

Dean's Welcome

Educational research by educators in the context of their practice is the best way to ensure that what we do in classrooms and education systems is in the best interests of advancing the learning and personal-social development of our students. StFX is proud to support this.



Presenters:

Presenters for the 2018 Educational Research Forum include graduate students (MEd and PhD) and faculty from the Faculty of Education at St. Francis Xavier University. All presentations are based upon original research or scholarship.

Thanks to:

The 2018 Educational Research Forum was made possible with thanks to the following supporters and sponsors:

- Continuing and Distance Education (Dr. Janice Landry),
- Faculty of Education (Dr. Jeff Orr),
- Graduate Studies (Dr. Richard Isnor),
- Admissions and Recruitment (TBA), and
- Campus Store (Ms. Ginger Fitt).

Thank you, also, to the Educational Research Forum organizing committee: Anne Murray-Orr, David Young, Dan Robinson, Jennifer Mitton-Kükner, and Joanne Tompkins.

Comments and questions may be directed to:

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2018

St. Francis Xavier University Faculty of Education
Educational Research Forum

Monday, July 23 (12:00 pm - 3:30 pm)
Schwartz School

Program

12:00 - 12:10: Welcome/Introductions (Schwartz Auditorium)

Dr. David Young (Chair, Curriculum and Leadership)
Dr. Richard Isnor (Associate Vice-President, Research)

12:10 - 12:55: Keynote Lecture (Schwartz Auditorium)

Dr. Margaret Kovach: TITLE TBA

1:00 - 2:00: Concurrent Session 1 (Schwartz 215, 205)

Schwartz 215	Schwartz 205
Moderator: Dr. Tompkins	Moderator: Dr. Mitton-Kükner
1. Kendra Gottschall	1. Eleanor Gillis
2. Ellen Carter	2. Heather Deveaux
3. Jennifer Oldford	3. Garry Leyte
4. Sharon Morrison	4. Kate MacMullin

2:00 - 2:25: Recess (Schwartz Foyer, 2nd Floor)

2:30 - 3:30: Concurrent Session 2 (Schwartz 215, 205)

Schwartz 215	Schwartz 205
Moderator: Dr. Young	Moderator: Dr. I. Robinson
1. Todd Van Ritchie	1. Michael McPhee
2. Jason Poole	2. Tess Thurber
3. Greg Hadley	3. Simon Sylliboy
4. Adela Njie	4. William Walters

3:30 - 4:15: Wine and Cheese Social (Schwartz Foyer, 2nd Floor)

PLEASE JOIN US FOR REFRESHMENTS IN THE SCHWARTZ FOYER AT THE CONCLUSION OF THE EDUCATIONAL RESEARCH FORUM.

Presenters' Sessions

- E. Carter:** *Exploring Teacher Perspectives and Experiences Educating Youth in Care in Nova Scotia*
- H. Deveaux:** *Examining Authenticity in Professional Practice: A Self-study of the Adult Educator as Manager*
- E. Gillis:** *An Ethnographic Exploration of the Experiences of Middle School Teachers Participating in Mandatory, Year-long, Guided Teacher Inquiry*
- K. Gottschall:** *The Experience of Students with Brain Injury in Post-Secondary Education: Implications for Educational Policy and Practice*
- G. Hadley:** *Entrepreneurial Knowledge, Skills & Attitudes: A Selected Review of the Literature*
- G. Leyte:** *Collaboratively and Critically Created Classroom Checks (CCCCC)*
- K. MacMullin:** *Moving from Answer Seekers to Problem Solvers: Investigating Effective Strategies to Engage Middle School Students in the Problem Solving Process*
- M. McPhee:** *What Now? Discovering Critical Pedagogy and Exploring Its Potential for my Practice*
- S. Morrison:** *Critical Reflection on my Northern Adult Education Practice through Self-study: A Life Reviewed, a Life Renewed*
- A. N'jie:** *Trauma and its Impact on Educators as Service Providers*
- J. Oldford:** *Healing Art: A Qualitative Exploration of the use of the Visual Arts by Students Processing Traumatic Events*
- S. Sylliboy:** *Valuing Mi'kmaw Knowledge in Nova Scotia Science Curriculum*
- J. Poole:** *'Sex Education' in the True North: An Analysis of Sexual Health Education Outcomes within Canada's Elementary Health Education Curricula*
- T. Thurber:** *Pedagogy in Practice for Secondary Teachers in the Northern Context*
- T. Van Ritchie:** *Meaningful Experiences in Elementary Physical Education: A Self-Study*
- W. Walters:** *Influence on Mentoring on Mentors' Teaching Identity and Practice*

"Teaching is a complex activity that occurs within webs of social, historical, cultural and political significance. Across the life span, an inquiry stance provides a kind of grounding within the changing cultures of school reform and competing agendas" (Cochran-Smith & Lytle, 1999, p. 289).

Cochran-Smith, M., & Lytle, S. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24(1), 249-305.

