

NEWSLETTER

Fall 2019 Edition



MESSAGE FROM THE DIRECTOR

There's something about a fall campus, with changing leaves, cooler weather, and eager new students that makes me feel like there's no problem that I can't solve with some gumption and fresh school supplies. I hope wherever you are, whether it be on campus or off, in the traditional school system or not, or even if you're located somewhere where this time of year doesn't mean any of those things, you're also feeling invigorated, invincible, and intellectually curious. Or at least that you can get your hands on some fresh school supplies.



On behalf of the faculty and staff of the Joint PhD in Educational Studies program, I would like to welcome everyone to the 2019-2020 academic year. I would like to thank all the members of the 2018-2019 Program Committee for their efforts on behalf of the program - Drs. Paul Berger (Lakehead University), Glenn Rideout (University of Windsor), outgoing Graduate Program Director, Dolana Mogadime, and Incoming Graduate Program Director, Joyce Mgombelo (Brock University). I would also like to thank Dr. Connie Russell, for stepping in as Acting Director in the winter term, and Dr. Christina van Barneveld, for stepping in for Dr. Berger during the same period.

The 2019 Doctoral Seminars were hosted at the Brock University this past July. I was thrilled to meet the DSI and DSII students as well as several upper-year students. As always, the new students bring a fresh vision, interest, and enthusiasm to our program. It's wonderful to watch the transformations that occur during these intensive summer sessions, and see the bonds that



form between students in their cohorts. The summer began with an Orientation Breakfast and welcome messages. Dr. André Grace delivered a keynote address to students, faculty and staff on Wednesday, July 17th, 2019. Students reported finding the talk deeply inspiring, both in terms of Dr. Grace's use of mixed-methods, as well as how he works directly with the community to both inform and apply his research. For the first time, the keynote speaker talk was live-streamed, so students and faculty at all three Universities could participate.

You may have also noticed a new look to our logo, newsletter, and website. We're getting a little refresh in anticipation of our 20th year. I want to thank everyone that participated in the surveys, focus groups, and photo shoots for our marketing team. Your help is greatly appreciated!

Finally, I would like to congratulate everyone on their successes and accomplishments over the past few months. It is a pleasure to acknowledge and celebrate these achievements in our newsletter.

Dr. Tanya Kaefer

Associate Professor & Program Director, Joint PhD Program

SUMMER 2019 AT BROCK UNIVERSITY

ORIENTATION BREAKFAST

DSI AND DSII STUDENTS ARE WELCOMED TO BROCK UNIVERSITY.



Dr. Owen
Dean, Faculty of Education



Dr. Vanderlee
Chair, Department of Education



Dr.'s Mogadime & Mgombele
Brock Graduate Program Director



Dr. Kaefer
Joint PhD Program Director



Gary Parker
Indigenous Elder

KEYNOTE ADDRESS: 2019 SUMMER SESSION AT BROCK UNIVERSITY

WITH DR. ANDRÉ GRACE FROM THE UNIVERSITY OF ALBERTA

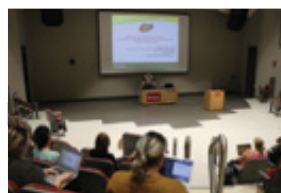
Dr. André P. Grace, PhD is Canada Research Chair (CRC) in Sexual and Gender Minority Studies (Tier 1) in the Faculty of Education, University of Alberta. His research focuses on the comprehensive health, educational, and cultural concerns of sexual and gender minority (SGM or LGBTQ+) youth. Currently, he also directs the Comprehensive Health Education Workers Project for vulnerable SGM youth in Edmonton.



Dr. Grace has served as a member of the Canadian Teachers' Federation's Panel of Academic Experts for Sexual and Gender Minority Issues. With Dr. Kristopher Wells, he co-authored *Sexual and Gender Minorities in Canadian Education and Society (1969-2013): A National Handbook for K-12 Educators*, which the CTF published in 2016. His work advancing the need for greater synchronicity among research, policy, and practice informs his book *Growing into Resilience: Sexual and Gender Minority Youth in Canada* (University of Toronto Press, 2015).

In 2017, Dr. Grace received the Alberta Justice and Solicitor General Community Justice Award in the Innovation Category for his extraordinary contributions promoting community safety through crime prevention for the province's SGM youth. In 2018, he received the CAFA (Confederation of Alberta Faculty Associations) Distinguished Academic Award for his work linking his CRC research program to advocacy and action that recognize and accommodate SGM youth. For more information on his research and books, please visit <https://www.andregrace.com>.

Professor André Grace, Canada Research Chair in Sexual and Gender Minority Studies from the University of Alberta's Faculty of Education, will share his expertise on recognizing and accommodating sexual and gender minority (SGM) youth at his Keynote Address on Wednesday, July 17, 2019.



DOCTORAL SEMINAR I AND II

DS1: CLASS OF 2019



Back row left to right:

Tashya Orasi, Chenkai Chi, Maxine Britto, Dr. Terry Sefton, Robert Blom, Ashley Grover, Lin Li, Zachary Rondinelli, Sacha Dubois, Wendy Ann Forbes, Emilia Iacobelli, Kaylin Kainulainen, Giang 'Kevin' Nguyen Le, Emma Foong, Sandra Johnstone

Front row left to right:

Atiya Razi, Gelsea Pizzuto, Haojun 'Lily' Guo, Meghan Maynard, Ghislaine Pilot-Attema, Dr. Hilary Brown, Yvonne Messenger

Absent: Maxine Britto, Benjamin Laskar, Tashya Orasi

DS2: CLASS OF 2019



Back row left to right:

Lauren Soluk, Tim Dolighan, Eduardo Guadalupe, Dan Piedra, Heather Pratt, Holly Prince, Anneke McCabe, Tamara Bernard, Dr. Tanya Kaefer

Front row left to right:

Tammy Piche, Nisreen Alameddine, Ana Galindo, Helen Dewaard, Pinar Sen, Anita Toronyi, Min Huang, Sophie Regalado

Absent: Dr. Vera Woloshyn



RECENT GRADUATES

MARTHA MOON (LAKEHEAD UNIVERSITY, 2014)

On June 20, 2019, Martha successfully defended her PhD Dissertation entitled “*Learning through relationship: In-Context development for teachers of Indigenous Students*”. Martha’s supervisor was Dr. Paul Berger

JODY REBEK (LAKEHEAD UNIVERSITY, 2015)

On September 13, 2019, Jody successfully defended her PhD Dissertation entitled “*Mindful Leader Development of Undergraduate Students*”. Jody’s supervisor was Dr. Seth Agbo.

SARA SHAHBAZI (THE UNIVERSITY OF WINDSOR, 2016)

On September 20, 2019, Sara successfully defended her PhD Dissertation entitled “*Finding the Right Fit: Exploring ESL Teachers and Students’ Perceptions of iLit ELL, a Technology-based Literacy Programs Use with High School English Language Learners*”. Sara’s supervisor is r. Geri Salinitri.

JUSTIN TEEUWEN (THE UNIVERSITY OF WINDSOR, 2015)

On September 18, 2019, Justin successfully defended his PhD Dissertation entitled “*Investigating the Transfer of Metacognition to Domains Distinct from Mathematics*”. Justin’s supervisor is Dr. Geri Salinitri.

COMPREHENSIVE PORTFOLIO DEFENCES

Elizabeth Boileau

(Lakehead University, 2016)

Elizabeth successfully defended her PhD Comprehensive Portfolio on August 6, 2019 at Lakehead University. The title of her Portfolio was “Exploring Child-Nature Relations and Experiences in Forest School Programs”. Dr. Connie Russell is Elizabeth’s supervisor.

Ziad Dabaja

(The University of Windsor, 2016)

Ziad successfully defended his PhD Comprehensive Portfolio Defence on August 26, 2019, at the University of Windsor. The title of his Comprehensive Portfolio was: “The Ever-changing Schemata: My Doctoral Journey of Perceived Self-improvement and Self-discovery”. Dr. Dragana Martinovic is Ziad’s supervisor.

Keri-Lyn Durant

(Lakehead University, 2016)

Keri-Lyn successfully defended her PhD Comprehensive Portfolio defence on June 10, 2019 at Lakehead University. The title of her Comprehensive Portfolio is: “Memento mori: Adventures in the life of a grieving death educator”. Dr. Pauline Sameshima is Keri-Lyn’s supervisor.

Jack Huizenga

(Brock University, 2016)

Jack successfully defended his PhD Comprehensive Portfolio on September 26, 2019 at Brock University. The title of his Portfolio was “Authenticity: Being and Becoming”. Dr. Xavier Fazio is Jack’s supervisor.

Jason Kennedy

(Lakehead University, 2017)

Jason successfully defended his PhD Comprehensive Portfolio June 19, 2019 at Lakehead University in

The title of his Comprehensive Portfolio was “Soft skills and hard men? Alternative and hegemonic masculinities in outdoor education”. Dr. Connie Russell is Jason’s supervisor.

Christy Radbourne

(Lakehead University, 2012)

Christy successfully defended her PhD Comprehensive Portfolio on June 18, 2019 at Lakehead University. The title of her Comprehensive Portfolio was: “Finding a Way Forward: A Model for Principal Preparation that Enables Transformative Education Leadership for Socio-ecological Justice”. Dr. David Greenwood is Christy’s supervisor.

Kelsey Robson

(Lakehead University, 2017)

Kelsey successfully defended her PhD Comprehensive Portfolio defence on May 30, 2019 Lakehead University Orillia Campus. The title of her Comprehensive Portfolio is “A Reflection and Exploration of my Journey in Early Childhood Education: A Snapshot of my Time in the Joint PhD in Educational Studies Program”. Dr. Sonia Mastrangelo is Kelsey’s supervisor.

Bryanna Scott

(Lakehead University, 2013)

Bryanna successfully defended her PhD Comprehensive Portfolio July 11, 2019 at Lakehead University. The title of her Comprehensive Portfolio was “My Métissage into Academic Research with the Métis Tree of Lifelong Learning”. Dr. Lisa Korteweg is Bryanna’s supervisor.

Kenneth Smith

(Brock University, 2016)

Kenneth successfully defended his PhD Comprehensive Portfolio on July 26, 2019 at Brock University. The title of his Portfolio was “Confessions of a Postpositivist Scholar.” Dr. Catherine Hands is Kenneth’s supervisor.

PUBLICATIONS

Elizabeth Boileau

(Lakehead University, 2016)

Boileau, E. (July 23, 2019). How can educators navigate the pedagogical complexities and ethical tensions of food animal-child relations? [Microblog post]. Retrieved from <http://commonworlds.net/how-can-educators-navigate-the-pedagogical-complexities-and-ethical-tensions-of-food-animal-child-relations>

Lemelin, R.H., Boileau, E.Y.S., & Russell, C. (in press). Entomotourism: The allure of the arthropod. *Society & Animals*, 27(7).

Judy Bornais

(University of Windsor, 2013)

Bornais, J.A.K., & Foisy-Doll, C. (2019). Transforming nursing education using simulation. In T. Stephens, C. Raymond-Seniuk, & L. Patrick (Eds.), *Fundamentals: Perspectives on the art and science of Canadian nursing (2nd ed.)*. (pp. 324- 355). Wolters Kluwer Health: Philadelphia

Bornais, J.A.K. (2019). Health assessment across the lifespan. In T. Stephens, C. Raymond-Seniuk, & L. Patrick (Eds.), *Fundamentals: Perspectives on the art and science of Canadian nursing (2nd ed.)*. (pp.430- 495). Wolters Kluwer Health: Philadelphia

Bornais, J. A. K., Andrews, D. M., Cassidy A. L.E.V., Wright, A.W., & Monette M. (2019). A Decade of Outdoors Experiential Workshops: Facilitator Reflections and Tips. *Collected Essays on Learning and Teaching*, 12, 107-118. Morrell, S., Ralph, J., Giannotti, N., Dayus, D., Dennison, S., & **Bornais, J. A. K.** (2019). Physical assessment skills in nursing curricula: a scoping review protocol. *JBIR Database of Systematic Reviews and Implementation Reports*, 12(6), 1086-1091.

Bornais, J., & Buchholz, A. C. (2018). Becoming a More Reflective Teacher by Serving on a university Teaching Awards Committee. *Transformative Dialogues: Teaching & Learning Journal*, 11(1).

Bornais, J., & Dowsett, D. (2019, Summer Issue). From Heat to Toe: New Things to Know About Diabetes Complications [Editorial]. *Diabetes Communicator*, pp.1, 3.

Helen DeWaard

(Lakehead University, 2018)

Bali, M., Caines, A., Hogue, R., **DeWaard, H.**, & Friedrich, C. (2019). Intentionally equitable hospitality in hybrid video dialogue: The context of virtually connecting. *eLearn - Special Issue: Paradigm Shifts in Global Higher Education and eLearning*, 5. Retrieved from <https://elearnmag.acm.org/archive.cfm?aid=3331173>

Giang Nguyen Le (Kevin)

(Brock University, 2019)

Hoang, L. G. N. (2019). Reflection on education equity in Vietnam: Teachers' and students' voices in an English tourism programme. *Transitions: Journal of Transient Migration*, 3(2), 145-155, doi:10.1386/tjtm_00004_1

Martha Moon

(Alumnae, Lakehead University, 2014)

Moon, M. (2017). Story as a means of engaging public educators and Indigenous students. In *education* 23(2), 25-42.

Moon, M., & Berger, P. (2016). Indigenous student success in public schools: A 'We' approach for educators. *Alberta Journal of Educational Research* 62(1), 1-18.

Zachary Rondinelli

(Brock University, 2019)

Rondinelli, Z. (in press). "C'mon. Sell me another one": Simulation, sacrifice, and symbolic revolution in *Mister Miracle* (2017). *tba: Journal of Art, Media, and Visual Culture*, 1(1).

Rondinelli, Z. (2019, May). "Alpha Flight #1 Facsimile Edition" fails to recapture the magic of yesterday. *POP: Culture & Comics*. <https://www.popcultureandcomics.com/post/comics-review-alpha-flight-1-facsimile-edition-fails-to-recapture-the-magic-of-yesterday>.

Rondinelli, Z. (2019, May). Kickin' it with Megan Kearney. *Sequential: Canadian Independent Comic Book Magazine*, 1(2), 6-8.

Rondinelli, Z. (2019, April). Echoes not heard: Alex Ross' "Echoes of SHAZAM!" and the absence of a certain big blue boy scout. *POP: Culture & Comics*. <https://www.popcultureandcomics.com/post/echoes-not-heard-alex-ross-echoes-of-shazam-and-the-absence-of-a-certain-big-blue-boy-scout>

Rondinelli, Z. (2019, January). Well, I might be a robotic panda girl: *BADASSICAL* and stylistic hybridity. *Sequential: Canadian Independent Comic Book Magazine*, 1(1), 18-19.

Rondinelli, Z. (2019, January). Comics highlights- *Scarlet #5*. *PanelxPanel*, 2(19), 86.

Nicola Simmons

(Brock University Alumni, 2004)

Simmons, N., & Singh, A. (Eds.), (2019). *Critical collaborative communities: Academic writing partnerships, groups, and retreats*. The Netherlands: Brill/Sense.

Jeffrey Irvine

(Brock University, 2012)

Irvine, J. (in press). Evaluating fidelity of implementation for a powerful learning environment classroom intervention. *Journal of Instructional Pedagogies*.

Irvine, J. (2019). Constructivism in secondary math education: A teacher's experience. *The Variable*, 4(2), 27-32.

Irvine, J. (2019). Do you need a math specialist to teach your Grade 9 math sections? *Ontario Principals Council Register*, 21(2), 14-19.

Irvine, J. (2019). Assessing the math processes and the learning skills. *OAME Gazette*, 57(4), 33-37.

Irvine, J. (2019). Strategies for enhancing mathematics learning for students who are kinesthetic learners. *OAME Gazette*, 57(4), 41-44.

Irvine, J. (2019). Book review: Interest in mathematics and science learning. *Brock Education Journal*, 28(2), 96-97.

Irvine, J. (2019). Addressing affective dimensions in a community college mathematics preparation course. *Journal of Instructional Pedagogies*, 23, Article 1, 1-21.

PRESENTATIONS

Judy Bornais

(University of Windsor, 2013)

El-Masri, M. M., **Bornais, J. A. K.**, & Crawley, J., (2019, July). Exploring the Predictors of Non-Urgent ED Visits in Five Community-Based Canadian Hospitals. Sigma's 30th International Nursing Research Congress. Calgary, Alberta.

Bornais, J. A. K., Rickeard, D., & McEwen, A. (2019, June). Experiential Learning. Curriculum Working Group Collaborative Workshop. University of Windsor. Windsor, Ontario.

Ascough, R., Barrette-Ng, I., **Bornais, J. A. K.**, Doré, S., Gibbs, A., Hutchison, D., O'Connell, T., Richard, M., Shaw, P., Verduyn, C. & Zinck, A. (2019, June). Changing Places: Philosophies of Educational Leadership that Allow Learners to Become Teachers Who Become Learners. Society for Teaching and Learning in Higher Education. Guiding the Journey: Learner-Teacher-Learner (STHLE) 2019. Winnipeg, Manitoba.

Andrews, M. D., **Bornais, J. A. K.**, & Kennedy, K. (2019, June). Retreating in Mid-Career: Addressing the Challenges Faced by the Unhappiest Faculty in the Academe. Society for Teaching and Learning in Higher Education. Guiding the Journey: Learner-Teacher-Learner (STHLE) 2019. Winnipeg, Manitoba.

Kaur, T., **Bornais, J. A. K.**, Skene, A., & Galka, A. (2019, May). High Impact Practices: Promises and Pitfalls. University of Windsor. Windsor, Ontario.

Cavallo-Medved, D., Andrews, D., **Bornais, J. A. K.**, Bourne, D., Lubrick, M., Renaud, M., Smith, C., Soulliere, D., & Stagner, J. (2019, May). How Many Profs Does It Takes to Stir Up Engagement in Large Classes? Lessons from a Faculty Learning Community. University of Windsor. Windsor, Ontario.

Bornais, J. A. K., & Andrews, M. D., (2018, December). Distinguished Visiting Teaching Scholars. Invited presentation. The need for POT (Peer Observation of Teaching) in Higher Education. Trent University, Peterborough, Ontario.

Andrews, M. D., & **Bornais, J. A. K.**, (2018, December). Distinguished Visiting Teaching Scholars. Invited presentation. Threat Opportunity? Observation of Teaching Practices in Higher Education. Trent university, Peterborough, Ontario.

Bornais, J. A. K. (2018, November). Insulin Errors, an unfortunate reality: What can be done to prevent them? University of Windsor IHI Open School Fall Patient Safety Learning Series. University of Windsor. Windsor, Ontario.

Bornais, J. A. K., Kustra, E., Marvel, P., Milivojevic, M., Nilam, Z. & Wellington, B. W. (2018, August). Active learning: What Happens When it all Falls Apart? 2018 Summer Series on Teaching and Learning. University of Windsor. Windsor, Ontario.

Bornais, J. A. K. (2018, August). Insulin Updates and Cautions. Nursing Clinical Education Forum. University of Windsor. Windsor, Ontario.

Chenkai, Chi

(University of Windsor, 2019)

Reciprocal Learning as Collaborative Partnership: Cross-Cultural On-site Co-planning and Co-teaching (presented at the 6th Annual International Conference on West-East Reciprocal Learning in Education at University of Windsor)

PRESENTATIONS CONTINUED

Helen DeWaard

(Lakehead University, 2018)

DeWaard, H., & Secord, S. (2019, March 4). Rise of the human machine: How to humanize while teaching with technology. Presented at Lakehead University Research and Innovation Week, Lakehead University, Orillia, Ontario. Retrieved from <https://docs.google.com/presentation/d/1wmL8nKwD6fsemAizJh-qz9PFCDv9pgJbBzBeV9LLk/edit?usp=sharing>

Roozbeh Hatami

(University of Windsor, 2017)

Hatami, R. (June 27, 2019). A Critical Discourse Analysis of Identity Politics in the Post-truth Era, the 2016 U.S. Presidential Elections and the Consequences for Higher Education. CICE, 24th to 27th June 2019. University of Toronto. (Virtual Presentation).

Hatami, R. (July 9, 2019). Identity Politics and Confirmation Bias, Implications for the Age of Social Media. Abrar Moaser Tehran International Research Center. Tehran, Iran

Krystyna Henke

(Brock University, 2017)

Henke, K. (2019, May). Connecting literary journalism and narrative inquiry in qualitative research. Paper presented at the 14th International Conference for Literary Journalism Studies, Stony Brook University, Stony Brook, NY, USA.

Henke, K. (2019, May). The notion of silence as a strategy of resistance in qualitative inquiry. Paper presented at the 15th International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, IL, USA.

Henke, K. (2019, June). Key issues in post 9/11 journalism in the Netherlands: A literature review. Paper presented at the Annual Meeting of the Canadian Association for the Advancement of Netherlandic Studies, Congress of the Social Sciences and Humanities, University of British Columbia, Vancouver, BC, Canada.

Henke, K. (2019, June). Assessing my contribution to environmental education: The effectiveness factor. Paper presented at the Annual Meeting of the Environmental Studies Association of Canada, Congress of the Social Sciences and Humanities, University of British Columbia, Vancouver, BC, Canada.

Henke, K. (2019, August). Cartoons of Trump in The New Yorker: Humor as counter-hegemony. Paper presented at the 102nd Annual Conference of the Association for Education in Journalism and Mass Communication, Toronto, ON, Canada.

Min Huang

(Brock University, 2018)

Huang, M. (2019, August). Scaffolding with Instructional Tools: Cellphone Use in ESL Classes. Paper presented at the Digital Pedagogy Institute, Waterloo, ON.

PRESENTATIONS CONTINUED

Zachary Rondinelli

(Brock University, 2019)

Rondinelli, Z. (2019, June). Lighting a fire: Constructive friction(s) from digital comics to the classroom. Digital Pedagogy Symposium: Networks for Humanities Data, Archives, and Pedagogy, University of British Columbia, Okanagan, BC.

Rondinelli, Z. (Moderator). "Comics Formalism". Toronto Comics Art Festival 2019. The Toronto Reference Library. Toronto. May 11, 2019. Panel Discussion.

Rondinelli, Z. (2019, February). The question concerning "Watchmen": Alan Moore's answer to Martin Heidegger's "Question Concerning Technology". 2019 MSU Comics Forum, Michigan State University, Ann Arbor, MI.

Soheila Shahmohammadi

(Brock University, 2017)

Shahmohammadi, S. (2019, May). Pre-service Mathematics Teachers' Knowledge and Self-efficacy Beliefs to Integrate Technology. Paper presented at the International Society for Teacher Education (ISfTE) Conference, Niagara Falls, Canada.

Shahmohammadi, S. & Jaipal-Jamani, K. (2019, June). Factors enhancing Preservice Teachers' Technology Self-efficacy. Paper presented at the Canadian Society for Study of Education (CSSE) Conference, University of British Columbia, Vancouver, Canada.

Shahmohammadi, S. & Matinara, F. (2019, August). Examining Teachers' Intention to Use GeoGebra in Mathematics Teaching. Paper presented at the 17th Iranian Mathematics Education Conference (IMEDUC), Tabriz, Iran.

GRANTS & AWARDS



Elizabeth Boileau

(Lakehead University, 2016)

In October, 2019, Elizabeth Boileau received the William B. Stapp student scholarship to attend the 48th annual North American Association for Environmental Education conference in Lexington, KY.

Elizabeth is also the proud recipient of the 2019-2020 SSHRC Doctoral Fellowship, worth \$20 000, over 12 months, for her research in early childhood environmental education titled *"How do Forest School Experiences Shape Children's Empathy and Care for the Environment?"*

Judy Bornais

(University of Windsor, 2013)

In 2018, Judy Bornais was the recipient of the 3M National Teaching Fellows, Canada's most prestigious recognition of excellence in educational leadership and teaching at the university and college level. For more information please visit:

<https://3mcouncil.stlhc.ca/resources/3m-fellows/>

Giang Nguyen Le

(Brock University, 2019)

Giang received the Blanche E. Snell Estate Fund for his paper presentation at the Canada International Conference on Education in June, 2019 at the University of Toronto. This award is valued at \$800 and benefits students and educators from developing countries who are studying in Ontario.



Holly Prince

(Lakehead University, 2018)

Lakehead University Joint PhD student, Holly Prince, was awarded the Pierre Elliott Trudeau Foundation Doctoral Scholarship, one of the most prestigious awards in Canada in the social sciences and humanities field.

Holly is an Indigenous scholar and Anishinaabekwe from the Red Rock Indian Band, Lake Helen Reserve, whose research focusses on improving end of life care in Indigenous communities with the active collaboration of community members.

Her PhD work is being supervised by Dr. Lisa Korteweg, and is situated in Indigenous community-based educational research with a focus on accessibility, culturally relevant, well-being and education services determined with and being controlled by Indigenous peoples.

For more than a decade, Prince has been working as a researcher and project manager at the Centre for Education and Research on Aging & Health (CERAH), focused on improving the end-of-life care in Indigenous communities with the active collaboration of community members.

Holly has been awarded \$180,000 over three years to advance her research into First Nations community-based palliative care education and programs, including funds to promote travel for research and scholarly networking and knowledge dissemination.

The Trudeau Foundation receives nominations from top PhD candidates in the Social Sciences and Humanities fields from universities across Canada and internationally. About 300 exceptional PhD students are nominated by their home universities, but only 20 in total are chosen after a grueling application process, including flying to Montreal for personal and group interviews. Congratulations to Holly on her national recognition of her achievement and scholarship. For more information please visit:

<http://www.trudeaufoundation.ca/en/programs/doctoral-scholarships>

Melissa Twance (Lakehead University, 2017)

Melissa is the proud recipient of the 2019-2020 SSHRC Doctoral Fellowship, worth \$40 000, over 24 months, for her research on indigenous ways of being, knowing and doing that is connected to both land and place titled: *"The Ceremony of Place: Mazinaabikiniganan as Sites of Resistance and Renewal."*



CONGRATULATIONS TO ALL!

OTHER NEWS

Elizabeth Boileau

(Lakehead University, 2016)

Elizabeth Boileau has accepted a new teaching position at Bow Valley College in Calgary, AB as a casual instructor in the early childhood education and development program.

Judy Bornais

(University of Windsor, 2013)

Judy Bornais has accepted the position of Executive Director in the Office of Experiential Learning at the University of Windsor, Windsor, ON for a three-year term. Furthermore, on October 13, 2018, Judy proudly delivered the Convocation Address at the University of Windsor's 110th Convocation Ceremony.

Chenkai, Chi

(University of Windsor, 2019)

Chenkai is currently working with Dr. Terry Sefton (University of Windsor) to revise his Master thesis for publication purposes. The title of the intended article for submission is: Integrating arts into English Learning: Visual study of EFL Learners in a Canadian University.

YOU'RE INVITED TO AN ACADEMIC WRITING RETREAT 2019

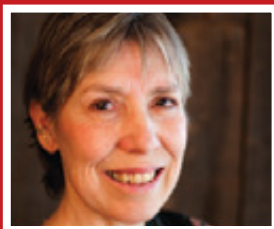
Writing, Mindfulness, & Memoirs

DECEMBER 8-12, 2019 • CRIEFF HILLS COMMUNITY - PUSLINCH, ON

Join retreat facilitators Snežana Ratković, Michelle McGinn and Dragana Martinovic for a chance to hone your academic writing skills. Melinda Burns and Pinar Sen will be guest facilitators at the retreat.

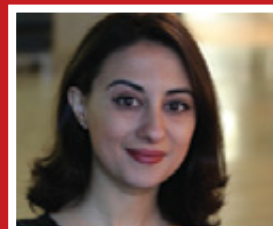
- Individual Writing Time
- Workshops & Mindfulness Activities
 - Group Editing
 - One-on-One Consultations
- Informal Gatherings in a Natural
 - Environment

FOOD, ACCOMMODATION & FACILITATION FEES: \$650.00 PER WRITER



Melinda Burns, MA

Writer and Psychotherapist



Pinar Sen

Joint PhD Student
Brock University

Register by October 17, 2019. Enrolment is limited.

Email: snezana.ratkovic@brocku.ca to register.



Erin Cameron

(Lakehead University, 2010)

Joint PhD Alumnae, Dr. Erin Cameron, Assistant Professor at the Northern Ontario School of Medicine, is receiving \$164,825 from the New Frontiers in Research Fund. Dr. Cameron will spend two years examining how socially accountable medical education fosters transformation in rural health care systems. The project seeks to explore social accountability in the context of medical education and investigate how students, faculty, and community understand and embrace social accountability. The Northern Ontario School of Medicine is leading the project in collaboration with international, national, and local collaborators. For more information about the New Frontiers in Research fund, please visit:

<https://www.lakeheadu.ca/about/news-and-events/news/archive/2019/node/51461>

Leisa Desmoulins

(Lakehead University, 2002)

Dr. Leisa Desmoulins, Joint PhD Alumnae and professor at Lakehead University is consulting with Thunder Bay police on their change initiative. She conducted focus groups with Indigenous young people in April 2019 and developed a series of suggestions to help police in the northwestern Ontario city build trust and confidence in their service. Please click on the link below to read about her research:

<https://www.cbc.ca/news/canada/thunder-bay/thunder-bay-police-trust-indigenous-youth-1.5217912>



Kimberly Radersma,

(Brock University, 2013)

In June, 2019, Dr. Radersma was awarded the Graduate Spirit of Brock medal for the Faculty of Education for her demonstration of the spirit of Maj.-Gen. Sir Isaac Brock, the University's namesake. This award was for her work in the field and research regarding racial injustices she had observed in the education system as a teacher. For more information, please visit:

<https://brocku.ca/education/2019/06/12/convocation-kimberly-radersma/>



Dr. Radersma has recently accepted a position as the Workplace Equity Officer for the Waterloo Region District School Board. In this role, she will be implementing the board's strategic plan regarding equitable and inclusive hiring and promotion practices, as well as guiding recruitment and training initiatives. Dr. Radersma welcomes questions and inquiries at: kim_radersma@wrdsb.ca

Sean Schat

(Brock University, 2012)

Dr. Sean Schat will begin a full-time tenure-track position as an Assistant Professor of Education at Redeemer University College (Ancaster, Ontario).

ALUMNI PROFILES

Dr. Anoucha Plumb

(The University of Windsor, 2011)

Dr. Plumb graduated from the Joint PhD in Educational Studies in 2018 in the field of Social/ Cultural/ Political Contexts of Education. Her research explored non-native English speaking international undergraduate and graduate students' Canadian university schooling experiences. The research findings resulted in gaining insight into the complex and contradictory implementation of internationalization by looking at students' reported opportunities and challenges not as individual entities, but rather as phenomenon existing in relation to each other. Plumb has presented nationally on: learner motivation, teaching for critical thinking, international student engagement through technology, English for Academic Purposes assessment and communicative language teaching. She is the Manager of Language Programs in the department of Continuing Education, at University of Windsor. Anouchka oversees the University's English pathway program, TESL Canada Standard One and Two English Language teacher education certification programs and a range of teacher training and language courses.



Dr. Martha Moon

(Lakehead University, 2014)



Martha Moon defended her dissertation in June 2019. Her research, which was about non-Indigenous educators learning alongside Indigenous educators and community members, continues to inform her practice as an instructor of Bachelor of Education courses at Lakehead University and Indigenous Classroom Assistant courses at Oshki Pimache-O-Win: The Wenjack Education Institute. She continues to learn alongside students and their families as a supply teacher in the local school board. Martha is catching her breath post-PhD by enjoying the beautiful beaches of Lake Superior, cycling, canoe tripping,

spending time with family, and staying involved with church life. Prior publications include "Indigenous student success in public schools: A 'We' approach for educators" (Moon & Berger, 2016) in AJER and "Story as a means of engaging public educators and Indigenous students" (Moon, 2017), in education. New publications and conference presentations are in the making. Martha is deeply grateful for the insight shared by educators in the dissertation research and for the support of her PhD colleagues and professors in the Joint PhD program.

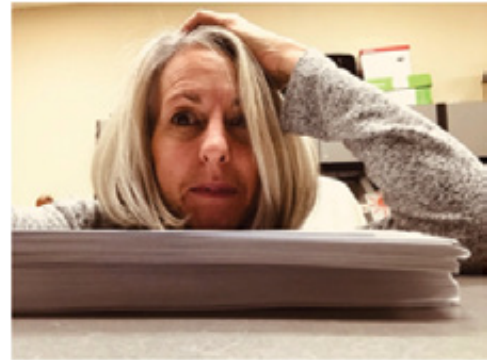
ALUMNI PROFILES CONTINUED

Dr. Kimberly Radersma

(Brock University, 2013)

Dr. Radersma is currently employed as a Workplace Equity Officer for the Waterloo Region District School Board. In this role, she applies an equity lens to all hiring practices: recruitment efforts, screening, hiring, promoting and retaining employees. The goal of her role is to ensure that the Board increases the representation of racialized and Indigenous employees in the Board at all levels, particularly as teachers in their schools. In alignment with Ontario's Equity Action Plan and with the Board's Equity and Indigenous Action Plan, Dr. Radersma works with a variety of system leaders, analyzing and re-imagining policies and procedures, increasing the capacity of hiring panels, collecting data to monitor our efforts, re-writing interview questions, focussing our recruitment efforts, facilitating bias-awareness learning, engaging with community partners from marginalized communities, and working closely with other equity leaders in the Board to ensure our efforts are aligned.

Dr. Radersma has an article coming out soon in the Huffington Post about the challenges of raising a racialized child as a white woman. She is also working on an accepted book chapter called "Vulnerability as Equity Educators" which will appear in an upcoming book titled, *Integrating Social Justice Education in Teacher Preparation Programs*. Dr. Radersma plans to write two articles based on her dissertation research, and she has been invited to turn her dissertation into a book. Kimberly is active on Twitter, and has received a lot of encouragement from other PhD students (and recent grads) while working on her dissertation and in her writing goals. Dr. Radersma invites the Joint PhD community to follow her at @kimradersma if you would like to engage in learning about anti-racism and equity efforts in education (and the occasional complaints about randomness as well).



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