

NEWSLETTER

SPRING 2020 EDITION

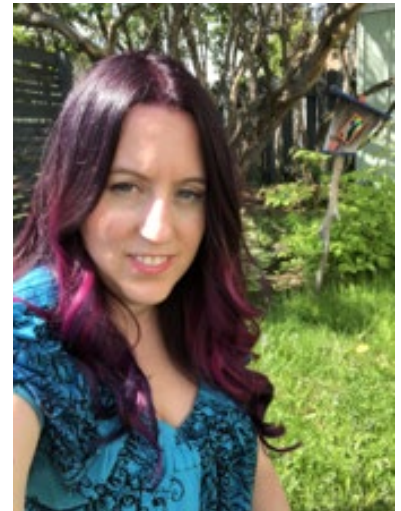


MESSAGE FROM THE DIRECTOR

What a year! As I write this note, I am sitting in my home, with my dogs barking incessantly at anyone walking by. I'm wearing sweat-pants, but I did shower today so I'm considering the day a success overall. I hope wherever you are, you're safe and healthy, and coping as much as is possible.

It seems like a strange time to celebrate, but as you'll see in this newsletter, we have a lot to be proud of as a program! 2020 marks the 20th anniversary of our program. As of the time of my writing we have 174 graduates doing wonderful things in the field of Education. We also have 99 current students, doing magnificent and fascinating work, the evidence of which you'll see throughout this newsletter.

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



We are also delighted that Dr. Claudia Eppert has kindly agreed to be our keynote speaker this summer. Her research focuses on the ethical and pedagogical complexities of witnessing social/environmental suffering and trauma through literary, aesthetic, and contemplative engagements, and on the possibilities for psycho-social transformation and ecological well-becoming. Her presentation will be delivered remotely on Wednesday, July 8th. Details can be found on the Joint PhD website.

It has been a busy winter for the Program Committee (Drs. Joyce Mgombelo (Brock), Glenn Rideout (Windsor), and Paul Berger (Lakehead) with the very able assistance of Kristin Grady who keeps the Directorate humming along nicely). Besides the tasks the Committee engages in every year like admissions and staffing, and, of course, the sudden transition everyone experienced, we had our cyclical quality assurance review this year. We'd like to thank all the faculty, staff, and students, who helped us with this important task. We couldn't have done it without you!

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

Warmly,

Dr. Tanya Kaefer

Associate Professor & Program Director, Joint PhD Program

SUMMER 2020

KEYNOTE ADDRESS

WITH DR. CLAUDIA EPPERT

Dr. Claudia Eppert is an Associate Professor of Curriculum Studies and English Language Arts Education in the Faculty of Education at the University of Alberta. Her research focuses on the ethical and pedagogical complexities of witnessing social/environmental suffering and trauma through literary, aesthetic, and contemplative engagements, and on the possibilities for psycho-social transformation and ecological well-becoming. She is co-editor of *Cross-Cultural Studies in Curriculum: Eastern Thought, Educational Insights* and co-editor of *Between Hope and Despair: Pedagogy and the Remembrance of Historical Trauma*. She has also served as co-editor of *Philosophical Inquiry in Education: Journal of the Canadian Philosophy of Education Society* (formerly known as *Paideusis*), for which she co-edited two special issues on the topic of contemplative practices, education, and socio-political transformation. She recently published “On Lack and Joy: Contextualizing educators’ suffering and well-being” in the *Journal of the American Association for the Advancement of Curriculum Studies*, and has a chapter in press titled “Forest Walks & Literary Engagement in the Anthropocene: Meditations on Grief, Joy, and a Restorative Politics” in M. Bussey & C. Mozzini (Eds). *A Phenomenology of Grace: The Body, Embodiment, and Transformative Futures* (Palgrave MacMillan).



ABSTRACT-QUESTIONS OF WITNESSING, TRANSFORMATION, & ECOLOGICAL WELL-BECOMING

Dr. Eppert’s presentation will examine the complexities of witnessing, transformation, and ecological well-becoming in the epoch of the Anthropocene, when a million plant and animal species are threatened with extinction. It will consider how ecological destruction challenges psycho-social dynamics and pedagogies of bearing witness, and will discuss ways in which transformative education might benefit from responsive/responsible engagement with the ontologies, epistemologies, and ethics of ‘wisdom traditions’ that inform many contemplative practices. It will give particular attention to Buddhist and Taoist/Daoist wisdom.

Dr. Eppert will deliver her Keynote Address on Wednesday, July 8th from 11-1pm (Eastern Daylight Time-GMT 4) via Zoom video conference. Zoom video conference details to follow.

RECENT GRADUATES - 2020

MOHAMAD AYOUB (UNIVERSITY OF WINDSOR, 2014)

On April 13, 2020, Mohamad Ayoub successfully defended his PhD Dissertation entitled: “*An Investigation of the Experiences of Syrian Refugee Students in Canadian Elementary Schools: A Mixed-Methods Study*”. Mohamad’s Supervisor was: Dr. George Zhou.

BRANDY DOAN (UNIVERSITY OF WINDSOR, 2015)

On April 25, 2020, Brandy Doan successfully defended her PhD Dissertation entitled: “*The Role of Bounded Rationality in School Improvement*”. Brandy’s Supervisor was: Dr. Dragana Martinovic.

SUSAN DOCHERTY-SKIPPEN (BROCK UNIVERSITY, 2015)

On January 30, 2020, Susan Docherty-Skippen successfully defended her PhD Dissertation entitled: “*Self-Care as a Pedagogical Ontology in the Professional Care Practice of Others and with Others: A Hermeneutic Phenomenology of Self-Care in Nursing Education*”. Susan’s Supervisor was: Dr. Hilary Brown.

JOHN FREER (UNIVERSITY OF WINDSOR, 2015)

On April 9, 2020, John Freer successfully defended his PhD Dissertation entitled: “*Students’ Attitudes Toward Disability: A Tripartite Interventions*”. John’s Supervisor was: Dr. Cam Cobb.

TRACEY GURBIN (UNIVERSITY OF WINDSOR, 2013)

On January 16, 2020, Tracey Gurbin successfully defended her PhD Dissertation entitled: “*Learning that Sustains the Use of an Appropriate Technology*”. Tracey’s Supervisor was: Dr. George Zhou.

ALAA KUTBI (UNIVERSITY OF WINDSOR, 2015)

On January 24, 2020, Alaa Kutbi successfully defended her PhD Dissertation entitled: “*Perceptions of Female Faculty Members at King Abdulaziz University on Social Media as a Teaching Tool: Challenges and Best Practices*”. Alaa’s Supervisor was: Dr. Zuo Chen Zhang.

SHARON OAKE (BROCK UNIVERSITY, 2009)

On January 29, 2020, Sharon Oake successfully defended her PhD Dissertation entitled: “*Faculty Perspectives on e-Learning Policy in a Canadian University*”. Sharon’s Supervisor was: Dr. Renée Kuchapski.

CATHY VANDERVLIEET (BROCK UNIVERSITY, 2013)

On January 16, 2020, Cathy VanderVliet successfully defended her PhD Dissertation entitled: “*Negotiating a Gendered Neo-Calvinist Pillar: Immigrant Loss, Transformation, and Lifelong Learning*”. Cathy’s Supervisor was: Dr. Nancy Taber.



RECENT GRADUATES - 2019

KIMBERLY HILLIER (UNIVERSITY OF WINDSOR, 2012)

On December 18, 2019, Kimberly Hillier successfully defended her PhD Dissertation entitled: *“Motherhood and Academia: Exploring the Experiences of Graduate Student and Faculty Mothers within the Southwestern Ontario Context”*. Kimberley’s Supervisor was: Dr. Christopher Greig.

JEFFREY IRVINE (BROCK UNIVERSITY, 2012)

On December 2, 2019, Jeffrey Irvine successfully defended his PhD Dissertation entitled: *“Investigating the Impact of Lessons Based on Marzano’s Theory of Learning on Student Attitude, Engagement, and Achievement in Grade 10 Academic Mathematics”*. Jeffrey’s Supervisor was: Dr. Xavier Fazio.

LAURA LANE (BROCK UNIVERSITY, 2011)

On December 2, 2019, Laura Lane successfully defended her PhD Dissertation entitled: *“Facebooking for Feminism: Social Network Sites as Feminist Learning Spaces”*. Laura’s Supervisor was: Dr. Nancy Taber.

ENOKA MAKULLOLUWA (BROCK UNIVERSITY, 2012)

On November 15, 2019, Enoka Makulloluwa successfully defended her PhD Dissertation entitled: *“Utilizing ESL Learners’ Socio-Cognitive Resources to Enhance General Academic Vocabulary Acquisition”*. Enoka’s Supervisor was: Dr. Tiffany Gallagher.

COMPREHENSIVE PORTFOLIO DEFENCES

2020

William Ankomah

(Brock University, 2017)

On March 30, 2020, William Ankomah successfully defended his PhD Comprehensive Portfolio entitled: *“Appreciating My Dream Journey for Future Scholarly Adventures: A Comprehensive Portfolio”*. William’s Supervisor is Dr. Hilary Brown.

Karen Julien

(Brock University, 2016)

On February 26, 2020, Karen Julien successfully defended her PhD Comprehensive Portfolio entitled: *“From Hypocognition to Metacognition: The Cognitive, Physical, and Emotional Work of Developing Academic Writing Skills”*. Karen’s Supervisor is Dr. Vera Woloshyn..

Augustine Puthuva Parattukudi

(Lakehead University, 2017)

On April 6, 2020, Augustine Puthuva Parattukudi successfully defended her PhD Comprehensive Portfolio entitled: *“A Journey into Compassion”*. Augustine’s Supervisor was Dr. Wayne Melville.

Svetlana Popovic

(University of Windsor, 2017)

On February 12, 2020, Svetlana Popovic successfully defended her PhD Comprehensive Portfolio entitled: *“Teaching, Service and Research: The Role of Social Networks in Scholarly Identity Development”*. Svetlana’s Supervisor was Dr. Cam Cobb.

Brandon Sabourin

(University of Windsor, 2016)

On February 11, 2019, Brandon Sabourin successfully defended his PhD Comprehensive Portfolio entitled: *“A Multimodal Perspective of My Joint PhD Experience”*. Brandon’s Supervisor was Dr. Cam Cobb.

2019

Julianne Burgess

(Brock University, 2017)

On December 10, 2019, Julianne Burgess successfully defended her PhD Comprehensive Portfolio entitled: *“Entering Into the Borderlands: A Critical Reflection on My Doctoral Journey”*. Julianne’s Supervisor was: Dr. Fiona Blaikie.

Jhonel Morvan

(Brock University, 2014)

On October 30, 2019, Jhonel Morvan successfully defended his PhD Comprehensive Portfolio entitled: *“A Quest for Equity in School Mathematics: The Centrality of School Leadership”*. Jhonel’s Supervisor was: Dr. Joyce Mgombelo.

Lyn Trudeau

(Brock University, 2016)

On October 24, 2019, Lyn Trudeau successfully defended her PhD Comprehensive Portfolio entitled: *“Mashkiikii Miikana/ Medicine Road: A Comprehensive Portfolio”*. Lyn’s Supervisor was: Dr. Lorenzo Cherubini.



PUBLICATIONS

William Ankomah

(Brock University, 2017)

Ankomah, W. S. (in press). [Review of the book *The guide for white women who teach black boys*, by Eddie Moore Jr., Ali Michael, & Marguerite W. Penick-Parks]. *Brock Education: A Journal of Educational Research and Practice*.

Ankomah, W. S. (2020). Diverse classrooms: Social justice, equity, and diversity competencies for teacher candidates. *World Journal of Education*, 10(2), 15-26. <https://doi.org/10.5430/wje.v10n2p15>

Ciuffetelli Parker, D. & **Ankomah, W. S.**(2019). Are we doing it right?: Diversity, curriculum making, and teacher education. In J. Mueller & J. Nickel, (Eds.), *Globalization and diversity: What does it mean for teacher education in Canada?* (pp. 290-315). Canadian Association for Teacher Education Working Conference Publications. <https://cate-acfe.ca/wp-content/uploads/2019/11/Final-Working-Conference-Book-Halifax-2017.pdf>

Giang Nguyen Le

(Brock University, 2019)

Le, N. H. G., Bui, T. and Latremouille, J. (2020) (in press). Contemplative arts-based practices in education for social and ecological justice: Weaving our transcultural dialogues. In Leavy, P. (Eds.), *Art as an Agent for Social Change*. McGill: Brill/Sense.

Le, N. H. G. (2020) (in press). A queer life and transgender celebrity influencers: Impacts on queer youth in Vietnam. In Blaikie, F. (Eds.), *Global perspectives on youth and young adults: Situated, embodied and performed ways of being, engaging and belonging*. London, UK: Routledge.

Le, N. H. G., Hsiao, C. T., & Heo, Y. (2020). Trans-cultural journeys of East-Asian educators: The impact of the three teachings. *International Journal of Cross-disciplinary Subjects in Education*, 11(1), 4201-4210. [doi:10.20533/ijcdse.2042.6364.2020.0513](https://doi.org/10.20533/ijcdse.2042.6364.2020.0513)

Bryanna Scott

(Lakehead University, 2013)

Scott, B. (2020). Reconciliation through Métissage. In S. Coté-Meek and T. Moeke-Pickering (Eds.), *Decolonizing and Indigenizing Education in Canada*. Toronto: Canadian Scholars' Press. In press.

Jeffrey Irvine

(Brock University Alumni, Class of 2019)

Irvine, J. (2019). Evaluating fidelity of implementation for a powerful learning environment classroom intervention. *Journal of Instructional Pedagogies*, 23, Article 11, 1-12.

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

Irvine, J. (2019). Using self-determination theory to engage learners in Senior Mathematics courses and build motivation and higher-order thinking. *Vector*, 60(2), 47-51.

Irvine, J. (2020). Positively influencing student engagement and attitude in mathematics through an instructional intervention using reform mathematics principles. *Journal of Education and Learning* 9(2),48-75. DOI:[10.5539/jel.v9n2p48](https://doi.org/10.5539/jel.v9n2p48)

Irvine, J. (2020). Book review: *From beliefs to dynamic affect systems in mathematics: Exploring a mosaic of relationships and interactions in mathematics education*. *Brock Education Journal*, 9(2).

Irvine, J. (2020). The need for some students to have alternatives to assessment using paper and pencil. *OAME Gazette*, 58(3), 27-33.

Irvine, J. (2020). Letter to the editor: Alternatives to textbook-based math instruction. *OAME Gazette*, 58(3), 7.

Irvine, J. (in press). Using surveys to assess student attitudes towards mathematics. *OAME Gazette*.

Irvine, J. (in press). Why we need to teach metacognition in our math classes. *OAME Gazette*.

Irvine, J.(in press). Leonardo of Pisa: Bunnies, bees, and the golden ratio. *OAME Gazette*.

Irvine, J. (in press). The history of mathematics—Whose history is it? *OAME Gazette*.

Irvine, J. (in press). A little problem with big potential. *OAME Gazette*.

Irvine, J. (in press). Caribou Math: International math contests made in Ontario. *OAME Gazette*.

Irvine, J. (in press). My favourite lesson: Introduction to logarithms. *The Variable*.

Ruxandra Nahaiciuc

(University of Windsor, 2017)

Nahaiciuc, R. B. (2020). Framing LEAD by Unpacking Student Success Literacy (SSL). In G. Salinitri (Ed.), *Handbook of Research on Leadership Experience for Academic Direction (LEAD) Programs for Student Success* (pp. 41-59). Hershey, PA: IGI Global. doi:10.4018/978-1-7998-2430-5.ch003.

Nahaiciuc, R. B. (2020). Structure of LEAD in the Secondary Panel: Applying a Compensatory School's Student Success Solutions. In G. Salinitri (Ed.), *Handbook of Research on Leadership Experience for Academic Direction (LEAD) Programs for Student Success* (pp. 145-172). Hershey, PA: IGI Global. doi:10.4018/978-1-7998-2430-5.ch009.

Nahaiciuc, R. B. & Salinitri, G. (2020). Bridges and Barriers: Observations of the Challenges and Insights Gained from the Collaboration Between the Canada and China Secondary Science Team. *Intercultural Reciprocal Learning in Chinese and Western Education*. Palgrave Macmillan. In Press.

Nahaiciuc, R. B., Salinitri, G., Li, Y., & Driedger, G. (2020). Water Projects, In Collaboration, Between Canada & China: A Reciprocal Learning Journey of Inquiry-Based Student Research. *Intercultural Reciprocal Learning in Chinese and Western Education*. Palgrave Macmillan. In Press.

Martha Moon

(Lakehead University Alumni, Class of 2019)

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, Class of 2007)

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

Jeffrey Irvine

(Brock University Alumni, Class of 2019)

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

Elizabeth Boileau

(Lakehead University, 2016)

Boileau, E. Y. S., & Born, P. (2019, October). *Child-animal encounters: Promoting respect, care, and compassion*. Paper presented at the North American Association for Environmental Education Conference, Lexington, KY.

Boileau, E. Y. S., & Harwood, D. (2019, October). *A Canadian perspective of outdoor and nature-based learning*. Poster presented at the North American Association for Environmental Education Conference, Lexington, KY.

Chenkai Chi

(University of Windsor, 2019)

Chi, C. K., Sefton, T. (2020, May 30-June 3) *Integrating Arts into English Learning: Visual study of EFL Learners in a Canadian University* [Comparative and international education society of Canada]. Canadian Society for the Study of Education, Western University, London, Canada. <https://csse-scee.ca> (Conference canceled)

Chi, C. K. (2020, March 31-April 2) *Chinese Pre-Service Students' Cross-Cultural Perceptions on Canadian Generalist Teachers Contextualized in Reciprocal Learning Program: A Narrative Inquiry* [Oral presentation session O201B]. 2020 UWill Discover Conference, University of Windsor, Windsor, Canada. <https://scholar.uwindsor.ca/uwilldiscover/> (Conference canceled)

Chi, C. K. (2020, March 16) *Chinese Pre-Service Students' Cross-Cultural Perceptions on Canadian Generalist Teachers Contextualized in Reciprocal Learning Program: A Narrative Inquiry* [Session # 4B]. 2020 Graduate Education Research Conference, Faculty of Education, University of Windsor, Windsor, Canada. <https://www.thegerc.org/>

Christina Garchinski

(Brock University, 2015)

Garchinski, C.M. (Feb, 2020). An effectiveness study of the EQUIP-narrative filmmaking program. Presented at the *Applied Research International Conference on Education, Literature & Language* (ARICELL). St. Anne's College. Oxford University, England. Roozbeh Hatami

Atiya Razi

(University of Windsor, 2019)

Razi, A. The impact of technology apps/tools on cognition and learning of students in elementary mathematics education. (Conference roundtable discussion at the Graduate Education Research Conference 2020, Faculty of Education, University of Windsor). (Conference cancelled by University of Windsor as a result of COVID-19 precautions).

PRESENTATIONS CONTINUED

Giang Nguyen Le

(Brock University, 2019)

Blaikie, F., **Le, N.**, & Tombro, M. (Forthcoming). Panel presentation Drawing on the *Aesthetics of Place, Space, Social Media, Visual and Material Culture as Ways of Knowing and Being in the World*. Arts Education Research Institute. Teachers' College, Columbia University, November 16-18, 2020.

Blaikie, F., & **Le, N.** (June 2020). *To know, to love, and to heal: Photo-Story and cross-cultural experiences of gender performances in schools*. Canadian Society for Studies in Education. Western University, London, ON, May 31-June 2, 2020. **(Conference canceled due to Covid19)**

Le, N., & Blaikie, F. (2020). *GBTQ youth and gender/sexual hegemony in Vietnam: Familial shame and possibilities for porous gender and sexual identities*. Gender and Education Conference. University of Calgary, June 15-18, 2020. **(Conference canceled due to Covid19)**

Le, N. H. G. (2020). *"It's time for us to look back": Narratives of three Asian educators*. American Educational Research Association (AERA). San Francisco, USA, April 17-21, 2020. **(Conference canceled due to Covid19)**

Le, N. H. G. (2020). *Autonomy in centralized education: A heuristic method with a poetry-integrated data interpretation approach*. American Educational Research Association (AERA). San Francisco, USA, April 17-21, 2020. **(Conference canceled due to Covid19)**

Helen DeWaard

(Lakehead University, 2018)

Helen DeWaard presented at the online version of the OER20 conference which was held virtually in London, England. While COVID-19 prevented in-place attendance, conference sessions were presented virtually in pre-recorded or in-time sessions. Helen's session titled "An ethos of care in a cross-cultural collaborative mentoring project with UNESCO Open Education for a Better World" is available at <https://oer20.oerconf.org/sessions/o-074/>

DeWaard, H. (2020, April). *An ethos of care in a cross-cultural collaborative mentoring project with UNESCO Open Education for a Better World*. [Conference presentation]. OER20, London, England. <https://oer20.oerconf.org/sessions/o-074/>

Jeffrey Irvine

(Brock University Alumni, Class of 2019)

Irvine, J. Positively influencing student engagement and attitude in mathematics through an instructional intervention using reform mathematics principles. Fields Educational Forum Research Day, Toronto, January 2020. [three other conference presentations cancelled due to COVID 19]

GRANTS & AWARDS

Christina Garchinski

(Brock University, 2015)

Michael Kompf Graduate Student Travel Scholarship - Brock University, 2020

OTHER NEWS

2020 FACULTY OF EDUCATION GRADUATE STUDENT CONFERENCE

On Friday, March 6th, 2020, Lakehead University held their annual Lakehead Graduate Student Conference. The Keynote Address was provided by Dr. Lisa Bayrami titled, "School-based research: Exploring self-regulation, empathy, and well-being". Current Lakehead Joint PhD students presented about the following topics: Jay Kennedy - *Questioning Masculinities in Outdoor Education*; Jimmy Avoseh - *A Comparison of Teachers' Perspectives of Using Representation to Teach Mathematics in Ontario and Lagos*; Holly Tsun Haggarty - *Metaphysics of Research*; Kaylin Kainulainen - *Exploring New Approaches to Student Transfer in Ontario*; and Sacha Dubois - *Exploring the relationship between Anxiety and Academic Performance in Post-Secondary Health Science Learners*.

Jay Kennedy (Lakehead University, 2017)
Jay's presentation was titled, "Questioning Masculinities in Outdoor Education".

Holly Tsun Haggarty (Lakehead University, 2015)
Holly's presentation was titled, "Metaphysics of Research".



GERC 2020-GRADUATE EDUCATION RESEARCH CONFERENCE -THE UNIVERSITY OF WINDSOR

Windsor's Graduate Education Research Conference was scheduled to take place on Monday, March 16, 2020 at the Faculty of Education, however, due to the COVID-19 outbreak in Canada, the event was cancelled.

The following University of Windsor Joint PhD students were scheduled to talk about the following topics: Heather Pratt - *Gender and Entrepreneurship: What are the barriers for women? A Meta-Synthesis review*; Emma Foong - *Gender and the Body: Exploring the Relationship Between Eating Disorders and Sexual Activity*; Haojun Guo - *The role that translanguaging plays in bilingual children's narrative competence*; Chenkai Chi - *Chinese Pre-Service Students' Cross-Cultural Perceptions on Canadian Generalist Teachers Contextualized in Reciprocal Learning Program: A Narrative Inquiry*; Emilia Iacobelli - *Exploring the Mathematical Confidence and Self-Efficacy of Primary/Junior Pre-Service Teachers*; Atiya Razi - *The impact of technology apps/tools on cognition and learning of students in elementary mathematics education*; and Evra Trought-Pitters - *The Role of Mathematics Teacher Leaders in Promoting Indigenous Mathematics Education: Exploring Challenges and Opportunities*.

MEET YOUR ADMINISTRATORS!

KRISTIN GRADY, Joint PhD Administrator/Office of the Joint PhD Secretariat

Kristin Grady is the Administrator and Secretariat of the Joint PhD in Educational Studies Program who is situated at the Lakehead University campus.

Kristin brings a wealth of familiarity to the environment in her previous experiences and roles as a Recruitment, Academic, Student Success, Transfer Advisor and Admissions Officer with Lakehead University. Kristin is a Lakehead Alumni, who graduated from the Concurrent Education Program majoring in Psychology. Kristin is a hard-working mother of two active boys and enjoys spending time with her family in the great outdoors.

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

Her office hours are typically Monday through Thursday from 8:30am -4:30pm.

WANDA BURGER, Graduate Student Coordinator, Brock University

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

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

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

Wanda can be reached at the following:

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

Office hours are typically Monday through Friday from 8:30am - 4:30pm.



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Fax: (905) 641-5091

MEET YOUR ADMINISTRATORS!

BONNIE MACDONALD **Administrative Assistant, Lakehead University**

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

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

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

Bonnie can be reached by email bmcdonald@lakeheadu.ca. Her office hours are 8:00 am – 4:00 pm Monday through Friday.



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Administrative Assistant
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MANDY TURKALJ **Administrative Assistant, University of Windsor**

Mandy Turkalj is the Administrative Assistant to the Associate Dean, Graduate Studies and Research, and Graduate program Secretary in the Faculty of Education at the University of Windsor. Mandy's expertise with the University of Windsor totals more than 15 years. Previous experience on campus includes Graduate Admissions in the Office of the Registrar and Graduate Program Secretary in the School Computer Science. Mandy is an outgoing mom of two active boys, ages 14 and 10. You can find Mandy spending her weekends outdoors cheering for her boys playing baseball or hockey. Mandy has been in her current role with the Faculty of Education for the past 4 years. She is responsible for providing graduate program support to the Associate Dean, Faculty and students. Mandy is responsible for all graduate program activities for students pursuing their Master of Education and PhD in Educational Studies. This includes admissions, student records, budgets, scholarships and liaising with other Faculties on campus to provide the most valuable experience to Faculty of Education graduate students.



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JOINT PHD DISCUSSION CIRCLES:

This Winter term, the Joint PhD program hosted their first group of Discussion Circles for those students in the Comprehensive Portfolio and Dissertation stages of their program. The purpose of these Circles is to provide Joint PhD students an open and welcoming platform to share their ideas and thoughts with those who are at the portfolio/dissertation process and to encourage each other, share resources, and act as sounding boards. These discussion circles have been conducted into two separate meetings (Comprehensive Portfolio Group and a Dissertation Group) and have been student-led by current Joint PhD students.

Through the IQAP process and with Joint PhD student focus groups, the Joint PhD Program Committee recognizes that there are gaps and breaks in continuity within the program once students finish their coursework. These circles are a way to connect Joint PhD students and bring about a sense of community within the program through discussion, feedback and creating an open environment for students to talk.

These sessions are available to any Joint PhD student who wants to join as long as they have access to a computer with an Internet connection, a web camera, and a microphone

They are invited to join via a link provided by the Secretariat for the Zoom video-conferencing platform.

So far the following Discussion Circles have taken place or have been scheduled thanks to the help of our Joint PhD student community.

CP DISCUSSION CIRCLES:

March 4, 2020-lead by Salsabel Almanssori (University of Windsor, Joint PhD student)

April 14, 2020-lead by Brianne MacLaren (University of Windsor, Joint PhD student)

May 12, 2020-lead by Helen DeWaard (Lakehead University, Joint PhD student)

DISSERTATION/REB DISCUSSION CIRCLE

March 26, 2020-lead by Julianne Burgess (Brock University Joint PhD Student)

Supported by Dr. Tanya Kaefer (LU) and Dr. Pauline Sameshima (LU).

We are looking for a lead for the next Dissertation Discussion Circle to take place at the end of April/end of May. Please email the Office of the Joint PhD Secretariat if you are interested @ jointphd@lakeheadu.ca

ALUMNI PROFILES

CLASS OF 2000



Dr. Elena Qureshi

(The University of Windsor, 2004 - Cognition and Learning)

Education, and Chair of the Online Faculty Advisory Board at Madonna University in Livonia, Michigan. In her role as the Associate Dean, Dr. Qureshi is responsible for leading the Madonna University distance learning strategy, instructional design, faculty and student services, and online learning technology.

Dr. Qureshi has over 18 years of instructional design and teaching experience at the higher education level. She has developed and taught numerous on-ground and online courses at the undergraduate and graduate level on the application of Smart Technologies, Web 2.0 tools, eLearning, and Learning Management Systems.



Dr. Qureshi believes passionately in collaboration and community. She is an active member of the MI Blackboard User (MiBUG) Community group. Currently, she is involved in organizing and hosting Spring 2020 Annual MiBUG Conference for faculty, instructional designers, and administrators. In 2018, Dr. Qureshi was recognized for her contribution to the online community: she is the recipient of the MiBUG Distinguished Member Award.

Dr. Qureshi's research interests are in the field of online education, online quality assurance, and incorporating new technologies into curriculum. Her work has been published in such journals as the Online Journal of Distance Learning Administration and Journal of Infusion Nursing. She has co-authored book chapters that brought attention to the facilitation of active learning and the integration of collaboration tools. Being an expert in online administration and curriculum design, Dr. Qureshi has presented at state and national levels on topics including Online governance, online program development, and the implementation of Quality Matters standards.

Dr. Qureshi has a lot of significant professional experiences as an Online Education administrator. She works closely with the MU Provost and College Deans to expand online programs offerings. This past year, she led MU to become one of the top ten online colleges in MI.

This information was announced by EDsmart, a nationally recognized publisher of college resources and independent rankings, in just released the 2020 edition of the Best Online Colleges in MI. If you would like to contact Dr. Qureshi, please email her at equreshi@madonna.edu.

ALUMNI PROFILES CONTINUED

Dr. Janet Dyment

(Lakehead University, 2004 - SCP Contexts)

It's hard to believe that 20 years have passed since I completed my doctorate at Lakehead University! What an amazing journey that PhD allowed me to follow.

Not long after I received my PhD, I relocated to Tasmania, Australia and began working at the University of Tasmania. I was hired to develop a brand-new outdoor education degree for pre-service teachers. It was an incredible experience - with Tasmania as the stage for teaching and learning. Students were lucky enough to journey through the beautiful landscapes of Tasmania - hiking, paddling, rock climbing, cycle touring in the beautiful island state.

As my life changed, and I had young children, I moved away from outdoor education and positioned myself more firmly in the teacher education space. It was a rewarding transition and I found great meaning in having broader reach in my teaching. I think my proudest moments in my teaching were being awarded Australia's Teacher Educator of the Year Award (2018) and then receiving an Australian Award for University Teaching (2019).

My research has always been interesting and active, and I've been lucky enough to have nourishing partnerships to support my endeavors. My research is dedicated to understanding the ways in which learning happens in informal and non-traditional contexts - be that school grounds, wilderness spaces, and, more recently, online spaces. I've also been committed to understanding the best ways we can support adopting an inquiry stance in our practices.

After 18 years of being in Australia, I decided to return to my home place - this was prompted by an enduring love of Canada and a desire to be closer to my family, in particular my ageing parents. I'm now the Director of the School of Education at Acadia University, in Wolfville, Nova Scotia. We have a vibrant set of programs including our Bachelor of Education program which is offered through a 16 month (May-August) offering or a two year more traditional offering. Our Master of Education programs support on-going learning opportunities for in-service educators and focuses on Inclusive Education, Curriculum, and Leadership. We have a vibrant and nationally accredited Master of Education in Counselling - which is intended for teachers pursuing a career in school counselling and others pursuing a career in counselling through various agencies. We also are part of the Nova Scotia Interuniversity Doctoral Program in Educational Studies helps talented scholars develop rich knowledge and advanced research skills so important in today's rapidly changing world.

I feel very lucky to have studied at Lakehead. So many doors were opened as a result of my PhD and I developed many lifelong friendships during my time there.





Dr. Tiffany L. Gallagher

(Brock University, 2005 - Cognition and Learning)

<https://brocku.ca/education/faculty-and-staff/dr-tiffany-l-gallagher/>

Tiffany was one of the members of the first cohort of the Joint Ph.D. in Educational Studies in the field of Cognition and Learning. She completed her doctoral studies on the effects of tutoring students with learning difficulties and the associated experiences of their literacy tutors. Since her hire in 2004, she has been a faculty member in the Faculty of Education at Brock University where she is currently a Professor. Tiffany Gallagher is recognized for her research that aims to enhance the learning of students with exceptionalities. As well, Tiffany's research resides in supporting the professional learning of teachers through literacy, instructional, technology, and inclusion coaching. Longitudinal, multi-varied participant perspectives are the cornerstone of Tiffany's research projects. Her work seeks to inform targeted audiences such as students, teachers, administrators, and policy makers. Tiffany is also the Director of the Brock Learning Lab (<https://brocku.ca/education/community/brock-learning-lab/>) that offers community-based tutoring for K-12 students and mentors undergraduate volunteer tutors.



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