

• CONFERENCE PROGRAM •

The 10th Atlantic Education Graduate Student Conference (AEGSC)

Held in partnership with

The Canadian Counselling and Psychotherapy Association (CCPA)

Education in Times of Crisis and Beyond

Livestream Keynotes, Synchronous, and Asynchronous Presentations		
Friday, June 25, 2021 4:00–5:00 PM	CCPA Keynote Conversation with Counsellors <i>Diversity in Counselling Practice</i> Nancy Harn Dr. Jenny Rowett Nathan Thompson	Zoom: https://unbvirtualclasses.zoom.us/j/94541281281
5:15–6:00 PM	Synchronous (Live) Presentations: <ul style="list-style-type: none"> • Jacqueline Corness – Educating the Scientist • Renée McKinstry – A Classroom of One’s Own • Matthew Higgs – Epistemic Certainty and the Critical Spirit 	Livestream: AEGSC Facebook page: https://www.facebook.com/unbaegsc
Saturday, June 26, 2021 10:00–11:00 AM	AEGSC Keynote Panel Discussion <i>Education in Times of Crisis and Beyond</i> Dr. Adrian Downey , Mount Saint Vincent University Dr. Kim Stewart , University of New Brunswick Keira Brant-Birioukov , University of British Columbia	Livestream: AEGSC Facebook page: https://www.facebook.com/unbaegsc
11:00 AM–12:00 PM	Synchronous (Live) Presentations: <ul style="list-style-type: none"> • Laurelle Loe – Using Critical Discourse Analysis and Autoethnography <ul style="list-style-type: none"> • Amelia Thorpe – Queering Educational Absences • Alicia Noreiga-Mundaroy – “Their Navel String Not Buried Here” 	Livestream: AEGSC Facebook page: https://www.facebook.com/unbaegsc
	Asynchronous (Pre-Recorded) Presentations: <ul style="list-style-type: none"> • Katharine Bartlett, Allen Chase, Priyanka Dhanie, Katie Hamill, Alicia Noreiga-Mundaroy, Jangchu Tenzin, Shannon Waite 	Links hosted on the AEGSC website: http://aegsc.educ.unb.ca

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• Territorial Acknowledgement •

The University of New Brunswick recognizes and respectfully acknowledges that the land on which we gather is the traditional unsundered and unceded traditional lands of Wolastoqiyik (Maliseet) and Mi'kmaq Peoples. This territory is covered by the "Treaties of Peace and Friendship" which the Wolastoqiyik (Maliseet), Mi'kmaq, and Passamaquoddy Peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqiyik (Maliseet), Mi'kmaq, and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

Author: Bartlett, Katharine

Presentation: Accepted; asynchronous presentation: <http://aegsc.educ.unb.ca>

Title: Tracing the Evolution of the Literacy Framework from Idea to Publication

Abstract: In March 2014, the Nunavut Department of Education announced in a press release the adoption of a literacy framework, but it was not until fall of 2019 that the *Nunavut Literacy Framework K-12* was released. This presentation will examine what information was communicated to educators to support their adoption of this new literacy framework between 2014 and 2019.

This is connected to an ongoing research study, the purpose of which is to collect the experiences of Nunavut educators about literacy instruction in the bilingual (Inuktitut and English) context of Nunavut. The intention of this study is that it will provide insights into the on-going implementation of the literacy framework and inform the implementation of future educational initiatives.

A review of publicly available documents will reveal what information was communicated by the Department to explain the goals, purpose, and/or intentions of the literacy framework. What was the literacy framework between 2014 and 2019? How were educators expected to understand and implement it?

Author: Allen Chase & Jangchu Tenzin

Presentation: Accepted; asynchronous presentation: <http://aegsc.educ.unb.ca>

Title: Decontextualized Conversations: Negotiating the Complexities of Respectful Praxis in Interview Transcription

Abstract: Told from the perspectives of two graduate student research assistants (RAs), this paper contextualizes the complexities of negotiating respectful praxis in transcribing critical participatory research interviews with public school teachers in New Brunswick during the COVID-19 pandemic. In what is often considered a banal and time-consuming task, decisions are made to represent talk into text; discourses are altered based on choices, some of which are ethical considerations and others influenced by subjectivities of the student-researchers. Auto-transcription programs are used for convenience, but raise further questions concerning issues of accuracy and the technology's influence on the RAs' decision-making processes. Our critical reflexivity is informed by a post-structuralist theoretical framework, specifically by Foucauldian discourse analysis. By analyzing examples of the interview questions, methods of collecting data, and the transcription procedures, we critically evaluate the process of converting talk into text. Regardless of how faithful the process of transcription is, the act of converting talk into text represents ethical decision-making on the part of the transcriber and positions the transcriber within the discourse itself. We aim to inform student-researchers of the reflexive and theoretical complexities behind converting discourses and working with truthful representations of decontextualized conversations.

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Author: Jacqueline Corness

Presentation: Accepted; synchronous presentation

Title: Educating the Scientist: Challenges in the Absence of Traditional Science Laboratories

Abstract: In 2020, many schools worldwide switched to online teaching, making it difficult or impossible to hold traditional science laboratory classes. Although this abrupt change in the way educators approached science education created upheaval in some regions, it also represented part of a larger process that has been happening for years, and therefore brought into sharper focus some of the problems that already existed. For example, for reasons of budget, improper facilities, remoteness of students, increasing numbers of students, diversity of the faculty skill set, and other reasons; practical work has become increasingly more difficult to incorporate into science education, and Covid has simply added another strain on institutions which were already challenged with these problems. As a result, these changes have prompted me to ask whether the benefits of traditional laboratory work still outweigh the disadvantages, and to take a closer look at the alternatives that exist to traditional laboratory teaching, as well as to evaluate the overlapping skill set that these alternative educational approaches can address. Although traditional laboratory learning allows for a student-centred approach that can improve upper-level cognitive skills including interpretation, analysis, evaluation, and creativity, I hope to address here the pedagogic methods that can be used concurrently alongside, or even instead of traditional practical work to accomplish similar goals and outcomes. The skills developed from these alternative approaches can be used to build confidence, understanding, autonomy and critical thinking in the science student, while enabling economically feasible online learning, and improving student access to education.

Author: Priyanka Dhanie

Presentation: Accepted; asynchronous presentation: <http://aegsc.educ.unb.ca>

Title: Highschool Athletes and Their Mental Wellbeing: Cancellation of Team Sports During the Coronavirus Pandemic

Abstract: The purpose of this study is to explore if the mental wellbeing of high school student-athletes is being affected by the cancellation of sports during the COVID-19 pandemic. Student-athletes will have higher levels of stress and anxiety than students not involved in sports at school. A number of high school students between will be asked to enrol in the study, some of whom will be student-athletes in sports, and some will be non-athletes. Participants will be asked to complete the International Physical Activity Questionnaire (IPAQ), COVID-19 Pandemic Mental Health Questionnaire (coPAQ), and the Depression-Anxiety-Stress Scale 21 (DASS-21). A conceptual model will be presented that explains the participants' results of the effects of the cancellation of sports on their mental wellbeing and how they have been coping with online learning. Repeated measures ANOVA will be used to analyse the data collected. A value of $p < 0.05$ will be accepted as statistically significant. A number of participants will complete the study, a mixture of males and females. The expected findings should suggest that stress, depression, and anxiety symptoms were lower in non-athletes compared to student-athletes ($p < 0.05$). These findings are expected to show that physical activity and high-school sport may help to protect the mental wellbeing of students.

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Author: Katie Hamill

Presentation: Accepted; asynchronous presentation: <http://aegsc.educ.unb.ca>

Title: The Role of Teachers in Challenging the Binary Gender System

Abstract: Anna Bianchi (2018) argues that gendering children at birth is so common that the act goes entirely unquestioned. Schools' environments continue to perpetuate sexism and heteronormativity, yet teachers are in a unique position to challenge such institutionalized inequalities (Towery, 2007). Within the school, children create an environment based on their influences and mirror the actions of teachers (Baker-Sperry, 2006). Schools' environments continue to perpetuate sexism and heteronormativity, yet teachers are in a unique position to challenge such institutionalized inequalities (Towery, 2007). At a young age, children begin to echo these values through their actions and begin to believe that these systems of hierarchy and gender binary systems are intrinsically true (Connell, 1989). By imposing their gendered assumptions, teachers are also reinforcing power structures in the classroom. While children create their identity in the school environment, they are working within the gendered framework encouraged by teachers in the hidden curriculum (Booher-Jennings, 2008). Teaching intersectionality – a framework (Crenshaw, 1989; 1991) which goes beyond understanding discrimination on a single axis to recognize how multiple forms of oppression interact with each other to foster a unique experience and the social and political structures which sustain such oppressions (Burns, Clarke, and Matthew, 2018)— works to alter the worldview of students to understand the complex realities of oppression systems (Villa-Nicholas, 2018). This presentation will explore how teachers' pedagogies can challenge institutionalized inequity through an international framework.

Author: Matthew Higgs

Presentation: Accepted; synchronous presentation

Title: Epistemic Certainty and the Critical Spirit in a Pluralistic Classroom

Abstract: As part of my thesis in philosophy of education I am looking at multiple challenges to critical thinking, one of which is the concept and reality of indoctrination. Reviewing various interpretations of indoctrination from scholars such as R. M. Hare, Charlene Tan, and I. A. Snook, Rebecca M. Taylor, I look at how indoctrination can negatively present itself in subtle and unsubtle ways in the classroom. To demonstrate this, I use a case study which portrays the dangers of indoctrination and how the critical spirit can be effective in helping someone recognize their own indoctrination. It is the teacher in this scenario who has been indoctrinated and whose epistemic certainty puts students at risk of indoctrination. If the students inherit the teacher's misplaced certainty and are unable or unwilling to question their beliefs, they can be said to be indoctrinated, assuming an outcome-based definition of indoctrination. In this case, it is the teacher's critical spirit that provides the ability and willingness to confront and challenge a default cognitive standpoint. Ultimately the teacher can learn from their mistakes, although it may still be difficult to counteract the negative impact of this initial certainty on the students.

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Author: Laurelle Loe

Presentation: Accepted; synchronous presentation

Title: Using Critical Discourse Analysis and Autoethnography to Explore Discourse of Damage, Deficit, and Student Agency In The Alberta High School Social Studies Curriculum

Abstract: This presentation explores how Alberta's current grade 10-12 Social Studies curriculum is represented as apolitical and neutral. As discussions about curriculum reform in Alberta become increasingly polarized, it is critical that this pervasive construction is disrupted before it becomes entirely dominant. This research explores how the public movement for curriculum neutrality conceals power that maintains inequities in schools. I will address the following questions: how are interpretations of the Alberta curriculum as apolitical and neutral flawed and misleading; what are the consequences of constructing curriculum as apolitical and neutral; and what possibilities do critical theories and pedagogies give for responding to problematic curricula? Critical discourse analysis of the Social Studies curriculum is paired with an autoethnographic account of my planning process in response to emerging discourses revealed by my CDA. Together, these methodologies work to illustrate how political and cultural ideologies affect the curriculum and thus teacher praxis, reinforcing inequitable social power structures. By examining discourses of damage and deficit, as well as the passive positioning of students in school curricula, I will identify ways in which the curriculum perpetrates a specific political ideology. Beyond these discourses, this study establishes a framework for considering how critical theories and pedagogies may contribute to the development of more inclusive curricula and classrooms.

Author: Renée McKinstry

Presentation: Accepted; synchronous presentation

Title: A Classroom of One's Own: Feminine Stereotypes and the Unofficial Expectations of Primary and Secondary Teachers

Abstract: Feminist philosophy continues to challenge gendered divisions of labour; however, there is an unsettling trend emerging among younger cohorts of female teachers in primary and secondary education. The imposition of traditional feminine stereotypes has encouraged a relocation of domestic aesthetics from the private to public sphere. This phenomenon, along with an unofficial culture of forced volunteerism (a.k.a. 'voluntoldism'), has impacted the expectations placed on women within an already competitive workforce. I take up a critical feminist approach to this issue through the presentation of a fictional case study. Although fictionalized, this narrative inquiry indeed reflects the current reality among a particular subset of predominantly young, female educators. As part of my thesis research in the philosophy of education, I draw on the work of intellectuals such as Simone de Beauvoir, Sarah Ahmed, and Robin Zheng. This focus on everyday aesthetics in the classroom is part of a greater examination of women's lived experiences, feminine stereotypes, and gender injustices within the educational field.

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Author: Alicia Noreiga-Mundaroy

Presentation: Accepted; synchronous presentation

Title: “Their Navel Sting Not Buried Here”: Education for Rural Community Development

Abstract: Today, the twin island country of Trinidad and Tobago (T & T) offers education through the lens of global trends and, by so doing, overlooks possibilities for rural school and community development. This paper presents a comprehensive description of one aspect in a larger qualitative case study that aims to explore rural educators and community members’ perceptions regarding the role rural schools play in promoting rural communities’ economic development. The study involved 12 former students of Benson Secondary School (pseudonyms used for research site, school, and participants’ names) located on a rural coastal community in Trinidad. I investigate the research question, “What are perceptions of rural community members who attended one rural secondary school in Trinidad and Tobago, regarding their schools’ ability to contribute to economic opportunities in its local community?” Participants completed questionnaires and took part in semi-structured interviews. The results revealed a consensus among participants that the school should provide learning opportunities which contribute to the economic development of Coral Coast; however, most participants expressed dissatisfaction toward the school’s ability to adequately address the economic realities of Coral Coast’s students and community.

Author: Alicia Noreiga-Mundaroy

Presentation: Accepted; asynchronous presentation: <http://aegsc.educ.unb.ca>

Title: Creating Cellphilm to Reflect on Issues Affecting Black University Students in Atlantic Canada

Abstract: This presentation employs an autoethnographic approach (Hayano, 1979) to exploring using cellphilm (cellphone + filmmaking) to raise awareness of racial disparities and promote advocacy toward Black inclusion and equity. Using autoethnography as a research methodology, I place myself as the site of inquiry whereby I consider my beliefs and experiences to gain a greater understanding of Black university students’ experiences. This presentation describes the circumstances that motivated me to create a cellphilm (Dockney, Tomaselli & Hart, 2010) as I facilitated two cellphilm workshops with Black students attending two Atlantic Canada universities. I created a cellphilm entitled *Black Spaces* and purposefully included part of Bob Marley’s (1980) “Redemption Song” as its musical accompaniment. I began my cellphilm by highlighting the various exacerbated challenges I face as a Black international student, such as the absence of family and friends, lack of cultural connection, and feelings of isolation. In the second part of my cellphilm, I tried to articulate my beliefs that ignorance—due to the erasure of Black Histories and contributions in my university and its province’s education practices—hinders any considerations for Black inclusion. Finally, my cellphilm ended with a display of two pictures—the first presented the word “Black” while the second presented the word “Spaces”—displayed chronologically against a snowy backdrop. In this final strong significant message, I intended to signify Black’s resilience. This study promotes the importance of safe spaces (hooks, 1994) for Black students to voice their experiences; thus, assisting them in becoming active participants in changing practices and policies that often exclude Black experiences.

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Author: Amelia Thorpe

Presentation: Accepted; synchronous presentation

Title: Queering Educational Absences: Exploring Constructions of Sexual Diversity in Schools

Abstract: For many youths, topics of sexual orientation and gender identity are near absent from the Canadian classroom (Grace & Wells, 2015; Taylor et al., 2011). This dearth contributes to negative academic and health outcomes and maintains a severe lack of knowledge about gender and sexual diversity, strengthening discourses of oppression. Approached through a critical lens informed by queer theory (Britzman, 1995; Butler, 1990; Garber, 2001; Sedgwick, 1990) and intersectionality (Crenshaw, 1991), this presentation will draw on a Foucauldian discourse analysis (Foucault, 1972, 1980) of curriculum documents in Anglophone New Brunswick schools. Further, the author, a white, queer, cis, neurodiverse grad student and activist, employs queer autoethnography (Adams & Jones, 2008, 2011), to provide valuable insight into the social, political, and cultural contexts of this work, centring narratives of experience. Autoethnographic excerpts and analysis will be woven through a discussion of the author's findings to highlight instances of erasure and pathologization that serve to both maintain and reproduce discourses of heteronormativity within formal educational spaces. Further, this conversation is contextualized through an analysis of the discourses which shape educational institutions and render gender and sexual alterity invisible and deviant. The author takes up Muñoz's (2009) notion of "queering" to consider ways in which to identify and disrupt these oppressive discourses and consider possibilities for incorporating necessary, affirming representations of queer bodies and identities in provincial schools.

Author: Shannon Waite

Presentation: Accepted; asynchronous presentation: <http://aegsc.educ.unb.ca>

Title: Non-Consensual Intimate Photo Distribution and Victim Blame Using a Feminist Lens

Abstract: Non-consensual intimate photo distribution, also referred to as revenge porn, is considered as a gendered crime that predominately affects females due to the hegemonic ideologies that dictate what and how the "perfect woman" should look and act within society. My research on this subject has been gathered using the library research method and I am currently working to develop a module to be used in high schools to help assist, educate, and open up communication between teachers and students about this crime and secondary victimization. This module will be used in conjunction with the film, *Social Proof* (2019) to help educate individuals and to change the current ideological attitude of blaming the victim for these crimes. Women and girls are under extreme pressure to mold themselves into the perfect woman and this precarious balance between the 'good girl' and the 'bad girl' becomes problematic when women and girls overstep the invisible boundary between the two. It is expected that the female gender both protect and own their sexual agency, but for many their sexual agency is used against them to victimize, shame, and humiliate them via the internet. The internet becomes an avenue for individuals to judge, blame, and remove power from women and girls using intimate photos that have been shared privately or stolen from them. This victimization is often anonymous, but many victims have expressed it as being similar to rape, but virtually and continually. When these victims reach out for help, they experience secondary victimization from multiple sources asking why they sent the photo if they did not want it on the internet.