledge while strengthening links between community members. The MAHI will be open on March 27th and 28th from 10 am - 4 pm, and there will be art facilitators available. The MAHI will function as an open studio to all the participants of the EGSS Conference 2018, offering a creative space for learning together the importance of art in mental health and well-being in education.

~ WORKSHOPS FOR WELLNESS ~

WORKSHOP // ATELIER # 1: Photovoice Activity: Picturing Well-being
Lukas Labacher – DISE, McGill University
The Photo-voice activity will explore the concept of wellness in an academic context. The audience will use their hands to make symbols and gestures of "well-being." They will take pictures using a digital camera, print the photo on site and write a small caption on the meaning of the picture. The pictures will be displayed in the space to show the different meanings of well-being within an academic context, and will be exhibited in the lobby, during the Conference’s closing wine & cheese event.

WORKSHOP // ATELIER #2a: Drawing into Space
Aaron Richmond (P. Lantz AiR)
In this drop-in workshop, participants will be introduced to a set of materials and processes geared towards the re-imagination of space. Through a combination of drawing and collage, we will explore how a three-dimensional built environment can be re-constructed on a two-dimensional plane. Together we will pursue some of the forms by which an architectural imagination can take shape on the page.

WORKSHOP // ATELIER #2b: Cloth and Mixed Media Collage
Lori Beavis (P. Lantz Coordinator)
With mixed-media collage art, the creative possibilities are endless! From fabric to paper, paint, stitching, and found objects mixed media can be used to reveal unique stories. A hands-on workshop using cloth and mixed media materials, to create a one-of-a-kind work that tells a multi-layered story. We will creatively explore the possibilities of low-tech printing/photo-transfer in combination with the wide variety of materials in the Art Hive. Photo-transfer images and other materials will be supplied but if you want to bring your own images as photocopies (with a good black and white contrast) please do so.

~ MCGILL ART HIVE PRESENTS ~

A growing community of artists-in-residence: New conversations for social, artistic and pedagogical exploration in a faculty of education
Maria Ezcurra, Lori Beavis, Aaron Richmond, Victoria Stanton, Deborah Lima
What can an artist-in-residence program contribute through creativity to notions of well-being in a faculty of education? What new conversations might take place in relation to community, teacher education, educational research, and artistic representation in and around the faculty? These are the questions that frame this session, organized around one of few Artist-in Residence programs in a faculty of education in a Canadian university. Building on the experiences of the third year of this multi-year project in the Department of Integrated Studies in Education, McGill University, the participants in this session offer a reflexive and visual account of the pedagogical benefits of art and creativity for positive mental health and well-being practices in education.
Individuality and public reason in religious education and liberal societies
Ilham Reda – DISE, McGill University

The discussion paper aims to explore Eamonn Callan’s advocacy for the inclusion of John Rawls’s liberal conception of justice in citizenship education, and is contrasted with Barry L. Bull’s criticism of liberal individualism and educational alternative. Their works will be studied by utilizing discourse analysis as methodology and John Rawls’s political liberalism as the theoretical framework and analytical loop. The research will be complemented by my hypothesis that conceptions of good and justice in religious sacred texts allows for reflectiveness and reasonableness needed to reach consensus. I sustain that public reasonableness and rational deliberation are needed to reach agreements in religiously diverse societies while maintaining harmony with the state’s choice of principles of justice. I argue that philosophically, the conception of justice and morality in religious traditions as presented in the Qur’an, the Muslim sacred text, is aligned with liberal conceptions of the good.

Caring about our elders: Inter-generational educational programs to the rescue
Jessica Meirovici – DISE, McGill University

According to HelpAge International "almost 1 in 10 people are over 60 years old" and "by 2050 1 in 5 people will be over 60." Macrae (2015), a science correspondent for the DailyMail UK wrote "one million elderly people are chronically lonely, with many not seeing or even speaking to someone every day." With a growing elder population we need to address the rising social isolation that they experience on a daily basis. In my research paper I argue that intergenerational programs can immensely reduce social isolation among the elderly. First, I examine how social isolation and ageism affects the elderly. I then present two case studies of intergenerational programs and highlight how they promote social connectedness. Finally, based off my findings I suggest some pathways forward, which I encourage all societies to implement.

The importance of healthy lifestyle choices as a post-secondary student
S. J. Adrienna Joyce, Rebecca Pearce, Harini Narayanan, Maria-Josée Bran Lopez, & Lisa Philip – DISE, McGill University

Post-secondary students are notorious for developing poor nutrition and exercise habits during their studies (Haberman & Luffey, 1998). Lack of physical activity impacts mental health significantly (Clow & Edmunds, 2014) and thus negatively impacts life as a post-secondary student. Physical activity has also been linked to other tangential study benefits such as memory retention (Heisz et al., 2017). Our presentation reviews academic literature on the lifestyle patterns of post-secondary students and the most frequent difficulties in consistently making healthy lifestyle choices. In addition, we offer suggestions for easy solutions to remedy the most commonly encountered problems and include contextual factors unique to the greater Montreal area.

Palestinian parents’ attitudes towards sex education program: A cultural perspective
Ahlam Rahal – ECP, McGill University

Sex education (SE) is a process of acquiring sex-related information, building sexual health, and forming values regarding identity, relationships and intimacy. This process is fundamental for healthy human development. Palestinian schools lack sex education (SE) programs. This lack was explained by schools boards’ concerns about parents’ negative reactions. This study aimed to examine Palestinian parents’ attitudes towards SE in school, and attitudes relationships with parents’ demographic characteristics. The study included 206 Palestinian parents (150 mothers, 56 fathers), with average age of 39.35 (SD=8.10), where 127 were aged below 40 and 123 were academics. The Participants filled categorical questionnaires which were examined by Chi-Square test. Findings indicated that the majority of parents (88.8%) supported SE as mandatory; however, they supported postponing SE to high school. Parents also restricted discussing some contents, such as:
intimacy, homosexuality, pregnancy and contraceptives, and preferred discussing contents that prevent premarital sex. Demographic characteristics differences showed that mothers, non-academics and younger parents held more conservative attitudes towards SE compared to fathers, academics and older parents. These innovative findings highlighted cultural aspects, suggesting that Palestinian parents perceive SE as an Abstinence-only education rather than comprehensive, and see it as an additional monitor for children’s sexual behavior. The findings also shed light on gender social roles, academic and age influence on attitudes. This study contributes to schools educators in their decision-making concerning SE; it provides comprehensive information for professionals, and may assist them in identifying “mistaken” attitudes towards sex issues. Limitation concerning study population and instrument was also discussed.

**Breaking taboos: Sex Ed workshops for pre-service teachers**  
*Andrea Velghe – DISE, McGill University*

In light of the recent implementation of a mandatory sexual health education program in Quebec, Montreal teachers are consistently reporting a lack of adequate training and support needed to properly cover the sexualities material in their classrooms. This research thus attends to this paucity in teacher training by implementing a two-phase pilot series of workshops meant to prepare pre-service teachers with foundational sexual health content and pedagogical tools. A community-based methodology will be employed, creating an action-oriented community of practice (Reid, Greaves & Kirby, 2017) involving pre-service teachers, a local community-based organization, and the research team. Central to this is a commitment towards a feminist, sex-positive and harm-reduction approach. Voluntary pre-service teachers from the K./Elem program at McGill will attend six workshops, each mirroring the six themes presented in the MEELS’s “Learning Content in Sexuality Education”. The workshops will be co-created by the community organization and the research team following the participants' recommendations and self-declared needs. Based on a advisory group model (Colarossi, 2014), pre- and post-workshop group discussions about content, flow and pedagogies will frame each workshop, informing the research team on the acceptability and feasibility of the project through satisfaction surveys. Results could inform the formal implementation of sexual health education workshops within the Faculty of Education at McGill university.

**Increasing the well-being of Indigenous peoples through collaborative planning for Indigenous language revitalization**  
*Charles O'Connor – DISE, McGill University*

After centuries of colonization in Canada, only three Indigenous languages are thought to be strong enough to survive. Universities tend to marginalize Indigenous languages while promoting colonial ones. While some departments at McGill are already investing in Indigenous language revitalization, the University needs a plan for how they will work together. My Masters thesis will identify the concerns, needs and desires of Indigenous staff, students and faculty at McGill, about how the University can support Indigenous language revitalization. As a Métis researcher, I combine a relational, Indigenous perspective with a critical social research approach. Indigenous and decolonizing methodologies center Indigenous voices and worldviews, and situate universities as colonial institutions. I align myself with Kanien’kehá:ka researchers who give back to their community, and take a strength-based approach to research. Beyond contributing to the literature in language planning, Indigenous language revitalization and Indigenous methodologies, the research process will build relationships, and help non-Indigenous people at McGill to understand what they need to do to be strong allies with Indigenous communities. I will use the methods of institutional ethnography – interviews, observation and text analysis – and situate McGill University as the object of the study. In the first phase of research, I will conduct semi-structured interviews with Indigenous people using the conversational method (n=5). In the second phase, I will administer an on-line survey for students, staff, faculty, and administrators at McGill to gather data on general attitudes towards, and knowledge about McGill's role in Indigenous language revitalization (n=25-50).
Sexual assault and rape culture among men who have sex with men
Christopher Dietzel – DISE, McGill University
Gay and bisexual men face higher risks of sexual violence than heterosexual men (Walters et al., 2013). This rape culture, defined as “the way in which sexist societal attitudes, misogyny and language tacitly condone, minimize and/or normalize sexual violence” (Shariff et al., IMPACTS Project), has been shown to exist online (Dodge, 2016). For men who have sex with men (MSM), research has shown that survivors of male sexual assault suffer from internalized homophobia and post-traumatic stress (Gold & Marx, 2007), long-term crisis with sexual identity (Walker et al., 2005a), social dysfunction, anxiety, depression, lower self-worth, and, in extreme cases, suicide (Walker et al., 2005b). Despite these potential mental health problems, few studies have been conducted on how MSM experience rape culture online. My recent qualitative study addresses these concerns by investigating rape culture on the MSM-oriented dating app “Grindr”. In this presentation, I highlight results from my phenomenological research study wherein I examined participants’ encounters with rape culture and their understandings of consent. Queer theory provides the foundation for my theoretical framework, allowing me to challenge assumed socio-cultural norms, remain sensitive to issues of identity and sex, and uncover disparities in power relations. Thus, my presentation further explores participants’ understandings of normalized behaviours, their responses to non-consensual sexual interactions, and how they manage power dynamics. Through this presentation, attendees will learn about the mental health impacts of rape culture on MSM, how Grindr users navigate problems associated with rape culture, and suggestions for how to improve sex education programming.

Japanese students in international schools: The quest for bilingualism in Japan
Hinako Takeuchi – DISE, McGill University
International schools in Japan offer both foreign and Japanese students an alternative educational experience, often through the use of English-medium instruction provided by Western teachers. While an increasing number of parents are opting to put their children in such schools, due to the advancement of globalization and the increased focus on English acquisition, this distinct educational setting may have a long term negative impact on Japanese students’ linguistic development, cultural identity, and life decisions. By implementing a linguistic island of sorts within Japan through the use of a strict English-only policy, students often end up losing their Japanese linguistic proficiency and cultural identity, thus opting to study and work abroad. This case study will draw from my own experiences, as well as from interviews with parents, students, teachers, and school board members at one international school in Japan. The results suggest that Japanese children in such schools are becoming Japanese monocultural, but English-dominant speakers, making it more psychologically and pragmatically difficult for them to live in Japanese society. By using both auto-ethnographic and qualitative interview data, I aim to explore the language learning benefits and difficulties of being at an international school, its effects on the students’ identity and linguistic abilities, and finally, what is needed to help them bridge the gap between their school culture and the society that they are in.

Beginning physical education teachers advocating for social justice in schools
Lauren Hennig & Lee Schaefer – KPE, McGill University
Previous research has shown physical education teacher education (PETE) students tend to be sexist, elitist and unsympathetic towards social issues. Currently, a gap in culturally responsive and socially just forms of physical education (PE) that bring attention to racism, colonialism, sexism, heteronormativity, and other social issues requires greater acknowledgement from researchers. The goal of PE is to increase student confidence, competence, and motivation to lead physically active lifestyles. The purpose of this study is to (1) better understand how PETE students might be engaged to take on a critical agenda that would increase their willingness to teach in culturally responsive ways, and (2) engage in more socially just forms of PE. Using data collected from in-depth interviews, the metaphorical three-dimensional narrative inquiry space of temporality, sociality and place is used to analyze participant experiences. Students confront and explain their reactions to dominant discourses that have shaped their identities and think critically about how their own
experiences may be different than the students who will be in their future classes. While research is ongoing, early findings have pulled out central themes of the sense of preparedness, the experience of otherness, and perceived isolation as informative takeaways for both pre-service teachers entering the profession and teacher educators developing educational programming.

**Understanding students’ difficulties in learning mathematics at the CEGEP level**  
*Maria-Josée Bran Lopez – DISE, McGill University*

Cegep is a post-secondary system unique to Quebec where students obtain a technical diploma or a pre-university degree that supports further academic studies. Yet, many students dropout and a common reason is the failure of a required course, such as Calculus. Research shows that many students have a pronounced learning gap in mathematics when starting post-secondary education, however most of this work has been conducted at the university level. My proposed study will address this gap in the literature by investigating the question: What are Cegep students’ difficulties in Calculus? Using the lenses of Quantitative Reasoning (Thompson, 2011) and Covariation Understanding (Thompson & Carlson, 2017), 30 students in their first year of Cegep and their teacher will serve as the participants for my study. Through classroom observations and interviews, I will determine the type of exercises used and how the concepts are being presented to students. I will use both quantitative and qualitative methods to analyze students’ work and observe the impact of their obstacles throughout the course. Results of this research will provide Cegep teachers with a more in-depth picture of their students’ learning level and help them implement practices to address their difficulties. Additionally, findings from my research will help secondary school teachers better understand the reality of Cegep students in order to adapt their lessons to better prepare their students for Cegep. Finally, this research could open discussions about new approaches to mathematics learning, and develop new strategies to develop students’ mathematical thinking.

**The “conscientized” environmental educator: A binational dialogue between preservice teachers**  
*Rebeca Esquivel – DISE, McGill University*

Environmental issues remain one of the most present global issues in the minds of educators and learners alike. Yet, teaching and learning about these can be particularly challenging, especially as teachers help their students grapple with the issues, and the emotional responses that arise through the awakening process to environmental issues (Hicks and Bord, 2001). This complex and emotional learning experience requires that students are supported by teachers who are “conscientized” to environmental issues (Freire). Conscientization encourages a shift from knowing and understanding, to a deeper, critical engagement. Rogers and Tough (1996) suggest that successful learning of global issues such as environmental issues occurs over five stages, including cognitive and affective components. This study will explore how pre-service teachers in two different sociocultural contexts navigate these different stages as they learn to become conscientized environmental educators. The study will pair 2-3 pre-service teachers in Montreal, Canada, with 2-3 preservice teachers in Tegucigalpa, Honduras to participate in dialogues with each other serving as interaction rituals, which foster engagement (Collins, 2004). Through these dialogues they will have the opportunity to share their understanding of a conscientized environmental educator, and what it means for their own practices. Following their conversations, interviews concerning their differing and shared perspectives on EE will be conducted. Environmental education is not monistic in nature. This study could help illustrate how the global nature of environmental education is perceived and addressed in vastly different contexts, as well as serve as a platform for the exchange of ideas and beliefs.

**A scan of the mathematics educational app in the App Store**  
*Run Wen, Chu Xu, Sabrina Shajeen Alam, & Gulsah Kacmaz – ECP, McGill University*

Mathematical learning and education has always been receiving widespread concern from schools, parents, teachers and researchers. It has also gained much attention from technology companies since the huge growth in availability of touch-screen device usage among kids. However, the surge of new math specific applications has spurred researchers to explore the potential advantages of touch-screen devices as math
learning tools. Despite the popularity of these apps, little is known in terms of how the developers or companies advertise these apps in the App store. This information is critical for parents and teachers to make purchasing decisions for children, since it is arguably parents who are most likely downloading these educational apps to teach their children math (Dubé & Keenan, 2016). The present study examines how game developers advertise their apps and what features the parents value when selecting apps from the App store. We identified the top 20 math apps each for the four age brackets designated by the iTunes app store. Then, we coded these apps based on both their written descriptions in App store as well as any videos or images provided. The coding covered a range of aspects, including basic information (e.g. price, size, age range), text descriptions (e.g. math subject content covered, features, awards) as well as visual display and app icon design characteristics. In conclusion, this study suggests that game developers should establish more specific standards for math specific applications to advertise their apps for parents purchase.

Students’ achievement emotions and their satisfaction with online learning
Somayeh Ghaderizefreh & Michael Hoover – ECP, McGill University

Students’ emotions have an important impact on their academic outcomes. Most studies in academic emotions across different delivery platforms have looked at academic emotions in the classroom but little is known about students’ emotions in online learning environments. However, universities are increasingly turning to online or blended formats to teach required courses. Several studies have reported that students’ satisfaction with online learning has an important impact on both their intentions to enrol in future online courses and course dropout rate. The present study uses Pekrun’s control-value theory of achievement emotions to examine the influence of achievement emotions on students’ satisfaction with online learning. Twenty-nine graduate students who enrolled in a statistics course completed a series of surveys on achievement emotions (enjoyment, anxiety, anger, and boredom) toward their online learning and their satisfaction with the online learning experience. Analyses indicated that enjoyment was significantly positively related to students’ satisfaction, while anger and boredom were significantly negatively related to satisfaction. Although anxiety has been cited as an important factor in student satisfaction, this relationship was not significant with our sample. Based on these results, we conclude that when students experience less anger and boredom and more enjoyment they report greater satisfaction with their online learning experience. Educational implications of these results and suggestions for future research are discussed.

How do sensory processing and cognitive flexibility contribute to the restricted repetitive symptoms of autism?
Stephanie Lung & Armando Bertone – ECP, McGill University

This study aims to draw relationships between the sensory and cognitive factors that underlie the restricted repertoire of behaviours and interests of autism. Evidence indicates that the sensory processing in autism is best defined by (i) an enhanced ability to process local or detailed information, (ii) a diminished ability to perceive complex information across modalities, and (iii) cognitive perseveration and difficulty with contextual integration to produce novel responses. While both sensory and cognitive factors are well documented in their relevance to the stereotypic repetitive symptoms of autism, limited evidence examines their interplay in the prediction of repetitive symptoms. Ninety children aged 8 to 14 years old will be recruited to participate in the study; 45 children with autism and 45 typical-development children. Both groups will be administered the Matrix Reasoning (MR) subtest from the Wechsler Abbreviated Scale of Intelligence - Second Edition (WASI-II), Wisconsin Card Sorting Task (WCST), and the Conners Continuous Performance Test - Third Edition (Conners CPT-3). Their caregivers will be asked to complete two self-report questionnaires namely; the Short Sensory Profile -2nd Ed (SP-2) and Repetitive Behaviour Scale-Revised (RBS-R). Pearson correlation is used to determine the correlation of the sensory and cognitive factors whereas multiple regression analyses are used to measure their predictive power to the severity and patterns of repetitive symptoms. This study is unique as it facilitates interdisciplinary expertise communication among psychologists and occupational therapists.
Further, findings may inspire educators with designing multi-sensory teaching strategies in class with incorporation of cognitive training activities.

**Nature of preservice teachers’ noticing of ambitious teaching practices in Math**  
*Vandana Chandrasekhar – DISE, McGill University*

Ambitious teaching practices (ATP) are introduced to preservice teachers (PSTs) in the university courses because these practices support student learning across ethnic, racial, class and gender categories (Lampert & Graziani, 2009). Example of such practices are eliciting student’s thinking, responding to student’s thinking and representing student’s thinking. These practices require the teacher to pay attention to students’ emerging ideas and adjust their instructional choices based on assessment of students’ understanding. Thereby, fostering deeper understanding of ideas and engaging students in complex problems. For the PSTs to appropriate these practices, they need to identify these practices when used while teaching. In this research I interviewed 7 PSTs to understand about their noticing on ATP in order to investigate the following questions: a) what do PSTs identify as ATP in Math; b) how and why PSTs use these practices in Math. For the interview, I asked PSTs to identify moments in their teaching where they used any of the ATP listed above. Once they identified the practice, they were probed to reflect on how and why they used that particular practice the way they did. For this presentation, I will be analysing, the way the PST’s conceptualized the practice of eliciting student’s thinking. In particular, how they elicited and why they chose to elicit the way they did. These initial insights of PST’s conceptualization of the practice of eliciting can be a valuable insight to modify future teaching methods courses to better support PSTs use of these practices.

**FAST5 PRESENTATIONS // PRÉSENTATIONS DE 5 MINUTES**

**Interrogating curricular experiences of circus education in Québec**  
*Alisan Funk – DISE, McGill University*

Most circus performers now come from degree-granting circus schools. Quebec has two CEGEP circus schools. Both circus schools offer two parallel programs, with the same ostensible objective, whose students are intermixed. The DEC includes a college diploma, while the DEE (diplôme d’études de l’établissement) does not include academic core classes. I investigated whether the learning objectives of degree-granting circus programs are considered the same as learning objectives in non-degree (certificate) programs by asking: how do students, circus instructors, teachers, and administrators in Quebec circus schools describe and experience the coexistence of academic and kinesthetic objectives with regard to their institution’s program objectives? Three theoretical fields were used to create research questions and analyze responses: curriculum studies, sport psychology, and circus education studies. In each school, four focus groups were held and participants were divided into groups according to their roles in the school: administrators, academic teachers, circus trainers, and, together, students in the DEC and DEE programs. All participants believed the goal of circus school is to train circus artists, but differentiated circus ‘artists’ from ‘technicians.’ Additionally, when describing their experience of the curriculum, most participants saw the ‘circus’ curriculum and the ‘academic’ curriculum as parallel, non-integrated trajectories. Participant responses reveal that we must both question how circus arts programs can fit into accredited academic structures AND how academic content can fit into the goals of circus education towards the development of artists and innovation within circus arts.

**Perceived stress and coping behaviours in university students**  
*Amanda Argento, Naz Boke, Amanda Simundic, & Nancy Heath – ECP, McGill University*

University students experience high levels of stress throughout their studies. According to the cognitive appraisal theory of stress, stress occurs when an individual perceives environmental demands exceeding their available resources to cope. Research has shown that university students may often turn to external resources to cope with feelings of stress. The purpose of the present study was to examine patterns of stress and how they may differ based on gender and students’ year of study in university. Furthermore, the study also sought to examine students engagement in healthy and unhealthy coping behaviours. Data was collected as part of a
university-wide study examining stress and coping in undergraduate students at McGill University during two academic years. Students (N = 5,958) completed an in-class survey that included demographic questions, the Perceived Stress Scale (PSS-4), and a researcher-developed measure assessing engagement in healthy and unhealthy coping behaviours. A factorial ANOVA demonstrated significant main effects and an interaction for gender and students’ year of study on scores of perceived stress with females reporting greater levels of stress on later years, while males had the opposite pattern. Highest levels of stress for both groups were reported in their second year. The most commonly reported coping behaviours among students were meditation, praying and alcohol use. These findings demonstrate how stress levels may vary for students in different years of university, along with the variety of behaviours students engage in to cope with stress. Implications for campus mental health services will be discussed.

A tangible past: Investigating non-Indigenous student learning outcomes in reconciliation efforts in Quebec’s elementary schools

Aubrey Nash – DISE, McGill University

This research sheds light on the lack of participation in reconciliation efforts by non-Indigenous peoples of Canada, focusing on the possibility of language and education as means to achieve reconciliation. Specifically, this research will investigate the following questions: (1) How might the inclusion of Indigenous languages in Canada’s elementary school curricula impact non-Indigenous students’ learning outcomes, particularly attitude, values, and dispositions? (2) What role might education play in improving non-Indigenous participation in reconciliation efforts in Canada? (3) Might Indigenous languages serve as a tool to integrate the trauma of Others into the Canadian national narrative? Addressing a gap in research, these questions focus on felt absence of non-Indigenous identity in conversations about reconciliation. They counteract the tendency of the dominant demographic—particularly, white settlers—to consider reconciliation to be a complete project, rather than an ongoing process. In effect, they mitigate learned racism of the dominant demographic — in this case, the inherited narrative in which Indigenous issues are a thing of the past. This work is possible through a conceptual framework grounded in notions of self-understanding as a means to understand the Other (Gadamer, 1975). Gadamer cautions that prejudices are only beneficial when employed with understanding through self-reflection. Otherwise, we are left with only blind prejudice and, therefore, cannot “understand something in its otherness” (p. 137). Gadamer’s philosophy lends itself to reconciliation because, by definition, reconciliation entails self-understanding and understanding of others. To operationalize this framework, I will employ a critical discourse analysis methodology.

An interrogation of student athletes’ constructions of health

Bradley Crocker, & Lindsay Duncan – KPE, McGill University

Collegiate student athletes are faced with unique challenges as they are often forced to negotiate between demanding social, athletic, and academic roles. These competing priorities can put student athletes at greater risk for experiencing physical and psychological health problems than their non-athlete peers. Mounting evidence suggests student athletes are prone to negative consequences such as alcohol abuse, depression, disordered eating, hazing, doping, poor academic performance, and committing sexual violence. Although there exists a large body of research examining student athlete experiences as they pertain to these negative health outcomes, no published research has specifically addressed how student athletes define and conceptualize health. This proposed study explores the ways student-athletes construct health, fitness, and body image using in-depth, semi-structured interviews conducted with 12 actively competing collegiate student athletes. The interviews will examine the athletes’ understanding of these concepts, as well as how their experiences as student athletes contribute to this understanding. Thematic and discursive analyses will be applied to the interview materials influenced by key themes identified in existing literature, themes emerging from interviews, and a constructivist lens. The findings from this study will have theoretical and practical applications. With regard to theory, this will inform further inquiry into how student athletes conceptualize aspects of health, and how this could manifest into adverse behaviours, such as alcohol abuse.
or sexual violence. With regard to practice, the findings from this study could be used to inform counselling and wellness practices implemented by sport administrators.

**Teachers’ nonverbal behavior and emotions of video-viewing on teaching practices in teacher professional training workshops**

_Chung-Fang Chang_¹, Alexander Gröschner², & Martina Alles³ – ECP, McGill University¹, Friedrich-Schiller-University², Technical University of Munich³

Given research attention to effective teacher professional development, teachers’ self-reflection is the key to improve the teaching practice. Although classroom video used in teacher professional development (TPD) provides crucial insight addressing situated learning, teachers may hesitate participating in the TPD due to the discomfort of being videotaped as referring to self-consciousness. This study explored teachers’ emotion-related behaviors as they provided an aspect of teachers’ psychological needs when the demanding learning approach as to video-based training took place. By using the nonverbal data from a video-based TPD program aiming to enhance productive classroom dialogue in the southern Germany, this study observed six teachers’ bodily motion, facial expression, and eye contact to identify five types of emotions while the teacher participants watched their own teaching practices. From the results of four interconnected workshops. shame, defense, and distraction appeared more often than laughter and surprise, with defensiveness and distraction tending to increase over time. This study sheds light on understanding teachers’ attitudes, emotions, and engagement during the video reflection moments, and draws attention to encouraging teacher participation as well as deals with teachers’ self-consciousness.

**A reading comprehension treatment program for preschoolers with hyperlexia and autism**

_Dianne McDonald_ – ECP, McGill University

Certain children with autism spectrum disorder (ASD) possess a precocious ability to read words and numbers in the absence of any explicit instruction. This ability is referred to as Hyperlexia (HPL). Despite the accuracy of their decoding skills, this ability is not accompanied by an associated level of reading comprehension. As a result, this early reading skill is not typically fostered in school by teachers nor at home by parents. Rather, it can be viewed as an additional obsessive behavior linked to the child’s ASD profile. Later academic treatment focusing on teaching reading comprehension strategies at the sentence and paragraph level show some success, but can best be characterized as too little, too late. This study aims to contribute to the literature by evaluating a custom-designed, strength-based treatment for reading comprehension targeting HPL+ASD preschoolers. This treatment is parent-administered and delivered in the child’s own home via an iPad application. Reading comprehension is targeted at the single word level using written-word to picture matching tasks to develop meaning. It is hypothesized that this treatment will improve reading comprehension in preschool children, as it validates and encourages their interests, and capitalizes on their strengths at a time when they are highly motivated to engage in reading-based activities. Changes in oral language skills, as a function of the reading-based intervention will also be measured. Finally, emotional aspects of the parent-child relationship will be assessed to determine if this strength-based, parent-led intervention can positively influence parent-child well-being.

**Ensuring access to effective education for homeless youth: How can we navigate an increasingly neoliberal economic context?**

_Jayne Malenfant_ – DISE, McGill University

Youth make up 18% of Canada’s homeless population, and they often require unique support services, including tailored access to education. The inclusion of the experiences and expertise of youth experiencing homelessness and housing precarity is necessary in order to offer education solutions which work for them. Through asking youth how they experience and conceptualize academic success, this research hopes to offer effective supports for these young people in the realities of today’s social, economic and political context. I employ D.E. Smith’s "Institutional Ethnography" as well as critical and community-informed research methods, based in two urban contexts in Québec and Ontario. Findings will identify ways to improve policy and
programmatic approaches to engaging homeless youth in quality education, while reflecting their expertise and lived experiences.

**How does bilingualism contribute to attention and mental flexibility in children with autism?**

*Julie Oh – ECP McGill University*

As one of the most multicultural nations in the world, 23% of Canadians report having “another" mother tongue (Statistics Canada, 2016). Substantial research shows that bilingual children experience cognitive advantages, including enhancement of executive functioning (EF), reflected by superior performance on tasks requiring attention, inhibition, and interference control (Bialystok, 2011). Yet, research about bilingualism and EF among children with Autism Spectrum Disorders (ASD) is limited. Recent research suggests that there are no disadvantages of bilingualism in autistic children and that bilingual children with ASD have shown better performance on verbal fluency tasks and on set-shifting tasks (Barrero, & Nadig, 2016). Given these findings and the robust benefits of bilingualism to EF development, it is imperative to examine whether bilingualism can positively impact EF in children with ASD. The objective of this proposed research is thus to investigate the relationship between bilingualism and EF among monolingual and bilingual children with ASD. We will recruit 45 monolingual and 45 English-French bilingual children with ASD, aged between 8-16; groups will be matched on age, nonverbal IQ, autistic severity, and language proficiency. Two EF skills will be examined, mental flexibility and attention. A computerized version of the Wisconsin Card Sorting Task will be used to assess cognitive flexibility and the Conners Continuous Performance Test will assess attention ability. It is hypothesized that bilingual children with ASD will perform better on EF tasks in comparison their monolingual counterparts, consistent with previous research on typically developing children where a greater degree of bilingualism was associated with better EF performance.

**Correlation between L1, L2 proficiency and working memory capacity found in French and English bilingual adults**

*Lifang Wang & Steven Shaw – ECP, McGill University*

Previous studies suggested a potential advantage in working memory in bilingual population because of the underlying executive functioning advantage, yet no evidence was found through experiments. This study intends to discover whether the lack of advantage may be due to the competing effect of verbal disadvantages found in the bilinguals. French/English bilinguals with different language proficiency will be recruited in January 2018 to participate in tests that assess the participants’ working memory capacity, and their first and second language proficiency. A potential correlation between working memory and language proficiency may help us understand bilingual’s lack of advantage in working memory. A regression analysis will be conducted in March after data collection. We are expecting to see a consistent difference between the subject’s first and second language verbal working memory, an increase in working memory capacity along with language proficiency, an advantage in native speaker’s working memory over second language learners. Potential covariation between working memory capacity and language proficiency would increase the possibility for verbal disadvantage found in bilingual population to be a cause for their lack of advantage in working memory, which advantage, suggested by previous studies, should exist because of their enhanced executive functions, such as attention control. The result of the study will answer to the needs of the increasing bilingual population in our education system. Specific understanding of how bilingualism and language proficiency affect verbal working memory, which has been a strong predictor for academic performance, could help teachers provide accurate instructional support to bilingual students.

**Muslim youth’s experiences of inclusion/exclusion in Vancouver schools**

*Narjes Sara Hashemi – DISE, McGill University*

Purpose: The proposed research project aims to explore Muslim youth’s experiences of inclusion/exclusion in Vancouver schools. Since the twin tower bombing in 9/11, there has been a rise in Islamophobia and the stigmatization of Muslims and their beliefs. Such anti-Muslim discourse has made it particularly difficult for Canadian-Muslims to fully integrate as full and equal members of Canadian society. Thus, schools should
respond to all kinds of equity since attending to some and ignoring others creates exclusions. The stigmatization of religion in schools discourages students to engage in public exploration of different religious or spiritual ideologies. Therefore, dialogue about different views is necessary in schools in order to expose all students to different ideas and promote respect and tolerance. Thus, my research question is: In what ways do Muslim youth feel included/excluded in Vancouver schools? Theoretical Framework: I will draw from critical race theory and social justice frameworks. The frameworks were chosen because this research itself challenges domination by giving voice to Muslim youth instead of the dominant narratives and encourages teachers to explore issues of social reform, equity and justice. Methodology: To answer my research questions, I will interview Muslim youth between the ages of 13-19 (n=6) in Vancouver’s secondary schools in order to gain insight into their experiences. Educational Significance: Exposure to different views will help all students no not blindly accept xenophobic and stereotypical messages about Muslims. This study is important since it will explore the experiences of Muslim youth in Canadian schools and provide ways that teachers can promote student inclusion without losing their cultural and religious identity.

Analysis of the sexual violence against the “left-behind” girls in rural areas of China
Shanshan Hua – DISE, McGill University
This presentation aims to analyze the issue of the sexual violence against the “left-behind” girls in rural areas in China within two theatrical frameworks: the capability approach (Nussbaum, 2001; Sen, 2003) and the intersectional analysis (Crenshaw, 1989). By applying the theories into the specific Chinese context, this study will draw some educational implications that aim to promote the well-being of the “left-behind” girls and will raise public awareness about the mental health and well-being of the “left-behind” group. “Left-behind” children in China are the children whose parents in rural areas leave them to go to urban areas for work. These children are left in the villages and are usually taken care of by their relatives. Due to the inadequate care and supervision in rural areas, the female “left-behind” children are easy to get sexual abuse and sexual harassment by people in the village. This presentation will analyze the reason behind the sexual violence within two theatrical frameworks: the capability approach (Nussbaum, 2001; Sen, 2003) and the intersectional analysis (Crenshaw, 1989). The capability approach mainly focuses on what really matters when evaluating the well-being of these “left-behind” girls, and the intersectional analysis (Crenshaw, 1989) will analyze the various complicated factors that lead to the sexual violence. The study finds that except for the basic capabilities, the “left-behind” girls lack the other mature capabilities as human beings. Moreover, the factors of gender, social class, Chinese culture, and geography interact with each other that lead to the high rate of sexual violence.

We Need to Talk: Giving Young Women a Voice in the Creation of Interpersonal Violence Prevention Strategies Among Canadian Youth
Simone Tissenbaum – DISE McGill University
We are currently facing an epidemic of violence against women (Schubert, 2015). One in three women worldwide report sexual or physical abuse in a relationship, which can result in enduring, harmful mental and physical impacts, which demonstrates the need to address this epidemic (Greene et. al., 2015; Tarzia & Hegarty, 2016). The literature on the topic of current interpersonal violence prevention strategies for youth highlights two main issues: (1) there is a tendency for prevention programs to be built around the actions of men/boys, therefore neglecting the participation of women and girls in the prevention strategy; and (2) there is a lack of youth-driven prevention programs, even though there is evidence of the potential benefits and increased effectiveness of programs that are youth-driven; where youth-driven refers to the inclusion of youth in all stages of the research and program execution (Buckley, 2014; Oliver et. al., 2013). My research will involve organizing two focus groups with young women in Toronto to learn more about the strategies they feel that they need to have healthier relationships. There is a lack of research on the perspectives of young women on this topic. It is important to add their voices into the creation of youth-driven programs for interpersonal violence prevention as they are the most likely to be victimized. This research connects to the
conference theme because a decrease in violence against young women will lead to an increase in their well-being inside and outside of the classroom.

**Classroom design intervention as a preventative strategy for teacher burnout**  
*Vanessa Gold – DISE, McGill University*

Teacher attrition affects the field of education globally. Part of the problem is that teachers are burning out because they are emotionally exhausted. Classroom management is a chief contributor to emotional exhaustion. Emerging scholarship suggests that implementing classroom design interventions, such as furniture type and placement, can positively impact classroom management. Many links have yet to be drawn that support the need for developing preventative strategies. The proposed study seeks to explore the relatively unknown intersections of emotional exhaustion, classroom management, and classroom design. Through a literature review and interviews, observations, and focus groups with five design thinking practitioners, this study aims to qualitatively investigate current models of classroom design interventions and identify practices that support classroom management and emotional exhaustion. My findings will inform recommendations for pedagogical content in teacher education programmes to proactively address teacher burnout. This research is essential in order to alleviate personal ramifications for teachers which can manifest as health problems, to support teacher effectiveness in classrooms and to avert serious economic consequences as a result of high job turnover.

**POSTER PRESENTATIONS // PRÉSENTATIONS PAR AFFICHES**

**SESSION A: 12:00 TO 12:45 PM**

**Problematizing the "problem" of women in physics**  
*Chris Gosling – DISE, McGill University*

The under-representation of women in physics was first recognized as a problem in the 1960's (Clancy, 1962; Rossi, 1965). Over the passing decades, the under-representation of women in physics has received attention from scholars, governmental entities, and professional organizations of physicists and educators. Despite significant efforts to increase the number of women in physics, the problem remains: the proportion of women in physics has remained largely unchanged (Sax, Lehman, Barthelemy, & Lim, 2016). In this presentation I will review how the issue of women in physics has been constructed as a problem in the past. I will show how previous efforts, which are grounded in a binary model of gender (Traxler, Cid, Blue, & Barthelemy, 2016), position the problem as stemming from women who are deficient in comparison to men. I will present an alternative view, that of a problem with the culture of physics rather than with women. This approach to the problem will illuminate potential avenues by which the participation of women in physics could be increased by effecting structural changes to the way that physics is taught and learned (Fox, Sonnert, and Nikiforova, 2009).

**Detecting children's lies: Effects of age and type of lie**  
*Donia Tong, Ida Foster, Joshua Wyman, & Victoria Talwar – ECP, McGill University*

The current study examined whether children’s (ages 6 to 11; N = 143) answers to close-ended questions within an interview discriminated between those who lied and those who told the truth, and whether this differed by age. After building rapport with a researcher (E1), children were asked by E1 to lie to an interviewer (E2) by either falsely denying a theft, or falsely accusing E1 of stealing. Children in the control groups were asked to tell the truth. Next, children were interviewed by E2 about the wallet using a script based on the Reality Interview (RI: Colwell et al., 2002, 2007, 2013). The interview included a series of close-ended questions addressing details regarding the event (e.g. “Was the wallet closer to you or E1?”). There were significant differences in children’s responses, depending on whether they lied or told the truth, in both denial (t(35.86) = 35.86, p<.01) and accusation (t(61.09) = -2.27, p=.027) conditions. Liars were more likely than truth-tellers to overcompensate by denying or affirming more in denial and accusation conditions,
respectively. There were no effects of age, suggesting that, when lying, younger children were just as able as older children to answer the questions in a way to support their lies. The results of this study can help towards developing methods of eliciting information from potential victims of child abuse and neglect, allowing them to be removed from harmful environments.

**Professionals’ views and use of practice guidelines in the social sciences: A systematic scoping review**

Emily Matejko¹, Constantina Stamoulos¹, Daniel Parker¹, & Martin Drapeau¹,² – ¹ECP, ²Dep. of Psychiatry, McGill University

In the medical field, clinical practice guidelines (CPGs) are designed to aid practitioners in making decisions of how to best help patients (Field & Lohr, 1990). Guidelines are important to ensure professionalism and optimal service. Compared to medicine, research on CPGs in the social sciences is limited, especially in the areas of mental health and social care services (Graham et al., 2000; Howard & Jenson, 1999a; 1999b). To provide more concrete guidelines and a greater synthesis of CPGs in mental health and social care services, it is important to systematically review the existing literature about professionals’ views and use of practice guidelines. To address this question, we are conducting a scoping review using the method developed by Arksey & O’Malley (2005) and further enhanced by Levac et al., 2010 and the Joanna Briggs Institute (JBI) (2015). The aim of this review is to document the views and use of mental health and social care service guidelines reported by professionals in psychology, psychoeducation, and guidance counseling, among other social science professions. Greater clarity on current CPGs will ultimately inform future research, clinical practice and training programs and policy (Arksey & O’Malley, 2005). Importantly, these findings should reveal what facilitates guideline use and the barriers preventing use. This will be important in contributing to professionals’ understanding of how guidelines can assist in best practice in mental health settings and how practitioners can best help those afflicted with mental health concerns in order to optimize their clients’ well being.

**Professional development trainings for teachers to integrate tablets effectively in classroom**

Gulsah Kacmaz, Chu Xu, Run Wen, & Sabrina Alam – ECP, McGill University

Tablets have become one of the most popular learning tools due to the perception of being fun, engaging, portable, accessible, and easy to use (Connell, Lauricella, & Wartella, 2015). Despite tablets supposedly being easy to use, their successful implementation in classrooms requires teachers to be trained on effective pedagogical strategies (An, 2014). By improving teacher's instructional pedagogy with tablets, student’s content knowledge will be promoted (An, 2014). Furthermore, proper guidance, support and training will assist teachers to acquire skills or strategies of using tablets. Tablets in the classroom also gives teachers the ability to personalize instruction for their students depends on their needs. Therefore, research is needed to identify and address the challenges teachers are facing when trying to integrate tablets into their practice. Mainly, the presentation will aim at equipping teachers with knowledge and skills of successfully integrating tablets into instruction. We will, first, review the existing research to identify the common challenges faced by teachers. Next, we will identify the needs of teachers and provide a possible suggested solution: how to integrate tablets effectively into classroom teachers training workshop? This study will suggest a general framework for effective tablet integration for teachers.

**Stimulating nature of gambling behaviours: Identifying the relationship between stimulant use and gambling among adolescents**

Jeremie Richard & Jeffrey Derevensky – ECP, McGill University

Background: Adolescence represents a significant developmental period which can lead to the experimentation with a variety of high-risk behaviours. Although associations have been established in the research literature in terms of youth problem gambling, there is a dearth of research investigating the association between the use of stimulant drugs and gambling in high-school students. Methods: The current study examined the relationship between stimulant drugs and gambling in high-school youth. Questionnaire responses were collected from 6542 students aged 12 to 19 in Wood County, Ohio, United States. Chi-square
analyses with odds ratio calculations were utilized for the analysis. Results: Overall, 4.9% of high-school students had used at least one stimulant drug within the last year and 6.4% were frequent gamblers. Analyses revealed that the use of any stimulant drug lead to a significant increase in gambling frequency and risk for problem gambling. Of note, use of methamphetamine and crack cocaine held the highest risk for frequent or problem gambling. Conclusion: This study contributes to our understanding of drug use in high-school aged youth and their association with risky gambling behaviours. This study emphasizes the fact that stimulant use can lead to a higher risk of problematic gambling behaviours. Specifically, this research emphasizes that these associations are present in younger individuals, namely, high-school students. As such, prevention and educational initiatives may be necessary in younger populations to modify knowledge, attitudes and beliefs surrounding high-risk behaviours in youth.

Perceptions of coaches and athletes regarding effective coaching practices

Joseph D’Intino, Marie-Michelle Boulanger, & Steven Shaw – ECP, McGill University

Many high school students participate in extra-curricular athletics programs. Participation in high school athletic programs are strongly associated with school engagement and academic success as planning and reflection skills generalize to academic settings. However, coaches may not be adequately prepared with the most effective coaching techniques to support student-athlete development. This preliminary study explores the application of coaching techniques that emphasize goal-setting and the development of executive skills among student-athletes. Eight dyads of high school athletes and coaches completed semi-structured interviews concerning their perceptions of the most effective coaching practices for goal attainment. The research questions guiding this study are as follows: What do coaches and athletes perceive as barriers to pursuing athletic goals? Similarly, what skills do they depend upon to achieve their goals? Data analysis will include qualitative methods, including identification of keywords, common themes, and triangulation of athlete and coach perceptions. Analyses will be verified using inter-rater reliability checks. It is expected that coaches and athletes will agree upon the most effective coaching practices for goal attainment. Data will be analyzed by March 2018. The results from this study will be used to inform future studies concerning goal-pursuit and attainment among high school athletes. Moreover, the results from this study can be used to inform effective coaching and pedagogical practices in high school settings to foster executive skills development among adolescents, which can potentially transfer to academic settings. In addition to informing future studies, the results will be shared with coaching professionals to encourage reflection surrounding their practices.

The impact of relational trust on the reconciliation and mutual recognition of traumatized students

Kensaku Ogata, Gary Holzgang, & Nagui Demian – DISE, McGill University

Working on the assumption that relational trust is a necessary resource for change and improvement, we want to explore how relational trust can enhance reconciliation and restorative relations within a classroom. A particular focus on how relational trust, as a practiced social exchange, can support a change/growth mindset. Trauma sensitive schools work on managing trauma by working through ‘re-writing’ explicit memories into implicit ones. Trusted relationships are important to provide enough security for students to risk changing their positions and mindsets and memories as trauma victims. This research is important for students whose learning is compromised by their trauma. Trust is important in establishing healthy school relationships to replace a traumatizing mindset. Trust-based relational intervention targets three features to change: correction, connection, and empowerment. Trusted relationships provide the environment where these three processes are possible and most productive in terms of designing a change process with/for each traumatized student. Trust enables healthy ways of interacting with and learning from others in a healing way. By definition, trauma sensitive schools build a feeling of trust and safety in positive relationships between teachers and students. The whole school culture’s main mission is to 'heal' trauma they find in their student populations because it interferes with learning. Trauma-sensitive classrooms need a special curriculum content which indirectly also enhance trust and recognition in social
reconciliation in classrooms. We wish, with three research questions of Mixed-Method Approach, to establish what types of pedagogical procedures and contexts are recommended by the teachers for their trauma-sensitive classrooms.

**Exploring language anxiety: A study of Chinese graduate students in Canadian higher institution**

*Lily Chen & Chris Huang – McGill University*

Foreign language anxiety (FLA) refers to “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, p. 284). While previous studies (Horwitz, 2001; Liu & Jackson, 2008) found that FLA is an important predictor of second language learning and academic success, there is a general lack of studies examining variables mediating international students’ FLA. Therefore, the current study aims to investigate variables modulating the extent to which Chinese international students experience FLA in a Canadian university and then to propose personal solutions to cope with their FLA. Semi-structured interviews will be conducted with 20 Chinese International students from a Canadian university. Open-end questions, modified from the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986), will be adopted to investigate their FLA profile in interpersonal conversations, class discussions, public speaking, and daily conversation outside classrooms. The constant comparative method will be used for data analysis after interviews are transcribed. This proposal will outline relevant literature, the study’s rationale, research design, and results. Based on previous research, the present study predicts that due to their high academic achievements in China, Chinese international students set unrealistic language goals for themselves in an English-speaking environment, resulting in low self-concept. On the other hand, while suffering from language barrier, Chinese international students are afraid of negative evaluation from native speakers, causing communication anxiety. Moreover, cultural differences may also play a role. We will conclude by proposing solutions to alleviate FLA, especially for international students.

**Necropolitical battlefields: The emerging civic identities of Salvadoran youth**

*Nelsy Gutierrez – DISE, McGill University*

El Salvador experiences fourteen gang-related murders each day. The looming presence of gangs is the daily smog that suffocates Central America’s smallest nation. Like the mythological Hydra, gangs have been gifted with the gift of eternal reproduction—more members keep appearing as more members are imprisoned. What is it like to enter adolescence in El Salvador? Police systems have declared war against gangs, turning the gang member profile into one that targets all those who fit the age and socioeconomic background deemed threatening, creating a necropolitical environment that dictates the fate of young Salvadorans. Who lives, who dies, and who reaps the benefits of security? Using Participatory Action Research and Youth Positive Development, I have designed a mentorship program grounded in long-term commitment and civic visibility to encourage Salvadoran youth to pursue their fight against symbolic and structural forms of violence by exploring post-high school opportunities, and societal systems of support. In spite of the discriminative profiling surrounding potential gang members, young people’s abilities, dreams, and skills are necessary assets to Salvadoran society. This program challenges the violent necropolitics of both governmental institutions and gangs towards Salvadoran youth by exploring how educational institutions have failed their future generations. Shaped by existing local youth development programs, and narratives of students recruited by gangs, the project fosters community action under the belief that Salvadoran youth are actively pushing back against their violent environment, and it is every Salvadoran’s civic duty to acknowledge and aid their struggles.

**Going to the source: Pre-service teachers’ specific stressors, needs, and coping strategies**

*Nesma Etoubashi, Bilun Naz Boke, Stephanie Zito, & Nancy Heath – ECP, McGill University*

This study seeks to qualitatively explore the perceived challenges and stressors of the teaching profession from the perspective of pre-service teachers. Teaching is a profession associated with high stress and burnout rates (e.g., Froese-Germain, 2014; Perda, 2013). Students preparing to enter this profession are aware of these statistics, and have been reported to feel only somewhat confident in their ability to meet their own
needs, and that they are unsure of how to cope with the stress of teaching (Brackenreed & Barnett, 2006). This study elucidates the factors specifically contributing to pre-service teachers’ stress as they prepare for teaching in schools, and will lend insight to the preliminary development of a pre-service teacher preparation program to better prepare teachers for the stress of the profession. Thirty minute semi-structured interviews with final year pre-service teachers were held (n=24; 79% female), in which they were asked to discuss challenges and stressors associated with the teaching profession, as well as the coping strategies that would be helpful in alleviating some of this stress. Interview notes were analysed for themes using the guidelines set out by Braun and Clarke (2006). Results revealed that the main stressors of teaching as identified by pre-service teachers were: feeling underprepared for the teaching profession, the pressure imposed on teachers, and the physical and emotional demands of teaching. Pre-service teachers felt they needed practical tools and teaching techniques they can use in the classroom, and felt they needed to learn self-care techniques to use in their personal lives.

Social support in school and related outcomes for LGBTQIA+ youth: A systematic review
Samantha Sullivan, Enoch Leung, & Gabriela Kassel Gomez – ECP, McGill University
For many LGBTQIA+ (lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual) youth, schools are unsupportive and threatening spaces. Due to increased social stigma, isolation and discrimination experienced in school, many LGBTQIA+ students are at elevated risk for mental health issues such as anxiety, depression and suicidality, among others. Social support has been identified as a protective factor for such outcomes in this population, yet it remains vague and poorly defined in the literature. This systematic review aims to synthesize current research on social support for LGBTQIA+ youth in schools, including Gay-Straight Alliances; administrative support such as policy and curriculum reform; and caregiver and peer support. A highly sensitive search strategy was developed to address the question: “how does social support in elementary and secondary education relate to outcomes for LGBTQIA+ students?” The initial search across PsycINFO, ERIC, GenderWatch, ProQuest and Web of Science yielded 341 articles. Phase one abstract review yielded 126 articles. Phase two full-text review yielded 89 articles, and an additional phase of full-text review is currently underway to establish further adherence to inclusion/exclusion criteria. Final results will contextualize current definitions of social support as linked to outcomes for LGBTQIA+ students in order to pinpoint areas of consensus and disagreement around which supportive interventions and practices foster positive outcomes for these students. The review seeks to direct future research by providing clarity and illuminating gaps in literature in this burgeoning field, fostering more effective research and interventions that ameliorate the significant health disparities for LGBTQIA+ students.

Self-efficacy and emotions in graduate students
Samira Feizi & Nathan Hall – ECP, McGill University
Although various studies to date have examined motivation and well-being in undergraduates, there exists little research on motivation variables as predictors of psychological health in graduate students. With over 70% of graduate students reporting that academic issues and other stressful events have caused them functional impairment (El-Ghoroury, 2012), it is important to understand the implications that self-efficacy can have on their psychological well-being. Existing research with graduate students is limited, and this population is especially understudied in regards to their well-being and mental health. Given existing findings showing self-efficacy to predict critical academic outcomes in undergraduates (Zimmerman, 2000) and academic achievement in graduate students (Phillips & Russell, 1994), the present study examined the role of self-efficacy in the lived experiences of graduate students concerning their emotional well-being and global psychological adjustment. Analyses of a large-scale, international dataset consisting of 4,749 graduate students recruited from 67 countries across 47 disciplines revealed significant predicted relations between self-efficacy and epistemic and failure-related emotions, as well as work-life balance, burnout, depression, and impostor syndrome. Despite limited previous research in this population, this study is consistent with the current literature on self-efficacy and mental health in similar populations, such as undergraduate students.
The results emphasize the importance of self-efficacy in graduate students with respect to their mental health and highlight the importance of continued research on the extent to which motivational and self-regulation variables, and related intervention efforts, may help to mitigate mental health issues experienced by graduate students internationally.

**How Chinese international secondary students are affected by foreign language anxiety: A qualitative study**  
*Shengwen Xu – DISE, McGill University*

Horwitz et al. (1986) identified Foreign Language Anxiety as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). For international students, an environment where study and life are based intensively on their second language or foreign language is likely to cause foreign language anxiety as they settle and integrate into their study and life in Montreal, both linguistically and culturally. This thesis proposal adopts qualitative approaches and seeks to better understand how students feel as they use their second language inside and outside the classroom using in-depth interviews. The reason for focusing on Chinese international secondary students is that this student body has been growing greatly in recent years, but they are more vulnerable when encountering various challenges upon arrival. Among the 44,510 international students at secondary level in Canada in 2015, more than half of them, 24,415 came from China (Canadian Bureau for International Education, 2016). Their ages ranged between 12 and 18. These students have to deal with academic adjustment, the relationship with their host families, integration into society at an adolescent age, probably without any family abroad to support them. This study hopes to result in a better understanding of the feelings experienced by students and thus, help educators to better support students’ second language learning by improving teaching methods and helping reduce students’ emotional concerns.

**SESSION B: 12:45 TO 1:30 PM**

**Quebec’s Bill 56: Constructing critical responses through Plato, Mayo, Freire, and Hooks**  
*Alexandra Stewart & Ariadna Carmago – DISE, McGill University*

Under reforms in the Education Act and the Act Respecting Private Education, Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools was passed in Quebec on June 12, 2012 by Quebec's Minister of Education. Subsequently, the bill has a simplified Action Plan to guide primary and secondary schools on protocol to follow when a situation transpires. Uptaking critical pedagogy through a qualitative discourse analysis, we use Paulo Freire and bell hooks amongst others to analyse and deconstruct the Action Plan, in order to address the social, mental, and emotional impacts the policy potentially has on students, and propose an alternative solution. Educational research about the effects of bullying and violence in schools suggests that they contribute to a negative school environment that could affect the emotional health of students, teachers, and the overall school community. Our study reveals that those most directly involved with bullying and violence in schools are least considered in Bill 56’s Action Plan. Moreover, discovering the causes of bullying and violence in schools is not prioritized insofar as blaming and ostracizing the individuals at fault and blindly searching for solutions is. Although we use hooks’ theory of engaged pedagogy to propose a solution to these issues, our analysis could provoke further qualitative and community-based research involving participants directly affected by the Action Plan.

**A comparative study of Quebec and Ontario’s curricula in financial literacy education**  
*Azadeh Javaherpour – DISE, McGill University*

Aim: This presentation aims to provide a better understanding about financial literacy education (FLE) in Canadian secondary schools’ curricula: Quebec & Ontario. It looks at changes, concepts and aims of FLE in the curricula. Introduction: This study has been implemented as a part of Master thesis research in Educational Leadership, DISE, McGill and submitted in Dec. 2017. Presentation Design 1. Problem: Following the global economic recession, the high rate of household debt, unemployment, bankruptcy and health issues among Canadians have raised alarms. A lot of scholars and stake holders viewed financial literacy education (FLE) as a
necessary means to improve Canadians’ financial capability, resilience and wellbeing. They Defined FLE from different perspectives. One of the most significant perspectives was competency approach. They believe FLE empowers citizens with financial knowledge, thinking skills and social skills in making wise decisions from a young age. It assists them for a successful transition to adulthood. They view financial capability (as an important outcome of FLE) a contributor to well-being of citizens. 3. Research design: It presents the conceptual framework of the research, and methodology (a qualitative case study method) 4. findings It indicates similarities and the differences of both curricula in their revisions, aims and concepts regarding FLE. 5. Implications: It presents the implication of research in educational leadership policies to support students’ learning, and teachers’ training. It also opens more debate on curriculum development. 6. Finally: Bibliography details and researcher’s contact information.

The impact of music education on restrictive, repetitive behaviours in adolescents with autism spectrum disorder

Charlotte Rimmer & Eve-Marie Quintin – ECP, McGill University

Individuals with Autism Spectrum Disorder (ASD) demonstrate interest and strength in music. Music education research has focused on social, cognitive and emotional aspects that characterize ASD, neglecting to investigate a core feature of the disorder, restrictive repetitive patterns of behaviour, interests or activities (RRBs) in relation music interventions. RRBs compete with social interaction opportunities, impact communication, and hinder the acquisition of new skills. Musical education has shown to ameliorate repetitive patterns of behaviour in children with impairments in communication and repetitive disruptive vocalizations in persons with dementia. The current research aims to investigate whether partaking in a music education program holds the potential to positively impact social functioning in regard to RRBs in youth with ASD.

Safe spaces: Where do students feel safe in their school?

Enoch Leung, Charlie Ohayon, Samantha Sullivan, Anne-Marie Parent, & Tara Flanagan – ECP, McGill University

For many LGBTQIA+ (lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual) youth, schools are unsupportive and threatening spaces. Due to increased social stigma, isolation and discrimination experienced in school, many LGBTQIA+ students are at elevated risk for mental health issues such as anxiety, depression and suicidality, among others. Social support has been identified as a protective factor for such outcomes in this population, yet it remains vague and poorly defined in the literature. This systematic review aims to synthesize current research on social support for LGBTQIA+ youth in schools, including Gay-Straight Alliances; administrative support such as policy and curriculum reform; and caregiver and peer support. A highly sensitive search strategy was developed to address the question: “how does social support in elementary and secondary education relate to outcomes for LGBTQIA+ students?” The initial search across PsycINFO, ERIC, GenderWatch, ProQuest and Web of Science yielded 341 articles. Phase one abstract review yielded 126 articles. Phase two full-text review yielded 89 articles, and an additional phase of full-text review is currently underway to establish further adherence to inclusion/exclusion criteria. Final results will contextualize current definitions of social support as linked to outcomes for LGBTQIA+ students in order to pinpoint areas of consensus and disagreement around which supportive interventions and practices foster positive outcomes for these students. The review seeks to direct future research by providing clarity and illuminating gaps in literature in this burgeoning field, fostering more effective research and interventions that ameliorate the significant health disparities for LGBTQIA+ students.

School representation and participation of students with intellectual disabilities in a Brazilian public school

Flavio Kenji Murahara – ECP, McGill University

This poster addresses the gap between inclusive education policies and social participation, particularly that of students with intellectual disabilities in representative roles in schools. This phenomenological study focus on the representativeness of students with intellectual disabilities in a public school in Brazil, and it aims to investigate how the participants involved in inclusion understood the process of students becoming representatives. This endeavour is grounded in the concept that an effective inclusive practice derives from
the collaboration from a variety of stakeholders and is strongly assisted by policies and systems that are inclusive. A project of school representation was developed in a partnership between a Brazilian university and a city-government school. Several preparatory meetings and activities took place in relation to representativeness among the students. Four reflective interviews were also held with the teacher of the resource room, the student representatives, the pedagogical coordinators, and a representative from the students’ mothers. The findings show that the process of representation is a form of inclusion, and it gives these students the opportunity to develop the skills of a representative. Students also indicated that having their opinion expressed and potentially included are the foundations of effective school participation. This research may contribute to future discussions concerning public policies that encourage the active participation of students with intellectual disability in the school environment, also it may be expanded to discuss well-being in educational settings.

**Investigating pre-service mathematics teachers’ experiences using a framework to deepen understandings of positioning students competently**

*Hailey Aleece Iacono – DISE, McGill University*

Studies have shown that students have more positive dispositions towards mathematics and achieve higher scores when teachers use reform models (Boaler, 1998; Boaler & Greeno, 2000; Boaler & Selling, 2017; Cribbs & Linder, 2013). Such reforms generally move away from traditional mathematics instruction that emphasizes route memorization and procedures, and instead advocate for a more open-ended teaching dynamic. To enact such models, teachers must position students competently by using teacher moves to support them, through emphasizing what they have done well or through supporting them in finding the solution themselves. Positioning students competently, especially those who experience feelings of anxiety in mathematics, can significantly impact their overall wellbeing. This approach has proven to be especially successful in supporting reluctant students or encouraging students who express mathematically incorrect understandings (Ball, 1993; Kazemi & Hintz, 2014; Lampert, 2003; O’Connor & Michaels, 1996). Noticing instances where positioning is possible is challenging, and can be especially difficult for novice teachers. To date, there exists a limited amount of research that aims to support pre-service teachers in learning to notice interactions that can deepen their understanding of positioning students competently. My study attends to this gap, as it supports pre-service teachers in deepening their understanding of positioning students competently through video noticing sessions. In this presentation, I will discuss the design of my research study.

**Student mental health experiences, attitudes and help seeking across cultures: A critical review**

*Ibukunoluwa Adekoya¹, Gulsah Kacmaz¹, Kristen Sha², & Janette Chu², ¹ECP, ²Dep. of Psychology, McGill University*

Around the world, students face various mental health challenges that impact their performance and ability to succeed in educational institutions. Therefore, a plethora of research has been dedicated to addressing students difficulties and raising mental health awareness in schools. The current paper aims at critically analysing existing studies on student mental health experiences and attitudes, as well as help-seeking behaviours across three countries in various continents: Turkey, Nigeria, and Hong Kong. We will be presenting research findings on social and individual factors that influence students’ mental health outcomes. Furthermore, we will highlight the barriers and facilitators in students’ obtaining mental health care. Finally, we will report on prevalent attitudes towards mental illness among students in the three countries. The current paper will provide a summary of available research findings, identifying commonalities as well as differences among students. Moreover, we will evaluate the various theoretical approaches used by all researchers. From this critical analysis, we will discuss the gaps in the literature and propose practical implications for future research.

**Sociability and friendships in students with a developmental condition**

*Margarita Miseros, Domenico Tullo, & Armando Bertone – ECP McGill University*

Success in peer engagement and the acquisition of social skills in the school environment are critical factors influencing academic success and socio-emotional development among students with neurodevelopmental
conditions (NDCs). However, compared to typically-developing (TD) peers, individuals with NDCs often experience (i) increased feelings of loneliness, (ii) higher rates of peer rejection and (iii) increased risk for psychological issues. This study investigates the relationship between sociability and peer relationships in 110 students with a NDC by examining endogenous factors and how they may translate into the development of friendships in the school environment. Specifically, we examined the mediating role of impulsivity in the sociability-friendship relationship, as well as determined the predictive power of particular social competencies comprised in social ability. Higher scores for social awareness and social communication, as well as decreased scores for autistic mannerisms were found to predict (i) increased perceptions of peer relations and (ii) lower peer rejection among students with diverse NDCs attending a specialized school. Findings indicated that impulsivity is a predictor of both reduced peer relationships and lower social ability; yet, impulsivity did not mediate this relationship. Notably, these findings are specific to students diagnosed with a NDC with low levels of peer-relationship proficiency. This research has implications for clarifying the complex association between social skills and the development of peer relationships, which contributes to the development of effective methods and school-wide interventions to better meet student social needs and ultimately improve peer engagement.

The role of the coach in facilitating psychosocial development among high school student-athletes
Marie-Michelle Boulanger, Joseph D’Intino, & Steven Shaw – ECP McGill University

Coaches have the potential to exert a profound and valuable influence on the developmental outcomes of their athletes, not just as instructors of sport, but as mentors and teachers of life skills. However, many coaches are ill-equipped to care for the social and emotional well-being of student-athletes, and lack knowledge of the interpersonal aspects youth sports and child development. An exploratory study was conducted to understand how coaches foster positive development among their athletes. Semi-structured interviews are being conducted with 8 coach-athlete dyads to investigate the perceived barriers and facilitators for developing strong rapport between each coach and his/her athletes. Interviews will be transcribed, and analyzed using qualitative methods including identification of keywords and common themes, and triangulation. Data collection, transcription, coding and analysis will be completed by March 2018. Participants will be asked to reflect on some of the interpersonal challenges experienced throughout the season and the strategies used to overcome these challenges. Moreover, coaches will be asked about their perceived impact on their athletes’ personal development, while athletes will be asked to discuss the way in which their coaches have influenced them. Overall, it is expected that coaches and athletes will report similar barriers to relationship building as well as effective coaching strategies used by coaches to build rapport and influence athlete outcomes. The results from this study will be used to develop interventions aimed at improving current coaching practices and increase the developmental benefits of sports participation for youth.

Comparing mindfulness, suppression, and distraction strategies for smoking cessation
Melanie Wisener & Bassam Khoury – ECP McGill University

Purpose: The majority of smokers who attempt to quit smoking are unsuccessful. Mindfulness-based interventions have shown preliminary efficacy for smoking cessation, but directly comparing the effect of mindfulness versus suppression and distraction strategies is warranted. Method: Current cigarette smokers will be randomly assigned to receive brief mindfulness-based, suppression, or distraction instructions after participating in a cue-induction procedure designed to elicit cravings. Participants will complete measures assessing craving, emotional states, and smoking at baseline, throughout the procedure, and at seven-day follow-up. Expected Results: Individuals in the mindfulness condition are expected to report greater increases in self-efficacy to manage cravings as well as decreases in negative emotional states and subsequent smoking than those in the suppression and distraction groups. Impact: Findings may suggest mindfulness-based strategies as an avenue for improved smoking cessation counselling, which could lead to more smokers making successful quit attempts.
Critical success factors of public and private schools
Mustafa Ramazan & Helal Dhali – DISE, McGill University

Critical Success Factors (CSF) is a management term for an organization or project to achieve its mission. CSF has been widely used and explored in business administration, project management, health management, and information and communication technology but rarely researched in the context of high school management. This study will explore the phenomenon of CSF in a high school context. I will attempt to understand what are the CSF of private school's management practices from the perspective of students, parents, teachers and the management themselves. I argue that CSF will help the school management to use most of their time and knowledge to address the most pressing issues that is affecting our students, teachers, schools, and community. The major concern is that world around school environment is advancing and developing rapidly and if our schools do not adopt and adapt their CSF with its environment, our future will be at risk of not being able to cope with it.

Devoir non-accompli: How teacher education can address the growing crisis of L2 teacher drop outs
Philippa Parks – DISE, McGill University

The past decade has seen an increased interest in the crisis of teacher drop-outs (e.g., Ingersoll, 2003; Borman & Dowling, 2008; Karsenti et al., 2013; Kutsyuruba et al., 2014; Gallant, & Riley, 2017; Kelchtermans, 2017). The phenomenon of teacher attrition has enormous economic, and educational costs and is most acute for novice teachers - those with fewer than five years’ experience - and for teachers in certain subjects, including second language teachers (Clark & Antonelli, 2009; Swanson, 2012; Karsenti et al., 2013; Kutsyuruba et al., 2014). The high rate of second-language teacher dropouts is particularly troubling for the province of Quebec where the shortage of qualified ESL teachers has become a serious problem. Most scholarly work considering teacher attrition looks to find factors influencing attrition and retention rates once teachers are already in the field (e.g. Ingersoll, & Strong, 2011; Johnson et al., 2015). Less work to date however, has been done looking at what we can do to address the problem before teachers reach the field in a place where we have the greatest access to teachers and the most potential to influence their development: during Teacher Education. This poster presentation presents a critical view of the literature using identity, efficacy and attrition / resilience as theoretical frameworks. It uncovers links between these concepts with a view to informing best practices and curriculum in second language teacher education.

A mixed-method evaluation of Stronger Than Stigma: A university student-run mental health group
Ryan Golt, Nesma Etoubashi, Dana Carsley, Bilun Böke, & Nancy Heath – ECP McGill University

This study seeks to measure the feasibility and acceptability of a university student-run mental health group. Mental health challenges among university students is an increasingly salient issue. Student-run peer support initiatives play an important role in addressing the issue of mental health by providing students with a platform to engage in first-person narrative, which can help mitigate the effects of self-stigma (Corrigan, Watson, & Barr, 2006). This program aims to promote university students’ mental health and well-being. Through its evaluation, students’ specific needs and perceived value for a mental health group are examined. A mixed-methods approach was used to evaluate student response to Stronger Than Stigma (STS). Students participating in the program were invited to complete an anonymous online survey assessing their mental health experiences, attitudes, and evaluation of STS. Fifty-eight participants (Mage = 22.81, 62.1% female) completed the survey. Results revealed that because of STS (1) participants agreed (43.35%) and strongly agreed (31.28%) that they gained tools to manage mental health; (2) participants strongly agreed (44.8%) or agreed (32.8%) that they felt connected to a community of people; and (3) 100% of students felt mental health was promoted on campus. Out of STS programs, the first person narrative blog (34.5%) and speaker series (27.6%) were rated as the best components, followed by workshops (20.7%) and social media presence (i.e., Facebook, Instagram, Twitter; 15.5%). These results suggest students believe that a student-run mental health group is both feasible and acceptable. Additionally, students have an inclination for first-person narratives shared through the blog and speaker series.
International student experiences and campus support services: Shortcomings and areas of promise

Shannon Hutcheson – DISE, McGill University

The literature has shown that international students can struggle with social inclusion, discrimination, and access to support services that facilitate the transition period from “home” country to “host” country. Given the rapidly growing population worldwide and within Canada, scholars are seeking to better understand factors that shape international student experience. For example, a line of inquiry has revealed that counseling services are underutilized by international students, which is problematic in that counseling is one possible avenue for helping students cope with adjustment and other crises. Despite certain barriers in place that prevent the implementation of various support initiatives for international students (budget, focus on recruitment vs. retention, lack of culturally competent service providers) there are some initiatives in place to promote positive international student experiences including, culturally competent counseling, buddy systems, social groups, and welcome initiatives. This research will operate on three levels to identify the initiatives in place to increase international student inclusion and wellness: classroom, university community, and beyond campus contexts. Finally, this research will highlight potential barriers associated with various initiatives and support services and provide suggestions for how universities can bolster initiatives in order to better serve international students.
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