CASAE East Conference
Mount Saint Vincent University
October 17 - 19, 2019

“Creating Learning Spaces that Encourage Inclusion and Respect Diversity”

Book of Abstracts

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Acknowledgements

Conference Organizers
Jim Sharpe, Chairperson
Susan Brigham
Andras Kocsis
Cindy Russell
Margaret Knickle
Al Rafuse
Sree Ranga Prem Marisa
Scott MacPhail
Ali M. Ali
Omolara Ogunbosi, Conference Coordinator

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Omolara Ogunbosi

Book of Abstracts Production
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Allana Bartlett
Ali M. Ali
Omolara Ogunbosi

Community Partners/Sponsors
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Delmore “Buddy” Daye Learning Institute (DBDLI)

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“The CASAE East 2019 Conference Committee recognizes the support from the Province of Nova Scotia through the Department of Communities, Culture and Heritage for the cultural opening. We are pleased to work in partnership with the Province of Nova Scotia to develop and promote our cultural resources for all Nova Scotians.”

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Welcome to CASAE East Conference 2019

We are very pleased to have Dr. Stephen Brookfield, Distinguished University Professor and John Ireland Endowed Chair from the University of St. Thomas, Minneapolis-St. Paul, Minnesota as the keynote speaker for our Canadian Association for the Study of Adult Education (CASAE) East Conference at Mount Saint Vincent University. Dr. Brookfield has written over 25 books on adult education, his latest being “Teaching Race: How to Help Students Unmask and Challenge Racism.” He will be conducting a workshop on Thursday afternoon, October 17, on “Using Discussion Methods to Create Inclusive Classrooms.” He will also be presenting the conference keynote on Friday evening, October 18, on “Overcoming White Supremacy through Teaching with Narrative Disclosure.” These events are part of the MSVU President’s Lecture Series on Teaching and Learning and I would like to thank the Mount Senate Committee on Teaching and Learning for supporting his participation in the conference. The Friday evening lecture is cosponsored by the Delmore “Buddy” Daye Learning Institute (DBDLI) for Africentric Education and Research. After his address, Sylvia Parris, the Executive Director of the DBDLI, will be in discussion with Dr. Brookfield on the educational work necessary to address systematic racism in our society.

I also want to thank the African Nova Scotian Affairs, Government of Nova Scotia, for support for the Friday evening cultural opening event for our conference.

I want to thank all the participants in this conference. We received a great response to the call for papers, symposia and poster presentations. This booklet includes the abstracts from all these presentations. CASAE conferences are known for the quality of the presentations and discussions. I hope that you learn and contribute to the discussions throughout the conference. The closing session on Saturday, October 19, will be an opportunity to express your insights and future directions for your work in adult education.

The conference planning committee has been wonderful to work with in organizing this conference. As all their names are listed on page two, I will not repeat them, but I want to give special acknowledgement to Omolara Ogunbosi for all her work as Conference Coordinator.

Enjoy the conference. The next CASAE event will be June 4 - 7, 2020 when CASAE will host the “Adult Education in Global Times: An International Research Conference” in Vancouver, BC.

Jim Sharpe
Chairperson, CASAE East Conference 2019
# CASAE East 2019 Program

**“Creating Learning Spaces that Encourage Inclusion and Respect Diversity”**

**October 17-19, 2019**

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<th>Thursday, October 17, 2019</th>
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| **2:00 - 5:00pm** | Multi-Purpose Room (MPR), Rosaria Student Centre  
Workshop: “Using Discussion Methods to Create Inclusive Classrooms”  
Dr. Stephen Brookfield, Facilitator |
| **5:30 - 6:30 pm** | Optional Dinner at Rosaria Dinning Hall |
| **7:00 - 8:30 pm** | Conference Opening, Multi-Purpose Room, Rosaria Student Centre:  
Celebration of Learning that Encourages Inclusion and Respects Diversity  
All Nations Drumming  
Join us hear El Jones and the Mi’kma’ki 2030 Collective who will challenge us to use culture to create a more inclusive, respectful society. |

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| **9:00-9:30am** | Multi Purpose Room (MPR): Conference Opening:  
Greetings from Susan Brigham, President CASAE  
Explanation of Arts-Based Processes to Document Conference and Encourage Discussion |
| **9:30-11:00am** | Concurrent Session 1  
Symposium  
Ashwani Kumar, Adrian Downey, Mohamed Kharbach, Bonnie Petersen, Debra Wells-Hopey  
“A Dialogue on Meditative Inquiry”  
Maria Gangotena  
“A Qualitative Assessment of an Instructional Artifact used to Promote Learning of Skin-to-Skin Contact and Immediate Breastfeeding in Ecuador”  
Samileh Mir Ahmadian  
“Rural Young Mother’s Literacy and Its Positive Effect on Her Children, Family, and Community Health”  
Maureen Coady  
“Informal professional learning in a community-based health education program: The transformative learning of one interprofessional team” |
| **9:30-11:00am** | Concurrent Session 1  
McCain Center Room  
301  
Joel Murphy  
“Transformational Learning Theory: A Pedagogical Framework to Encourage Social-Perspective Taking in First-Year Students of Post-Secondary Institutions”  
Cara O’Leary and Aki Tsirigotis  
“21st Century Pedagogy: Theoretical and Practical Considerations in Promoting Accessibility in Today’s Digital Learning Spaces”  
Patricia A. Gouthro & Susan M. Holloway  
“Using a multiliteracies”  
Ezgi Ozyonum  
“Activating and Recognizing Prior Knowledge: Benefits, Challenges and How to Use in the Classrooms”  
Al Rafuse  
“The Transformative Potential of Martial Arts in Adult Education”  
Krista Bonang  
“My How Things Have Changed...Or Not. LGBT+ Perspectives on Working as a Teacher” |
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Mount Saint Vincent University, Halifax, Nova Scotia

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3:30 – 4:30 pm  MPR Check-in session and summary of themes on Friday sessions

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<td>María Gangotena</td>
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5:00 – 6:00 pm  Dinner at Rosaria Dinning Hall

7:00 – 9:00  Keynote by Stephen Brookfield

“Overcoming White Supremacy through Teaching with Narrative Disclosure”
Discussion Panel – Sylvia Parris, Executive Director, Delmore “Buddy” Daye Learning Institute
Location: Rosaria MPR

Saturday, October 19, 2019

9:00 - 9:30 am  Coffee, Refreshments and Networking, MPR

9:30-11:00am  Concurrent Session 4

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*Megan Pegg*  
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Reaching Higher (Education): Inclusive Postsecondary Education – MountAbility | *Robin Neustaeter, Meagan MacPherson*  
Women’s Peace Leadership Learning |

11:00 - 11:30 am  
Break: MPR

11:30am-1:00pm  
Concurrent Session 5

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*Sophia Junfang Fu*  
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*Marcia Dos Santos*  
The Impact of The Colonial Heritage on Paulo Freire's Works: The Situation of the Brazilian Woman in the Social Context | **Paper**  
*José Wellington Sousa*  
Diversity Management: From Training to Transformation  
*Paula Romanow*  
Foregrounding First Voice Narrative in Diversity and Inclusion Education for Nova Scotian Employers”  
*Adam Perry*  
Everyday pedagogies of low-wage international labour migration | **Round Table**  
*Seana Jewer*  
Striking the Balance: Understanding the Executive Director Learning Path through Life History  
*Kate Antanovich*  
It’s Complicated: Theory and Its Place in The Graduate Adult Education  
*Stephanie Mason and Rachel de Condé*  
Make/Your Space: How Creative Spaces Shape Us/Our Learning |

1:00 - 2:00 pm  
Ticketed Lunch, Rosaria Dining Room

2:00 - 3:30pm  
Concurrent Session 6

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*Allana Bartlett*  
*Ann Smith*  
Reading for Pleasure in an Academic Setting:  
*Bonnie Petersen*  
An Exploration of The Definition of Experiential Learning  
*Hanaab Aboushahla*  
Applying the Universal Design for Learning | **Round Table**  
*Jennifer Rizwan* |

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<th>Time</th>
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| 3:30 – 4:30 pm | **Conference Closing**  
Join us to end the conference on a high note and look forward to future gatherings. There will be an opportunity to view visual recordings and arts-based activities that express the conference theme as well as discuss the conference presentations. Announcement of future regional CASAE conferences. |
| 6:00 pm to Midnight | **Link to local event: Nocturne: NOMADIC RECIPROCITY**  
https://nocturnehalifax.ca/about/what-is-nocturne  
Art at Night is a fall festival that brings art and energy to the streets of Halifax |
PAPER PRESENTATIONS
A Qualitative Assessment of an Instructional Artifact Used to Promote Learning of Skin-to-Skin Contact and Immediate Breastfeeding in Ecuador

María Gangotena, St. Francis Xavier University

As in many other countries, in Ecuador, adult health educators have been focusing on transmitting knowledge—not behavioural skills—as a means to improve community health, however, their breastfeeding rate is (46.4%), and it has a high stunt rate of children under five years old (23.9%).

Health and nutrition educators lack critical adult education theories that promote inclusion and respect for the diversity present in their communities, as well as appropriate artifacts that generate a meaningful experience during the process.

During the first semester of 2013, a qualitative evaluation of an instructional artifact to promote the learning of skin-to-skin contact was carried out.

Research framework

A learning space that promotes behavioural change in adult population requires a critical paradigm, such as the one proposed by Paulo Freire. He refers to the dialogue as the path to pursue consciousness, which is the seed to social change. In health-nutrition education, it is imperative to embrace dialogue and reflection, using proper methodologies and tools that support behavioural change, inclusion and respect for diversity.

Due to the short- and long-term impact of the vital moment for skin-to-skin contact, an artifact was created for community educational sessions.

Objective:
To assess an artifact—the pregnant woman and newborn— to promote skin-to-skin contact and immediate breastfeeding.

Method:
An assessment criterion was applied to twelve focus groups of qualified informants, consisting of health practitioners, community leaders and women belonging to communities of 6 provinces of Ecuador, two groups per province.

Findings and conclusions:
The artifact highly accepted as an educational instrument; promoted participants' engagement; facilitated the understanding of messages; participants identified themselves with the message; helped to define concrete calls to action; appropriate for community work.

Recommendations about the artifact:
A size of 50 centimetres; women from several ethnic groups to reflect diversity; adult features and anthropological dimensions.
Rural Young Mother’s Literacy and Its Positive Effect on Her Children, Family, and Community Health

Samileh Mir Ahmadian, Concordia University

This paper is based on a field study work project carried out in remote rural areas in Iran. In many developing countries, the need for literacy or literacies’ classes is significant, especially for mothers who do not have access to health centers, in case they need to attend to their children’s primary health needs or even save their children’s lives if they become sick, before getting to doctors. The paper explores a case study from 2003 that was undertaken in one of the rural areas in Southern Iran with the joint collaboration of Literacy Movement Organization, Welfare Organization, Ministry of Health and Medical Education, and UNICEF where at the time, I was the project assistant for adult education. The case study started with one of the young mothers from a little community with only fourteen to fifteen families sometimes comprising of in-laws. Over the years in this rural community, young mothers had lost their children due to lack of health and hygiene information. Classes in basic literacy (writing, reading and numeric) together with health literacy (primary health and hygiene care) took place six months into 2003 in order to teach the young mothers about different kinds of illnesses their children might get and how to prevent them so that, if necessary, they could care for their children before referring to health centres. The paper also discusses three different phases of the case study; the first, where obstacles were identified, the second where obstacles were handled or eliminated, and the third in which the project was seen as being sustained.

Keywords: literacy and health literacy, young mothers, children’s health, family, community.
Informal Professional Learning in a Community-based Health Education Program: The Transformative Learning of One Interprofessional Team

Maureen Coady, St. Francis Xavier University

Informal learning has become a key driver of professional learning because it recognizes lessons that are learned from life and everyday practice experience. Yet while learning as a central focus is well grounded in the professional development literature, informal and transformative learning have received less practical or theoretical consideration. I will present the above referenced chapter published in 2019 which reports research undertaken on the informal learning of a group of diverse health professionals as they navigated learning how to work as an interprofessional team while delivering a community-based cardiac rehabilitation program over five years. The study reveals that ongoing dialogue and critical reflection helped the team members to learn and to make meaning of a complex competency and to transform their practice. The learning journey involved new learning and unlearning, but also synergistic moments when individual transformation overlapped with and contributed to collective knowing and group transformation, pedagogical innovations and practice improvement. The research, theorized using recent literature on professional learning, informal learning and transformative learning, expands and increases understanding the nature of professional knowledge and how it is constructed and reconstructed through different types of learning transitions.

References

Transformational Learning Theory: A Pedagogical Framework to Encourage Social-Perspective Taking in First-Year Students of Post-Secondary Institutions

Joel Murphy, Acadia University

Student Affairs Departments are under pressure to provide a positive overall experience for student populations within post-secondary institutions (PSI) (Kinzie & Hurtado, 2017; Bowman, 2012). There has been an increased emphasis for professionals within the field of student affairs to focus on programming that will engage and help support the increasing diverse student populations on many PSI campuses (Odağ, Wallin, & Kedzior, 2016). Research identifies that interaction with diversity (differing race, cultural background, values) can positively influence perspectives, attitudes, and students’ personal values (Johnson, 2015). Research also indicates that these interactions help to disrupt cycles of racism (Bowman, 2012), and that ‘cultural intelligence’ is valued by future employers (Johnson et al, 2017). Missing within the literature are examples of pedagogical strategies for the development of programs which can positively affect inclusivity on PSI campuses. Identification of transformational learning theory as a specific pedagogical strategy to help students build capacities for social perspective taking is the focus of this exploratory theoretical research. Transformative learning theory and scaffolding will help professionals in student affairs design first-year student programs which encourages social perspective taking within students, resulting in increased inclusive attitudes and cultural awareness among the first-year student population (Soria, Werner, & Nath, 2019). Bowman (2012) writes: “Many entering college students have had limited opportunities for meaningful interactions and friendships across difference, which further suggests the unique role of college in promoting diversity-related growth” (p.1). Developing innovative theory-guided programming is necessary to encourage learning and development (Baldwin et al, 2004).

References


As online learning continues to change our world’s learning landscape, it too must adapt to the various needs of learners in order to foster learner-centred pedagogy. Unfortunately, many instructors in various adult education contexts continue to struggle or neglect learner-centred approaches such as designing accessible online courses and activities. The outcome produced by these issues then creates a two-tier system in which online course designs tend to be beneficial to some learners when in reality, others face inaccessible learning experiences.

This presentation aims to address some of the challenges surrounding accessibility in regard to various online environments and activities. It will also discuss how instructional designers and instructors can utilize universal design for learning principles (Meyer, Rose & Gordon, 2014; Novak & Thibodeau, 2016) to significantly improve the online experiences of adult learners by making courses and activities more accessible and equitable. Some of the activities and tools that will be explored in this presentation are:

• H5P and Storyline
• Alt Text used for images in Moodle
• Creating scripts and closed captions for videos

References


Using a Multiliteracies Approach in Adult Education to Foster Inclusive Lifelong Learning

Patricia A. Gouthro, Mount Saint Vincent University
Susan M. Holloway, University of Windsor

In an increasingly diverse world, we need to foster inclusive literacies for adult learners. ‘Multiliteracies’, a term coined by the New London Group (1996), broadens traditional understandings of literacy and could be used to enhance more inclusive approaches to lifelong learning for adults.

Understanding multiliteracies
Multiliteracies consciously, consistently, and explicitly draws upon cultural diversity as an asset in learning and gives attention to the importance of cultural and linguistic diversity amongst learners, including offering innovative approaches to language acquisition and support for English as an Additional Language (EAL) learners (Cope and Kalantzis, 2000). Its focus on pedagogies that incorporate new technologies and curriculum design that stimulate learning through multimodal approaches, supports creative and innovative approaches to engaging with adult learners. Multiliteracies also emphasizes the importance of educators engaging in a social justice critique of societal power relations.

The research studies
Two research studies (one internal, one funded by SSHRC) are drawn upon to explore innovative pedagogical strategies of educators that incorporate a multiliteracies approach. Using film footage of teaching, interviews with educators, and analysis of curricular planning materials, this research examines features of effective pedagogy and the philosophical decision-making behind its creation.

Multiliteracies and critical theory
Multiliteracies offers critical opportunities for developing inclusive teaching strategies in a variety of learning contexts. Using a critical lens, the social justice focus of multiliteracies expands possibilities to engage adult learners in deeper forms of learning about issues such as inclusion, citizenship, and social participation. Literacies are practiced in a wide range of ways and can be supported through multiple mediums (Clover, Butterwick, Chovanec, & Collins, 2015; Crowther & Tett, 1998; Kalantzis, Cope, Chan, & Dalley-Trim, 2016). A multiliteracies theoretical framework considers language and learning as always socially, culturally, and politically based.

References


The aim of this study is to sensitize faculty to the diverse backgrounds of their students. Some research-derived guideline is produced that faculty can use to activate and recognize their students’ prior knowledge. This study points how to create inviting and respectful learning spaces at the post-secondary institutions by activating and recognizing the prior knowledge of the students. As higher education in Canada increasingly relies on students educated internationally (who attend either as international students or immigrants) in different systems, and mature students who might lack degrees but have extensive work and life experience, acknowledging and recognizing prior knowledge becomes important for two reasons; (1) to ensure students are properly placed in classes, and (2) to tailor classroom instruction to the actual knowledge level of students. Activating prior learning leads students who have a prior knowledge base to link the new material to material they already know, which deepens comprehension of the material (Tobias, 1994). Activating prior knowledge lets students who have it share that knowledge with those who might have less experience. Instructors should consider these techniques to activate prior knowledge: concept maps and multiple-choice tests. It should be avoided making assumptions about the prior knowledge of students, especially assumptions rooted in students’ cultural norms and practices (Olesan & Hera, 2014). Topics like prior assessment of learning and recognition of prior knowledge are very dominant in the adult education discourse. In the current literature, there is a need for some research-derived guidelines that provides practical implications to be used by instructors in order to activate and to recognize the prior knowledge of the students at the classroom.

References


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Taekwon-Do (TKD) is one of the world’s foremost martial arts, with practitioners who are eclectic and diverse. A Korean holistic martial art practice (physical, mental, spiritual), TKD has the capacity to engage practitioners on many dimensions. Collectively, TKD is a way of life (or “Do”) enabling the practitioner to “achieve a balanced life and happiness” (Fall River Taekwon-Do General Information, 2019). Exploring TKD produces spaces of learning which may cultivate reflection and changes in perspective.

Explore Taekwon-Do, an eight-week, free workshop program (tailored for the beginner), was developed and offered to staff and faculty at Mount Saint Vincent University, with the purpose of introducing participants to various areas of the art (techniques, fundamentals, self-defense, board breaking, and philosophy). Workshop facilitation adopted Dweck’s (2006) work on growth mindset, which, suggests that, “the view you adopt for yourself profoundly affects the way you lead your life” (p.6). Participants were encouraged to take risks in a safe, non-judgmental space, further aligning with Dweck’s (2006) assertion that our knowledge and abilities are not static, but through “risk and effort” can be cultivated and expanded (p.10).

Participants recounted their experiences through post workshop feedback, revealing how TKD practice had facilitated reflection and encouraged change. Mezirow’s (1978) seminal work on transformative learning theory suggests that a “disorienting dilemma” (p.105), may trigger us to question, reflect, revise, and change existing, “psychocultural assumptions” which help frame our experiences, knowledge, thoughts, feelings, and actions (Mezirow, 1981, p.6). Through perspective transformation we adopt a more, “inclusive, discriminating, and integrative perspective”, permitting us to choose or act on “these new understandings” (Mezirow, 1991, p.167). In this session, we explore the transformative impact martial arts (TKD) can have in spaces of adult education through a synopsis of the Explore Taekwon-Do workshop series project, including observations, discoveries, and implications for future research.

References


My How Things Have Changed…Or Not. LGBT+ Perspectives on Working as a Teacher

Krista Bonang, Mount Saint Vincent University

An exploration of the challenges and progresses that LGBT+ teachers have experienced and continue to face in public education environments. Identifying various factors that LGBT+ teachers must be cognizant of as they first enter teaching and as they move through various educational situations throughout their careers, it also stands as an example for educators that are not part of the LGBT+ community of some of the additional factors that members of that community must be aware of within educational environments.

The process of creating learning spaces that encourage inclusion and respect diversity must include the teacher or educator. They stand as a model to the students, exemplifying the attitudes and behavior that should be found within the classroom. This paper addresses the inclusivity and respect for diversity that educational peers must maintain so that it can be modelled in various learning environments.

The paper draws on a variety of literature as well as personal experience. It is based in a critical thinking as emancipatory process theoretical framework drawing specifically on Stephen Brookfield’s “Teaching For Critical Thinking” (2012). It examines several issues that have been identified that effect teacher classroom engagement and makes several conclusions about various factors that must be considered by LGBT+ teachers. These factors include, but are not limited to legal aspects, morality clauses, professional/personal divide, and presentation of self. By making the educator aware of the issues that are faced by the LGBT+ teacher, the projected outcome is the increase in critical thinking about diversity, respect, and inclusion as assumptions are challenged for validity.

References

Disrupting the Myth of Canada’s Colonial Past Using Critical Public Pedagogy

Jennifer Waterhouse

The master narrative of Canada’s colonial history is celebrated through public memorialization’s from coast to coast to coast. This master narrative, however, fails to acknowledge the impacts that colonization had on, and continues to have on, Canada’s First Nations peoples. This paper argues that critical public pedagogy possesses the potential to foster critical decolonizing dialogue by engaging the public in reconsidering the myths of Canada’s founding and raising awareness about the lack of other voices presented in these versions of our country’s founding. This paper contributes to the theme of “Creating Learning Spaces that Encourage Inclusion and Respect Diversity” by illustrating how public sites of memorialization, such as art galleries, monuments, and museums, can support the creation of democratic public spaces where the public can engage in decolonizing dialogue.

Inspired by the discussions over the past several years around calls to remove the statue of Cornwallis this paper uses critical theory and post-colonial theory to explore how public educative sites of memorialization can create spaces that foster critical dialogue. Drawing on the work of Greene (1995) and Brookfield (2005) this paper looks at how art may be used as critical public pedagogy by providing an opportunity to raise critical consciousness about the injustices that the art also represents. Drawing on Brookfield’s work on the creation of democratic public spaces the paper will also look at how public spaces can be used to support the development of dialogue so “learners can critically reflect on their assumptions to alter their consciousness of power relations, thus changing their world” (Zorilla and Tisdell, 2016, p. 274). This paper will conclude with a discussion of the implications of the use of public sites of memorialization to engage Canadians in critical decolonizing dialogue.

References


I remember living in a house with no running water, no electricity and only a wood stove in the kitchen. In the new home, my father provided for his family by relying on his artist talents. These artistic talents are innate for the Mi’kmaq but were suppressed or lost due to the injustices placed upon our people through the ethnocentric lens of the newcomer’s government. In this thesis I discuss how because of these injustices experienced by Mi’kmaq by the Settlers, the Mi’kmaq art was but how it has been regained. My study demonstrates how the knowledge and how today's art reflect our ancestors, current issues, and self-reflection from a Mi’kmaq perspective. I used qualitative methods, including, one-to-one interviews, and a questionnaire. I had twenty-seven Mi’kmaq participants from all thirteen Mi’kmaq communities in Nova Scotia. I audio and video recorded some of my interviews with verbal and signed consent from my participants. The video is part of my thesis and can be found at Mount Saint Vincent University Library, at Cape Breton University Unama’ki College and all of the thirteen Mi’kmaq communities in Nova Scotia. Coming from an arts-based approach with a critical theoretical perspective I explain how art is used as a strength for our people. It is an aspect of maintaining our culture, it has provided a livelihood since time immemorial, and I also discuss how art is an underlying self-therapy towards the injustices that had and continues to be placed upon our people.
Decolonizing Adult Education: Lessons from Nonformal and Formal Education Experiences

Cindy Hanson, University of Regina

Western colonization is an historical process incited by dynamics in the development of capitalism and shaped and conditioned by structures and discourses of states, the Enlightenment, science, patriarchy, evangelism, and white supremacy. Colonialism has affected all of us as we continue to live and work between being colonized and/or colonizing; and more importantly searching for ways to find intentional and hopeful approaches for decolonizing adult learning. Decolonizing adult education is a relevantly recent project. I suggest in this talk that it may be developed by re-writing and highlighting the work of Indigenous, feminist, queer and racialized scholars, communities, activists and allies in order to build knowledge solidarities, and decolonizing pedagogies and practices. First however we need to challenge the way adult education has developed colonial legacies in Canada.

Using decolonizing lens, the paper will first examine ways adult education has participated and been implicit in the colonial project. The racist, capitalist, and patriarchal biases and orientations implicit in colonial paradigm are instilled in our practices and pedagogies. This is often done through hidden curriculums. In its hidden curriculum, colonial education also advanced the values, virtues, culture, and practices of the Global North.

By interrogating the ways adult education has developed a narrative that highlights Western knowledge and by demonstrating practices and ideas that challenge this narrative, I hope to provide insights into decolonizing adult education practices and pedagogies. The examples will be provided from nonformal and formal adult education experiences in teaching, learning, social movement learning, and research.
A Post-Colonial Critical Race Theory Approach to Radically Inclusive and Respectful Learning Spaces

Wesal Abu Qaddum, University of Toronto

Post-colonial (PCT) and Critical Race Theory (CRT) are radical and disruptive frameworks in informing inclusive and respectful learning spaces for marginalized students. The two theoretical lenses are often isolated in the literature and their consolidation is necessary in informing disruptive knowledges and teaching pedagogies. CRT is interested in identifying, analyzing and transforming the oppression encountered by racialized individuals through their stories (Brigham, 2013; Solorzano & Yosso, 2009; Delgado & Stefanic, 2001). Conversely, PCT is concerned with addressing colonialism and seeks an undoing of the material, social and psychological ramifications of colonial rule (Fanon, 2002, 2008; Parsons & Harding, 2011). The aforementioned theories contribute to socially justice learning spaces because they allow the educator to acknowledge the permanence of race, racialization and indignity, which can inform the production and selection of knowledges for learning. A post-colonial critical race theory framework can inform a disruptive way of knowing that challenges white supremacy and Eurocentric-hegemonic knowledges. The diversity of bodies including those of Indigenous and racialized peoples will be incorporated as their histories and knowledges will be respected through their materialization in curriculum. Pedagogically, the emphasis on counter stories or the lived experiences of racialized minorities in CRT will unearth stories of racism and coupling it with PCT will render visible indigenous stories of colonialism and racism. Counter stories become the disruptive stories that “challenge our understanding of what an inclusive adult-education learning environment looks like” and critiques color blindness, liberalism, meritocracy and neutrality (Brigham, 2013, p. 123, Delgado Bernal & Villalpando as cited in Brigham, 2013). The implications are an adult learning space with racialized and indigenous voices in line with anti-racist and de-colonial curricula and pedagogy. Transformative possibilities will be rendered in the learning space and beyond.

Key words: Post-colonial, critical race theory, inclusive, disruptive, learning space

References


Students speaking English as an additional language (EAL) are attending colleges and universities in Canada in ever increasing numbers. These ethnically and linguistically diverse students are enriching Canada and the universities they attend with their skills and perspectives, however, it is essential that they are prepared to meet the language, academic and social demands of post-secondary education (Doe, 2015; Hyland & Hamp-Lyons, 2002). English for Academic Purposes (EAP) programs are offered at more and more universities to help address these needs.

This presentation focuses on one EAP program from the students’ perspective, during and immediately after participation in the program. The research is grounded in a second language socialisation framework, acknowledging the interaction of academic and linguistic skills development within the broader social and cultural context (Duff & Talmy, 2011). Drawing on a case study approach (Yin, 2017), data was collected through classroom observations, questionnaires, and interviews. The researchers are examining what academic language skills are identified as important, and what the perceived impacts are on the participants’ academic studies and social integration. Data collected have been coded and analyzed in MAXQDA. Data analysis indicates three broad themes of linguistic, social, and academic, each with various contributing factors. These results highlight the complex nature skill development required for academic studies for EAL students at Canadian post-secondary institutions, as well as the value and challenges of EAP programs in helping students develop these skills, and highlight the importance of EAP program curricular alignment to a cross-section of student experiences from a range of academic programs.

References


This paper is based on a SSHRC funded study. The data for the study includes 690 completed surveys (that consisted of 160 questions) and 27 one-to-one interviews. For the purpose of this paper, I mainly focus on the interview transcripts of 19 undergraduate students who self-identified as either Indigenous, Canadian born visible minorities (CBVM) and immigrants living in Canada for more than five years. The students were between the ages of 21-53 years. Of the 19 students, six identified as Indigenous, five as CBVM and eight as immigrants living in Canada for more than five years.

The purpose of the paper is to explore the academic and non-academic strategies of undergraduate students at Canadian universities and the institutional and personal factors that enabled them to persist to graduate or to make it to their final year. I discuss the differences within and between the three groups of students and the tensions the students experience within their strategies to succeed.

At the root of my analysis is an underlying philosophy of social justice aimed at recommending ways to improve the opportunities for underrepresented students to be successful within an inherently problematic university model that was designed and continues to be operated for so-called traditional students.

The findings point to continuing questions of equity related to class, geography, race/ethnicity, culture, and gender. My findings demonstrate that universities provide varying levels of supports, which may or may not be accessible to certain groups of students, and that students have different needs for supports, thus a one size fits all approach is not effective for all students. Student supports as well as inter-personal relationships with professors can play a significant role in student success.

I make recommendations for adult educators and higher educational institutions to encourage inclusion and respect diversity.
The Journey Through It: A Self-Study of Reflective Practice in Dietetics.

Sarah Campbell Bligh, St. Francis Xavier University

Purpose: Reflective practice is a core competency in dietetics (PDEP, 2013). For my master’s research, I chose to study my experience of reflective practice, as defined by Schon, over my progression from learner to practitioner (Schon, 1983). This relates to the theme of the conference by challenging the dominant discourse of what constitutes valuable knowledge in dietetics, encouraging acceptance of other forms of knowing, and learning, about and from practice.

Theoretical Framework and Relevant Literature: My research was an interpretivist self-study through narrative analysis. A paucity of literature exists indicating how dietetic education programs teach reflective practice, or how dietitians engage with or understand this concept. My review of the extant literature indicates some concern that the adoption of reflective practice by positivist professions may push it into the realm of technical rationality and away from its’ constructivist roots (Jordi 2010; Kinsella, 2009; Morrow, 2009).

Research Design: I used autobiographical reconstruction to create a timeline which was assessed in a critical friend conversation. This conversation was transcribed and coded. Resulting codes were analyzed to develop themes which supported creation of research narratives for presenting my data.

Findings and Conclusions: Four themes emerged from my research related to my engagement with reflective practice. These connect to extant adult education literature on mentorship, transformative learning, embodied knowing, and the nature of reflection. Each theme also unearthed barriers and supports to my engagement with reflective practice and development as an educator.

Implications: Completing this research has enhanced my practice as a dietitian and educator by challenging my perspectives about learning and education. I suggest care be taken to create learning spaces, across the continuum of undergraduate to practitioner, which consistently and purposefully value a variety of activities which contribute to developing reflective practices.

References


This qualitative study assesses the learning process of staff at a large health organization following their participation in a mandatory workshop, with the goal of improving awareness of mental health issues and minimizing stigma. The course, designed by the Mental Health Commission of Canada, was implemented in a long-term commitment to education to improve the mental health and wellbeing of employees.

Mental illness is responsible for 47% of the disability claims approved in the federal public service (Public Health Agency of Canada, 2015), and according to the organization’s Occupational Health, Safety, and Wellness Department, the number of disability claims approved on the grounds of mental illness is comparable.

Employing employee perspectives, it examines the efficacy of the workshop, as well as possible improvements in this context, given the diversity of roles and needs of employees. In addition, the study analyses the importance of follow-up for learning transfer, which has been noted to be lacking in many adult educational training sessions (Merriam and Leahy 2005).

Daley and Cervero (2016) suggest that continuing professional education (CPE) is inherent in the development of professional practice. However, they argue that it is often assumed that “attendance at CPE programs constitutes learning for professionals and that they will automatically use this information once they return to the work sites” (Daley & Cervero, 2016, p. 19).

The implications for adult education are twofold. First, significant research has been published on learning transfer (Furman & Sibthorp, 2013, Foley & Kaiser, 2013), but less is known related to the learning transfer of educational programs specific to mental health in the workplace. Second, limited research exists on the impact of pre-designed learning programs, which the workshop is, where the facilitator has little responsibility over the learning material and learning design, and this study seeks to address this challenge.

References


This paper is inspired by doctoral research exploring the learning of stepmothers in Canada, as they navigate this complex role. An unexpected finding of this research was that stepmothers defined their role as Hart (2002) and Barg (2001) describe motherwork – the labour associated with the nurture and sustenance of children within households. This paper discusses the impact of this role definition on the lived experience of stepmothers, expands motherwork literature to include more diverse experiences, and emphasizes the need for formal spaces of learning about stepfamily dynamics and mothering ideologies.

Using a life history approach (Dominice, 2005) to explore the meaning participants attribute to life experiences, I conducted nine qualitative interviews with stepmothers across Canada. All participants were members of a private Facebook group, and our conversations explored the sites and processes of learning, and factors underlying their experiences.

All participants claimed to engage in more domestic labour than their partners, despite the children not being biologically theirs. They attributed this distribution of labour as “happening naturally”, however, this labour is learned (Barg, 2001). Many felt they were taking on “traditional” roles associated with mothering, but without the history or relationship with the children. This mothering ideology does not “fit” the stepmother experience and can lead to anxiety, stress, and tension with the biological mother. I believe that expanding our understanding of motherwork as valuable labour, and that which is done by people with diverse lived experiences, is crucial to “creating space” for stepmothers in our framework of parenting. Moving toward a social responsibility model of childcare (Eichler, 2008) and promoting a community approach to parenting can create space for multiple caregivers. As the number of stepfamilies continues to grow, we have a duty to shed light on these experiences, for the sake of mothers, fathers, stepparents, and their children.

References


It’s Digital, But Is It Accessible?

Wendy Kraglund-Gauthier, Yorkville University

The UN Convention on the Rights of Persons with Disabilities, which Canada ratified in 2010, refers to persons with disability as having “physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (UN Enable, 2007, p. 2). Approximately 10.1% of Canadians aged 15–64 years reported “being limited in their daily activities because of a disability” (Province of Nova Scotia, 2017). When many of the learners who access our adult learning programs may have diagnosed and undiagnosed disabilities, we need to ensure we provide appropriate resources and spaces in which to learn. Universal Design for Learning (UDL, CAST, 2018) is an approach to the design of products and learning environments to be usable by as many learners as possible, regardless of age, ability, or situation. UDL is a framework for understanding how to create curricula that meets the needs of all learners and acknowledges each student differs in interests, learning preferences, and level of functioning. As teaching and learning continues to evolve in this 21st century, more and more of our interactions and activities with learners are taking on a digital component. Coupled with differentiated instruction, we can offer multiple means of representing information, of expressing learning, and of engaging with each other in digital spaces (Kraglund-Gauthier, Young, & Kell, 2014). In this interactive session, tools and techniques shared by the presenter align with UDL and Knowles’ (1984) theory of adult learning rooted in self-direction, knowledge, and life experience, and will be goal-oriented, relevant, practical, and collaborative. The intent is for participants to exit the session with a renewed focus on accessible teaching and learning and be armed with a host of new ideas and strategies to try with their own learners.

References


The rise of social media has encouraged a significant transformation in digital learning opportunities by inspiring and adding value to prior learning experiences, and shaping the knowledge, beliefs, and attitudes brought into the classroom environment. Adult learners have the opportunity to shape their own ability to adapt, integrate and apply new information, and accept or dismiss information as they determine its validity.

This shift toward digital learning is indicative of the perplexing nature of adult learning and provides a ground for further analysis. The inherent richness and complexity of education reflected by the “Clicks and shares” of the dissemination of information on social media - communicative learning - speaks to the process of learning that emanates from formal education and factual based research.

Cranton (2013) asserts that “communicative learning involves developing an understanding of social norms and expectations, socially accepted behaviors and actions, and how actions are perceived by others” (p. 99). As adult educators, particularly experienced ones, we should challenge the shaping of the learning process of adults by critically examining the impact social media has on adult learning.

The authors of this CASAE East paper, propose to draw upon Habermas’ (1984) concept of communicative rationality - the ability to use language and words to come to a rational consensus that will develop a moral democracy - in order to challenge learners to question and review information on social media with a critical lens. Habermas (1984) believed that it is through communicative action that the individual ceases and the pluralization of the ideas, the harmonizing feature to belong to a group or obtain an identity of like-minded individuals.

In Habermas’s writings, communication is the catalyst for learning. If learning does not occur, we must find out why and fix it. The communication must be examined or screened for validity (Gouthro, 2006).

References:


A Framework for Online Seminars: Creating Inclusive Collaboration Spaces for Learning

Donovan Plumb, Mount Saint Vincent University
Emily Ballantyne, Mount Saint Vincent University

One of the most frequently asked questions we receive in our Teaching and Learning Centre is: how do I get students talking? This question is articulated in many different ways. Sometimes, the question is posed in relation to the use and best practices of using discussion forums. Other times, it is about how to encourage, cajole, or beg quiet students to chime in, or, sometimes it is refined to how to use small groups, an online chat function, or peer reflection more effectively as a classroom discussion tool. We have developed a framework for online seminars that attempts to provide a variety of ways to answer this question, in all of its iterations, well.

In this paper presentation, we will introduce our latest online resource initiative to create a flexible, adaptable framework for delivering seminar classes in online environments. We know that small group teaching is best approached with a firm grounding in discussion and collaboration. Graduate studies across many disciplines encourage student’s growth and development through talking. Our framework for discussion was developed using evidence-based practices and grounded in teaching and learning approaches. Using two formative texts, Brookfield & Preskill’s Discussion as a Way of Teaching (2005) and The Discussion Book (2016), we reflected upon and adapted their methods to focus on online contexts. We also draw on small group teaching techniques from a variety of sources including Exley and Dennick (2004)’s Small Group Teaching and Bates (2016)’s Teaching in a Digital Age.

References


Older Women and Learning Spaces

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The purpose of this paper is to spark dialogue on Photovoice theory and methods with very old female learners, a study guided theoretically by a critical social science framework using a feminist gerontological lens. The study design was qualitative including Photovoice, in-depth interviews and current literature with rural women 85 and older living on their own. Photovoice enabled these older women to examine how they learned to live well in old age and to consider a variety of individual, group and community learning options. All participants had learned ways to contribute to their families, communities and their own well-being as life unfolds. The findings from this study revealed that in spite of current thinking, women age 85 and older, living in rural communities, are not all frail, vulnerable and dependent victims who are a burden on society. Instead, some are active contributors with diverse capabilities, both within and beyond their immediate communities. The findings advance our understanding of women living in the upper limits of longevity, and prompt re-thinking to focus on their agency and capabilities, not their vulnerabilities or frailties. In conclusion, group participation encouraged knowledge sharing, learning options and revealed that learning for these women was mostly informal. Learning from each other was important; travel restrictions and weather impeded their ability to get together or go for structured learning. Therefore, there is a need to create flexible, diverse learning spaces to learn together and share lived realities. Implications for adult education is a need to identify new ways for learning together that encourages inclusion and respects diversity but does not always involve face-to-face meetings. The Photovoice method is an active, collaborative and adaptive research design that lends itself to use in community situations and has the potential to increase the amount participants learn consciously from their experience.
Older Adult Financial Exploitation: A Critical Geragogical Approach to Prevention

Chris Pottie, St. Francis Xavier University

“One cornerstone of the field of older adult education is a concern not with ‘whether we can or cannot teach or retrain an older adult’ but ‘to what end?’ and ‘why?’” (Formosa, 2011, p. 317). Older adult financial exploitation has been identified as a substantial public health issue (Spreng, Karlawish & Marson, 2016) and the significant, negative social implications would answer those questions and beg another: What is the potential of a critical geragological approach to the prevention of financial exploitation? The repercussions of financial exploitation can be devastating, leaving older adults with insufficient resources required for the necessities of life, a lack of time to recover from financial losses, and a decrease in quality of life. When subjected to financial exploitation, older adults are often ashamed, lose self-sufficiency, become depressed, and decline in physical and mental health (Wood & Lichtenberg, 2017). The Statistics Canada 2016 Census indicates that Canada is experiencing an aging trend, with Nova Scotia having the oldest population in Canada (tied with New Brunswick) at 19.9%. Due to this aging trend, the issue of financial exploitation is expected to get worse. There is much discourse regarding the need for preventative measures, and the education of older adults is identified as an area of focus. Freire (1973) concludes that a critical approach to education distances late-life learners from condescending teaching practices and Formosa (2011) indicates that teaching and learning for older adults within critical geragogy are viewed as a context for transformation, emancipation, and empowerment. The literature review discusses older adult learning theory, financial literacy critiques and benefits, how both relate to critical geragogy, and identifies future opportunities for research.

References


On the Air: A Participatory Action Research Project Engaging Older Women in Becoming Change Agents Through a Community Radio Initiative

Kelly O’Neil, St. Francis Xavier University

This paper presents proposed doctoral research supporting the empowerment of economically marginalized older women through a community-based Participatory Action Research (PAR) project informed by feminist theory. This qualitative study, involving women aged 55+ (n=20) living in Halifax Regional Municipality will explore the process of collaboratively designing and implementing a community radio public affairs program. This work will support participants in exploring issues that impact them as they learn the skills needed to form a grassroots cadre of community broadcast journalists. Participants will also be active researchers, collectively considering how emergent processes reflect and engage them in lifelong learning and inclusive education. Key questions directing the study are: How might a project of this type be used as an educational tool to support women in becoming active change agents in their communities? How might this project inform and be informed by principles of lifelong learning and inclusive education? New co-created knowledge will enrich the understanding of educators and social policy makers related to the enablers and barriers for lifelong learning and inclusive education that exist for older marginalized women.

The proposed study is motivated by research conducted for my recently completed master’s thesis, a qualitative feminist study of housing insecurity among older marginalized women. My master’s research identified the value women in the study placed on being active contributors to neighborhood life and surfaced their frustrated sense of agency and imposed inutility linked to ageist and sexist constructs. The planned doctoral work outlined in the proposed paper is an intentional move forward from the problematizing of older women’s circumstances to collaborative solutions-building through a project that deeply engages the capacities of participants in meaningful learning. Supporting older women in new learning to become community activists’ challenges social norms that may sideline them as socially and politically irrelevant.
The purpose of this paper is to analyse a project of law, Escola Sem Partido (School without Political Parties), which is being discussed and implemented in several levels of government in Brazil.

This project attempts to criminalize teachers who supposedly indoctrinate students with any kind of ideology. Teachers are not allowed to talk about their political, religious, or moral convictions. Aligned with a neoliberal ideology, this policy instructs teachers to train students only in technical subjects related to the job market. It differs between instruction and education. It says that education pertains to the private family domain. If approved at the Federal level, this project of law would be a tragedy for the working class because they are the ones who depend on the public-school system. Historically in Brazil, the working class has been suffering from getting poor education with very low-quality schools. Adult Education is particularly affected by this project because it makes it impossible to create an environment where critical thinking is fostered, which is essential to understand our present reality. Freire (1994) brilliantly tells us what he would think of such a project, “I do not see why I should omit or hide my political stance by proclaiming a neutral position that does not exist. On the contrary, my role as a teacher is to assent the students’ right to compare, to choose, to rupture, to decide” (p. 48). We believe that this project and many others being implemented in Brazil at the moment are underpinned by a neoliberal agenda, which focuses on the job market. It is absolutely necessary to study this phenomenon (which is also taking place worldwide) and take a position against it because of the risk it brings for democracy and education.

Reference

This past January (2019) was the centenary of the murder of revolutionary socialist, economist, and antiwar activist Rosa Luxemburg, who was killed by right wing German paramilitaries, her body thrown into Berlin’s Landwehr Canal. A small woman with a congenital hip condition which caused her to limp, she overcame physical constraints, limited educational opportunities for women, anti-Semitism, and a turbulent political climate to become a leading Marxist theorist and founder of the German Communist Party. She sparred openly with Lenin and other Marxist leaders of the time over how a revolutionary party should be organized. She was a fearless believer in the ability of ordinary people to manage their workplaces and their lives. She was often jailed for her activities. What is less well-known about her is that she was an impassioned adult educator with ideas about teaching that were well ahead of her time. This paper argues that Luxemburg dealt with issues adult educators face today and that revisiting her work now is both timely and inspirational. After briefly tracing her life and work, the paper compares her thoughts on the purpose of adult education with those of others in the field, and explores her position on such issues as feminism, nationalism, racism, and real democracy, issues that are of increasing concern to adult educators 100 years after her death.
Neoliberalism’s Adult Education: The Rebirth of Homo Economicus
Scott MacPhail, Mount Saint Vincent University

In his book, The Death of Homo Economicus, Peter Fleming (2017) contends that the term homo economicus can no longer be applied to the ideal capitalist citizen as neoliberalism has effectively put an end to homo economicus. The contention of this Paper Presentation is that homo economicus has not ‘died’, rather, neoliberalism has recast homo economicus in a new mold. A mold that reduces citizens to human capital and embeds them into the capitalist economy.

Homo economicus presents a unique problem to the development of society and the discipline of adult education as it has an atomizing effect on individuals, which prevents them from being able to influence social change (Margaret Archer, 2000). These citizens are caught up in the social norms produced for them, are capable of replicating those norms, but are incapable of producing norms which could lead to social change. This runs counter to the roots of the modern practice of adult education in Canada where adult education was often used to empower citizens – often the marginalized – for social change.

Within the construct of neoliberalism, the scope of adult education has been narrowed to the development of homo economicus. Education is used as a means for capital investment and capital gain. My current research focuses on solving the paradox of how adult education discourses, when formulated through a neoliberal lens, limits individual autonomy through knowledge that benefits the bottom line of capitalist shareholders, could have emerged from adult education discourses focus on providing individuals with material autonomy through a broad-based knowledge system that strives to improve social conditions for all. I contend that adult educators should pay attention to the roots of their profession and develop discourses that are capable of inspiring social change.
Online expression of white supremacy is posing a significant challenge to the multicultural society of Canada as the use of social media platforms become increasingly accessible but steadily controversial. The controversy becomes evident when the social media platforms serve as a virtual public sphere where independent and free citizens express their opposing views on matters that affect their daily life. Consequently, the users of the virtual public spheres become ‘citizens’ who actively enact digital citizenship, rather than merely being passive ‘users’.

Like citizenship, digital citizenship is both inclusive and exclusive. On the one hand it is believed that digital citizenship enhances participation in the economic, democratic and communication spheres of social life (Mossberger, Tolber & McNeal, 2007), on the other, digital citizenship has failed to ensure digital inclusion (Monje & del Olmo, 2010). Digital inclusion questions the knowledge divide among citizens portrayed in a lack of ability to interpret online information and to create new information (Monje & del Olmo, 2010). Excluded citizens, with a lack of skills, socio-economic opportunities and conceptual frameworks to redress the knowledge divide, rely on news media for meaning making of their conceptual world and for the representation of their voice (Hedman & Djerf-Pierre). News media, as a mass communication outlet through which discursive events on social media platforms are reinterpreted, reproduced and represented, is expected to address the knowledge divide among citizens. However, if a conscious effort is not made, even committed and critical news media may become an accessory to white supremacist ideology. In New Zealand, following the Christchurch incident that was widely flagged as a white supremacist act, news media outlets collectively decided to curb the coverage of the succeeding events.

In light of the debate on the issue of white supremacy, the enactment of digital citizenship and the representation of excluded citizens by news media, this paper seeks to answer the question: To what extent do Canadian news media outlets perform with caution when covering news about online expression of white supremacist ideology? In response to this question, I argue that Canadian news media is far in covering white supremacist cases, however, their effort is not only insufficient, but it also undermines bridging the knowledge divide among marginalized citizens.

In this paper, a case study portraying news media coverage of an incident of hate speech accusation against a University of New Brunswick professor, Ricardo Duchesne, will be carried out. The case (CBC, 2019) brings forward multiple perspectives on the issue of white supremacy in Canada, including a justification on behalf of the UNB professor made by Mark Mercer, a philosophy professor at Saint Mary’s University in Nova Scotia and the President of the Society for Academic Freedom and Scholarship. Professor Mercer claims, “We should be free, all of us,
to explore ideas as we will.” This is the case while on various media outlets Professor Duchesne, according to The Current’s of CBC, has made such statements as "relentless occupation of the West by hordes of Muslims and Africans," or, statements as to "only out of the coming chaos and violence will strong White men rise to resurrect the West”. I will analyze all Canadian news media coverage on the issue.

Theoretically, this paper will present the conception of digital citizenship in the context of white supremacy. I will discuss the conception of digital citizenship from the perspective of Gleason & Gillern (2018) who identify three elements of digital citizenship; ethical citizenship that focuses on rights and responsibilities; digital literary for effective participation; and critical civic engagement through production, interpretation and critique of digital media. Choi (2016) introduces four conception of digital citizenship. Choi adds the ethical and critical resistance elements to digital citizenship discussed by other scholars. However, digital citizenship is not a straight forward conception. For instance, Mossberg, Tolbert & McNeal (2018) argue that digital citizenship should be distinguished from digital literacy and Isin and Rupert (2015) question the ‘online’ and ‘offline’ citizenship binary and call digital citizenship an oversimplification that undermines the complex history and geography of citizenship. Critical race theory (Delgado & Stefancic, 2017) will offer a general theoretical framework for this study.

Methodologically, semiotic analysis (Holsanova, Rahm & Holmqvisk, 2006) will be carried out to interpret news media text and critical discourse analysis (van Dijk, 2001; van Dijk, 2015) will analyze discourses on online white supremacy in Canada. Primary data consists of news media reporting of the case study and secondary data will be comprised of scholarly work on white supremacy in the digital age of Canadian society.

It is expected that this paper will shed light on the linkage of news media to social media and their combined role on digital citizenship. This paper will be one of the first initiatives to challenge the misperceived exclusionary nature of social media in promoting citizenship by highlighting the role of news media as both a competing and a supporting platform for citizenship. In the first part of the paper I will present a literature review on digital citizenship in the context of white supremacy. Next, I will carry out a textual analysis of media coverage of the case study and a discourse analysis of the online exercise of white supremacy in Canada. Last, I will present my discussion of the findings.

References


Developing an Emergent Pedagogy of an Academic Writing Group: Bridging Theory and Practice
Andras Kocsis, Mount Saint Vincent University
Scott MacPhail, Mount Saint Vincent University

This Paper Proposal argues that support for adult graduate students’ writing is limited by the pervasive neoliberal attitude inculcating universities, creating a gap for students’ scholarship. To fill this gap, we argue that the support provided by an academic writing group may create the learning space for graduate students to develop and deepen their academic language.

We situate ourselves between faculty and students, thus placing ourselves at the intersection of university policy and student expectation. This intersection provides the space for a structure to emerge that encompasses all the elements of academic literacies, as well as a position to develop a writing pedagogy.

In our role, as mentors, facilitators and instructors, we find value in interactions with students because we apply strategies that improve both our own as well as the students’ academic writing skills. We share information, insight, and advice, help each other solve problems, ponder common issues, and explore ideas. In embedding the students’ writing—mainly essays, theses and dissertations—in our community of practice, graduate students learn that, as Wenger et al. (2002) stipulate, the value is not merely instrumental, “it also accrues in personal satisfaction of knowing colleagues who understand each other perspectives and of belonging to an interesting group of people” (p. 5).

To provide a further flow and deepen our theoretical framework we use Coady’s (Welton, 2001) approach to adult education, which contributes to the empowerment of people through cooperative education practice. Our strategically based weekly activities advance our emergent pedagogy, situating it in the development of student’s scholarly writing.

Our study also provides new avenues for discourses in academic literacy development. Even though we, as adult educators, acknowledge the difference between theory and practice we nevertheless work toward bridging the two.
The purpose of this paper is to explore faculty experiences in learning to teach in an online environment in higher/university education. This paper presentation contributes to the theme of this conference, “Creating Learning Spaces that Encourage Inclusion and Respect Diversity” by exploring faculty development in teaching in online spaces, a space that is not bounded by the traditional brick and mortar classroom.

Universities are in direct competition with one another to attract students looking to further their education. One way universities can distinguish themselves is through the programs and services they offer. Technology used in online courses allows universities to reach beyond traditional boundaries. The challenges recognized in the literature for faculty who are transitioning to online teaching include time commitment, training, incentives, identity, and perceived loss of connection with the students. While the literature does an excellent job of identifying the barriers to learning to teach online for instructors, there is a lack of suggestions on how to overcome these barriers. Much of the literature focused on faculty’s new role of facilitator for the students. However, there was a lack of research on how to help faculty transition into this role.

The adult learning theories that undergird this study are: theories associated with participation/motivation including barriers/enablers to learning; theories of adult learning (formal/informal, experiential and self-directed learning); and potentially, transformative learning. Research on program planning particularly as it relates to online/distance learning and theories of change will also serve to orient the study and aid in the interpretation of data in the study. Using an interpretive lens and keeping in mind that each faculty member interviewed will have their own interpretation of their experience in learning to teach online.

The findings gleaned from this study will be used to better support faculty at St. Francis Xavier University who make the decision to teach an online course. This research will address the gap in the literature related to supports for faculty who are transitioning to online teaching.
Towards a Collaborative Insurgent Feminist Epistemology

Naomi Binder Wall, University of Toronto

“We want to contend…with the possibility for the capacity to be a disruptive force that allows, from such a space as the academy, for justice to emerge.” (Crawley, Tuck, Yang, 2017)

The call for disruptive pedagogies is an articulation of a rejection of colonial rules of law and the intentions of ongoing colonization, a bold expression of the right of sovereign nations to self-determination. This can mean disruption, like hanging red dresses on the trees around Queen’s Park, organized by Missing and Murdered Indigenous Women (MMIW). This is a call to action, an invitation to educators and scholars to participate in a disruption of the dominant narrative regarding the foundational history of Canada. The Indigenous contribution alters the dominant narrative entirely. It is a disruptive contribution (Dion, 2004). Concurrently, the survival of Indigenous women can be understood as an act of disruption. Indigenous women’s experience is indispensable to an understanding of the construction, production, and persistence of racism and violence against women across Canada. The research theorizes a nexus connecting a disruptive pedagogy to an inclusive feminism grounded in the knowledge of Indigenous women. It corroborates a crime scene that calls for a collaborative insurgent feminist epistemology. I foreground an analysis that mandates a consciousness of racism as not solely an ideological problem, but that the ground of oppression based on race is the same ground as that of white privilege (Bannerj, 1995). Lee Maracle tells us that racism is rooted in the actual conditions of people, their material realities (Maracle, 1988). Rita Bouvier writes of Marie Battiste’s voice resonating through a “tortured space” still owning the strength of resistance and survival (Bouvier, Foreword. In Battiste, 2013). The conditions linking survival, healing, and pedagogies of disruption can be exposed. The forensic evidence emerges and becomes what we know.

References


In-Betweenness: Creating Learning Spaces for Novice Teachers and Novice Researchers

Diana Seselja, Mount Saint Vincent University
Mary Jane Harkins, Mount Saint Vincent University
Margaret Olson, St. Francis Xavier University

This session reports on a graduate study which examined the experience and narrative knowledge of two preservice teachers, Tom and Carly, in a university teacher education program in Nova Scotia, relating to their stories of in-betweenness in learning to teach (Seselja, 2018). In using a critical event narrative analysis (Webster & Mertova, 2007), these two individuals shared their experiences of the university classroom and their practicum experiences in cooperating schools, and what it was like forming their own identities as teachers. Themes included: the need for structure in how to teach; struggling with pedagogical knowledge; finding discomfort in the leadership role during practicum; dealing with constant change and emotions; and realizing self-transformation through critical reflection. According to Grabove (1997), transformative learning is the process of learning content or attaining new skills and developing an awareness of their own and others’ perspectives, and to become critical of those perspectives. It is in learning to teach that we experience this as a dichotomy, or as Britzman (1991) refers to as the “tensions between knowing and being, thought and action, theory and practice, knowledge and experience” where they “shape each other in the process of coming to know” (p. 2). This thesis was made possible through the collaborative process of working with co-supervisors and discovering that co-supervision has its own transformative learning and need for creating learning spaces. The experience of co-supervision of a master’s thesis will be interwoven throughout the discussion of this presentation. This session will help inform those who are influential and engaged in the education of individuals who decide to teach as well as graduate students and supervisors.

References


MountAbility is an inclusive postsecondary education (IPSE) program that welcomes students with diverse abilities to explore academic interests, engage in lifelong learning and make meaningful connections within the MSVU campus community. The program, funded by the Nova Scotia Department of Labour and Advanced Education, is the second IPSE site in the province. It has been operating on campus for 3 ½ years, and it currently serves six young adults with various disabilities accessing Higher Education at the undergraduate level. In this presentation, we intend to explore how the program came to exist in the province after programs like this have been in existence in the western Canadian provinces (Bruce 2011) and how it opens doors to higher education for a group of young adults that traditionally did not have access to university level learning. Speaking from the perspectives of a faculty and a student, we contend that this program challenges oftentimes oppressive and ableist norms of teaching and learning in postsecondary settings (Hutcheon & Wolbring 2012), and that it can create transformative learning experiences for both students and faculty (Mezirow & Taylor, 2009). The creative use of participatory audits and portfolios as documentation of their successful academic work, as well as active participation in campus life allows for those students to transform their own lives. The program also transforms traditional structures on campus. The students are “taking their seat at the table” and are becoming an integral part of the campus. Faculty experience a widening of their academic lens and horizon, and the improvement of their own skills as educators (e.g. Christie et al., 2015). They are coming to understand that everyone can come to campus, learn and participate regardless of their level of abilities. As such, those transformative learning experiences contribute to a truly inclusive campus environment.

References


This paper explores my experience with the application of critical pedagogy and transformational learning principles to teach diversity management in a Canadian business school; it proposes that inclusion and respect for diversity in organizations is not achieved by a training approach to diversity management education but by an experience of personal and social transformation. Diversity management is a fairly new field in organizational management and includes a range of initiatives. It may refer to the implementation of employment equity policies, diversity training, cultural audit, and strategies to align diversity goals with organizational outcomes. My experience suggests that students who enroll in diversity management expect a technical-rational learning experience. The students’ anticipation echoes a functionalist and rational strategic choice approach, which is the tradition of most business schools. Yet, I argue that diversity management education should not be reduced to a ‘how to do’ tactic; it should be a transformative experience, which also includes technical knowledge. In addition, it should be linked with the construction of a more democratic society. This understanding is based on the assumption that social contradictions and marginalization are reproduced inside organizations as dispositions of mind and body. Therefore, in order to provoke disorienting dilemmas and transformation, I engage students in critical reflection through experiential learning, by exposing them to non-mainstream narratives, and through reflective writing. The idea is to give the students opportunities to question assumptions about their ways of being in the world and their ontology of organizational life. I conclude this paper by arguing that diversity management education should be taken beyond a training approach and that the application of adult education principles is a way to make the classroom a space for transformation.
Purpose: This paper outlines how StFX’s Centre for Employment Innovation (CEI) has foregrounded First Voice within its program of community-based, practitioner led research. It will draw on the findings of the research being undertaken as part of the CEI’s New Opportunities for Work (NOW) labour attachment wage subsidy program. The objective of this innovative two year demonstration project is to support the ten NOW proponents in assisting individuals from six populations traditionally under-represented in the labour force (African Nova Scotians, First Nations, persons with disabilities, older workers (over 55), racially visible persons / New Canadians, and individuals involved with Nova Scotia’s Employment Support and Income Assistance (ESIA) program) to find meaningful, sustainable employment. Employers within the NOW program are required to engage in Diversity and Inclusion (D&I) / cultural competency training as part of their contract. The emergent data is indicating that the use of a strong First Voice component within the various iterations of this training (each of the ten NOW proponents is responsible for developing their own educational program for employers which vary depending on the population of their cohort of participants) is more effective in shifting employer and staff attitudes towards D & I than those that do not include these voices. Further, the including of First Voice individuals in designing the D&I training appears to result in stronger impact for transformational learning.

Theoretical Framework / Literature: The paper will be grounded in adult education theory, specifically transformative education, ethnography, and narrative theory within the context of collaborative community-based, practitioner-led research.

Findings and conclusions: See abstract above

Implications for adult education theory and practice: The foregrounding and inclusion within education around diversity and inclusion of First Voice individuals from underrepresented populations, especially in curriculum design, results in stronger, more effective programming.
Increasingly, low-wage migrant workers in Canada are learning to transition from temporary to permanent residence status. In this presentation I will tease out what workers’ experiences of attempting this status transition reveal about the everyday pedagogical dimensions of transnational labour migration. By incorporating an ‘everyday pedagogies’ approach, with a particular interest in how this has been applied to migration contexts, this presentation will explore how, in learning to navigate an often-contradictory system of policies, migrant workers may learn contextually and socially embedded strategies to support their desires to stay in Canada despite the enormous constraints.

Broadly, the everyday pedagogies literature conceptualizes learning through daily social encounters as integral to identity formation and to developing a sense of belonging to a particular community. This is an approach to learning that is seen as increasingly important to understanding global mobility practices. In keeping with this approach, this presentation will examine how unplanned pedagogical relations form an inevitable part of migrant worker mobility practices, and how learning in daily life interacts with migrant workers’ struggles for scarce material resources and for crafting a meaningful life.

Not having access to state-funded educational programs or settlement services means that for low-wage migrant, learning to transition from temporary to permanent residence status, if it occurs, must by necessity take place in the realm of daily life. If, as the late adult education theorist Peter Jarvis suggests, disjuncture, which he describes as “interruptions in our flow of experiences” (2006, p. 17) is a necessary condition for learning, then migrant workers’ stories of attempting to achieve permanent residency suggest how Canada’s immigration system may inadvertently provide ample opportunity for learning to occur.

References

Reading for Pleasure in an Academic Setting: Examining How Acadia Reads Creates Inclusive and Diverse Learning Spaces Through Shared Reading

Allana Bartlett, Mount Saint Vincent University
Ann Smith, Acadia University

The Acadia Reads program is an example of reading, reader response, and shared reading theory in practice. This campus community program creates inclusive and diverse learning spaces inspired by a love of books and reading as a shared experience. Although the specific intent is to engage first-year students, Acadia Reads is open to all students, faculty, and staff, as well as to people in the local area. Each year, five Canadian-authored book titles and first chapters are posted to the website and put to a campus-wide vote to select the one book for all to read. Acadia Reads events typically include a vote to select the book, a facilitated discussion, and a talk by an author.

The power of story to tell, teach, and transform is universal, and popular fiction and nonfiction novels are a familiar, accessible route to dynamic adult learning. A reader, imbued with lived experience, memories, thoughts, and feelings, enters a new experience ushered by “the ordered symbols of the text” (Rosenblatt, 1978, p. 12), prompting reflection, new perspectives, and an expanded understanding of the human experience. When readers convene they repeat and reconceive their individual reading experience by listening to and engaging with the emotional and cognitive reading experience of others (Fuller & Rehberg Sedo, 2014). In doing so, reading groups can become sites of significant social and cultural work (Fuller & Rehberg Sedo, 2014; Long, 2003). Long (2003) positions shared reading groups as cultural practices and “creative behaviors that bring people into new relationships with themselves, each other, and the environing social world” (p. xvi). Mezirow (2011) describes communicative learning as dialogue grounded in critical and reflective thought, conducted with respect for self and others, and supported by a willingness to engage openly in diversity. Acadia Reads fosters such learning spaces through events centered on the shared experience of reading a book for pleasure.

References


Dear Matilda: Exploring Positionality Through Letter Writing
Christina Flemming, Mount Saint Vincent University

As a lifelong writer, I am undertaking research that aims to explore what we can learn about storytelling from the process of art curation. More specifically, my research seeks to explore art curation that aims to disrupt the homogeneous nature of the art museum in order to give space to those who have been marginalized within the canon of art history and, in many cases, throughout the unfolding of Canadian history as well.

Disruptive curators work to challenge colonial ways of thinking and knowing by prioritizing Indigenous knowledges, disabled, feminist, black, and queer perspectives (Cachia, 2013; Clover, 2015; Crooks, Fontaine, & Forni, 2019; Kisin, 2017; Monkman, 2018; Van de Pol, 2016). The work of disruptive curators offers museum visitors the opportunity to think in new ways about issues such as inclusion, social justice, and the framing of history.

During this presentation, I will share an ongoing method of creative inquiry that helps me think through issues of inclusion and positionality—letter writing to my infant daughter. Writing letters to my daughter, Matilda, helps me to reflect upon my own privilege as a researcher, and acknowledge the inherent subjectivity of the research process. This method of reflexivity fits well within an arts-informed approach because, as noted by Cole and Knowles, “Arts-informed implies that the whole project is imbued with qualities of the arts” (2001, p. 219). I agree with Channa’s suggestion that reflective letter writing can foster critical reflection and have transformative potential (2017). Curators, researchers, and mothers are all storytellers, but we must be aware that any act of curation is subjective. As Maxine Greene suggests, “the world perceived from one place is not the world” (1995, p. 20). Adult education can be complex, but the form of letter writing allows one to write freely and from the heart.

References


This paper casts an eye on our greatest international partner, UNESCO, examines our long connections to it, and looks then at how we might re-engage with them on a global level. The writer first looks at our history of involvement, gives a current overview of UNESCO leadership in adult education, and finally critically examines current relations, asking about our global vision and our reticence to have a presence (see also English, 2019). Our links with UNESCO go back to its founding, when Canada established a National Commission for UNESCO (CCUNESCO), in 1957, largely through the efforts of Roby Kidd, and his colleagues Harriett Rouillard and Clare Clark. These links remain important to us as CCUNESCO and our Permanent Delegation to UNESCO, Paris, connect us with every country in the world and especially to the UNESCO Institute for Lifelong Learning (UIL) in Hamburg, which focuses on adults, through three primary programs: lifelong learning, adult education, and literacy. UIL is a centre for policy and adult education and lifelong learning; UIL’s adult education program organizes the international adult education conference CONFINTEA every 12 years (last held in Belém in 2009); produces the triennial GRALE report card on adult learning and education (2010, 2013, 2016, 2019); and maintains the Recommendation /Definition of adult education (1976; revised 2015) which is normative in the international community. All adult educators are influenced by this work, though our collective knowledge of it is low. This paper explores our links and asks why this is so and how we might reclaim our heritage for the sake of issues such as literacy, participatory democracy, civil society, and human rights.

References


Experiential Education: An Exploration of the Central Role of Experience and Narrative Through a Deweyan Lens

Bonnie Petersen, Mount Saint Vincent University

The relationship between experience and learning has been discussed for over 2000 years; it was recognized by Plato and can be traced through to thinkers such as Dewey, Freire, and Kolb. Central to these conversations has been the question of what experiential learning is, and whether it is beneficial to use related notions to inform systems of education. The long years of research and debate considering experiential learning have contributed to many positive changes in education systems over the years; however, the wide variety of approaches have also contributed to confusion and lack of clarity. In my own research on the subject, I have come to see John Dewey’s work (e.g., 1938/1997, 1916/2009) as being key to the clarification of commonalities between approaches. His work also highlights the importance of developing an understanding of self in the world—i.e., an understanding of ourselves as learners, of the culture and environment we are learning in, and the interaction and relationships between these seemingly disparate elements—in all learning.

In this presentation we will initially revisit Dewey’s model of the cyclical nature of experience and learning, and use the same model to identify and explore three main themes or approaches to experiential education found in a wide range of works and theories by such authors as Kolb, Lave & Wenger, Moon, etc. We will then take a closer look at how these three main themes point to the central role of story or narrative in shared understandings of “truth” and in learning.

My hope is that by clarifying the principles that underpin them, the ideas in these works will be more accessible, enabling us to utilize them to further inform our inclusive learning spaces as both students and teachers.

References


Community college educators are hired because of their industry expertise. Once in the classroom, novice adult educators do their best to focus on teaching and learning within a learning environment that encourages inclusion and respects diversity. However, with limited classroom experience novice adult educators in the community college classroom often do their best just to survive and building their teaching practice can often take a back seat.

By focusing on the ideas of foundation, focus and fearlessness this presentation will offer an innovative approach to building a teaching practice for novice college educators. It will explore foundational information to create and assess professional identity, introduce fearless pedagogy which assists in the promotion of inclusion and diversity, and concludes with a discussion of the external and internal factors affecting the success of focus.
Problem Solving in Professional Education: Requisite Skills for Professional and Cultural Competence

Krista Corinne Ritchie, Mount Saint Vincent University
Stephen Campbell, Dalhousie University
Erna Snelgrove-Clarke, Dalhousie University
Ron George, Dalhousie University
Andrea Murphy, Dalhousie University
Scott Thieu, IWK Health Centre
Matthew Ta, Dalhousie University

Competence in professional contexts is often operationalized in terms of highly specific knowledge, attitudes and skills. Framed by the theory of human problem solving and experiential education theory, this paper argues that problem solving skills are key to professional and cultural competence and social justice efforts that one can engage in as a professional. We predicted that one’s knowledge, attitudes and practices regarding evidence-based practice predict problem solving appraisal. Results from a survey-based study of 741 health professions students indicate significant correlations between knowledge, attitudes and practices and problem-solving (ranging from 0.2 to 0.6). Linear regressions using knowledge attitudes and practices as predictors of problem-solving were significant (p < 0.05) with regression weights ranging from 0.08 to 0.4. We also observed that problem-solving improved over three years of engagement within a program, reported by a subset of 50 student-participants once per year for three years (F (6, 44) = 3.55, p < 0.001, eta2 = 0.33). Our approach to research and these results are used to reflect on how adult learners develop their abilities to solve problems and consider the need to make problem solving an explicit component of culturally responsible adult education programs and curricula.
In What Ways Can Holistic Education Perspectives and Practices Help Us Transform Our Classrooms and Lives?

Ashwani Kumar, Mount Saint Vincent University
Jessica Gaudon, Halifax Regional Centre for Education
Laura Knapton, Mount Saint Vincent University
Sophia Meyers, Mount Saint Vincent University
Jesse Roode, Dartmouth Learning Centre

Through this symposium, Dr. Ashwani Kumar and a group of his former students will share their experiences of learning about and experimenting with the principles and practices of holistic education in their classrooms and lives.

While holistic education has always been valued by specific individuals and groups in various societies, its emergence as a coherent field of study happened in the 1980s. Holistic education aims at the “whole person.” It seeks to provide opportunities for human beings so that they may develop physically, intellectually, emotionally, and spiritually. Holistic educators’ critique behaviourist, positivist, and capitalist educational ideas and practices that emphasize measurement, outcomes, competition, and comparison. Holistic approaches to teaching, learning, and living prioritize awareness, creativity, diversity, inclusion, freedom, and dialogue.

Dr. Kumar has been conducting research in the area of holistic education (Kumar, 2013, 2014; Kumar & Downey, 2018, 2019) and has been offering holistic education courses to BEd and MEd students for the past eight years. In this symposium, he will share his own take on the meaning and significance of holistic education and how he has been researching as well as practicing and sharing holistic education practices in all of his courses. His comments will be followed by presentations from his students who have studied holistic education with him at Mount Saint Vincent University and who have found perspectives and practices of holistic education useful in their teaching and in their lives. The symposium will end with a question and answer session engaging the audience.

Given holistic education's focus on celebrating the diversity of individuals, cultures, worldviews, and pedagogical approaches, the proposed symposium will make an important contribution to promoting the significance of inclusion and diversity in creating transformative learning spaces.

References


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Neoliberalism and Adult Education in a Have Not Province: Hitting the Rocks

Melissa White, University of New Brunswick
Amanda Benjamin, University of New Brunswick
Kendra Haines, University of New Brunswick

The purpose of this symposium will update and expand on our previous research on adult education in the province of New Brunswick. That research highlighted the influence of neoliberal ideology on policies and programming around adult education in New Brunswick. What we did not explore was the impact of recent developments and trends in adult education on the teaching of adult education. How have neoliberal imperatives that make students into consumers and universities into service providers impacted adult education programs in higher education? To be sure, there can be positive results for adult education programs in neoliberal times because of the increased emphasis on training, skills acquisition and credentialization. Our theoretical approach uses a critical framework as a lens for exploring the discourses around a neoliberal agenda and its influence on adult education. We are investigating both the current state of adult education in New Brunswick and the ways in which the political, neoliberal agenda influences teaching and learning in the Province.

The important thing to understand is the emphasis on the business of teaching adults and how it supercedes the actual teaching of adults. By this we mean that the focus on cost recovery, student numbers, cheaper delivery methods, and the like, by administrative bodies within higher education institutions all come at the expense of the student learning experience. We want to explore this in greater detail to consider who, how, where and when to resist these neoliberal impulses of university administrative departments responsible for continuing education. This symposium will generate discussion as a forum for Maritime adult educators to share their experiences.

Key Questions Guiding the Discussion:

1. How have neoliberal imperatives that make students into consumers and universities into service providers impacted adult education programs in higher education?
2. Does the ‘business’ of teaching adults come at the expense of student learning?
3. In what ways are people resisting neoliberalism in the context of adult education in higher education?
This symposium will explore the ways in which meditative inquiry (Kumar, 2013, 2014, 2019; Kumar & Downey, 2018, 2019) can help us create dialogical and meditative spaces in and outside of the classrooms to enable deep and authentic learning.

What is meditative inquiry? Meditative inquiry is an existential process of being aware of the way one thinks, feels, and acts inwardly as well as in one’s relationship with people and nature. Awareness in the sense of meditative inquiry implies a meditative state of mind wherein one listens to and observes people and nature without any interference from the constant movement of mechanical thinking. Such meditative listening and observation allow for deeper perception, communication, and learning. Meditative inquiry prioritizes freedom, creativity, and dialogue in teaching, learning, and living (Kumar, 2013, 2019).

Given its emphasis on self-awareness, freedom of thinking and expression, and significance of dialogue in teaching and learning, meditative inquiry celebrates the diversity of subjectivities, cultures, ways of being, and creative potentialities. This symposium on meditative inquiry will, therefore, contribute to our efforts at understanding, creating, and promoting learning spaces that encourage inclusion and cultivate respect for diversity.

The symposium will include: 1) A presentation on meditative inquiry and its relevance for teaching, learning, and living by Dr. Ashwani Kumar. 2) Commentaries and questions regarding Dr. Kumar's work by four Ph.D. scholars, namely, Adrian Downey, Mohamed Kharbach, Bonnie Petersen, and Debra Wells-Hopey. These Ph.D. scholars will offer unique perspectives on meditative inquiry through their own subjective, theoretical, and methodological lenses. 3) Question and answer session to engage the audience.

References


Revisiting Intersectionality and Interlocking Oppressions Experienced by Women in Andhra Pradesh, India  

Prem Kumar S. R. Marisa, Mount Saint Vincent University  

My paper aims at exploring intersectionality and interlocking oppressions experienced by the women in Andhra Pradesh state in India based on the findings and analysis in my master’s program as a formative tool for creating social justice policy interventions undertake a comprehensive understanding of the heuristic structure of gender in the state and country. Many women in Andhra Pradesh in the open empty agricultural lands, noon at summer, night in storm, in deep forest they have been assaulted by the male members of the society. They are female and socially constructed as inferior to males. The question of gender equity has been raised again and again but gender equity has not been practically established.

I have noticed that most of the women are silent in the contemporary society though they are not choosing to be silent. They are forced to be silent from the systems of power in place like patriarchy. This is an important distinction and discrimination against the women particularly in rural areas. These conditions are an important anchoring point in my findings and to explore how the male dominating society oppresses woman so that they do not fully express their identity, us their capabilities and to live with human dignity. It is very difficult to understand why should they live by a make’s identity and authority? The significant literature by scholars like Dr. Martha Nussbaum, Dr. Amartya K. Sen, Dr. Carol Gilligan, Dr. Kimberle Crenshaw, Dr. Susan M. Brigham, Dr. Maya Eichler, Suzanne Arundhati Roy, and others inspires my knowing the ways to understand women in their development of self, voice and mind. Their literature opened my heart to it, and it rang out loud and clear in my own life experiences, especially listening to several life stories of rural and tribal women in Andhra Pradesh state, India.

My paper is intended to share my reflections and re-telling key insights of the grassroots rural and tribal women stories relating to how they act together and become a powerful force for positive social, economic and political change in Andhra Pradesh. I am investigating further for my broader understanding of what would happen when the dominating male society oppresses the reality of women’s identity, human dignity, and capabilities?
The formation of Chinese feminism could be traced back to the beginning of the 20th century (Shen, 2016). Unlike Western feminism movements arisen from the bottom up, modern Chinese feminism began as a top-down mobilization and as a matter of state policy (Hu, 2016; Spakowski, 2018), and earliest reforms for Chinese women were conducted by men (Shen, 2016). When the male advocates invented the female’s role as the “mother of the nation” in China, the early female feminists insisted on women’s independence, “immediate rights and interest” in “equal access to education, work, and participation in politics” (Shen, 2016, p. 4).

Rooted in the contemporary “socialist society with Chinese characteristics”, the Chinese post socialist feminism are distinct from the international or Western feminism, in a way that the growth of Chinese feminist theory could not be disconnected from the history of the Chinese Communist Party, and the female educational experiences in China (Spakowski, 2018; Zhang, 2010).

This study focuses on a Chinese woman’s educational experiences in China from primary school in late 1980s to higher education in the 21st Century, which include her endeavors and struggles, successes and failures, the impact and resources from the society. This narrative research will include macro exploration of feminism movements and the analysis of national policy in China after the establishment of PRC in 1949, as well as in-depth investigation into a female individual’s subjective experience on a micro level. The aim is to reveal the live of an ordinary woman in a Chinese society with fast-changing educational and cultural circumstance, to analyze the complicated connections between education, culture, and women’s life conditions, and to further inquire into the causes for gender constraints on women’s personal development in contemporary China.

References


The Impact of Colonial Heritage on the Works of Paulo Freire: The Place of the Brazilian Woman in the Social Context

Marcia Dos Santos, Mount Saint Vincent University

The twentieth and twenty-first centuries witnessed great female activists such as Rosa Parks, Betty Friedan, Angela Davis, and Gloria Steinem, to name a few. They were women who fought for justice and equality, securing significant advances in the field of women’s rights. However, nowadays there is still gender-based discrimination, injustice, and violence across the world, as can be seen, for example, in Brazil.

According to Bueno et al (2019), in 2016 59% of the Brazilian population claimed to have witnessed a woman being beaten, and 536 women were victims of physical aggression every hour in recent years. These shocking statistics explain why Brazil has been ranked fifth among countries that commit the most violence against women, declare the United Nations High Commissioner for Human Rights (Diegues, 2018).

The persistence of violence against women in Brazil may have its roots in the colonial past, according to Mendonça & Ribeiro (2010). The dominant male influence on colonial society was reflected in the division of social classes and in the domestic sphere. The socially inferior Brazilian man often placed himself in a position of superiority with regard to his wife and the women in his family. Therefore, the social structure of that time was likely reflected in the family structure and how the woman was seen within it, a situation that has persisted to this day.

This research will examine the impact of a Brazilian colonial heritage on the lives of Brazilian women, through an analysis of the work of the Brazilian writers Paulo Freire, Sérgio Buarque de Holanda (Roots of Brazil) and Gilberto Freyre (The Masters and The Slaves).

References


ROUND TABLE PRESENTATIONS
Immigrant South Asian Female Graduate Students as Knowledge Mobilization Agents

Fatema R. Hossain, University of Toronto

Graduate students are the largest producers of research (Nica, 2013) and acknowledged to be potential bridges between research and practice (Cooper, 2012; Cooper, Rodway & Read, 2018), but little is known about how the outcomes of their research are used. South Asian female graduate students are “multiple marginalized” (Jang, 2018, p. 1270) in terms of gender, status (immigrant), skin color, access to policy and acknowledged in research perspectives. Still, they are knowledge mobilizers and in a unique position as cultural navigators with distinctive resources of knowledge and experience. Informed by the research generation and utilization model of Gough, Tripney, Kenny and Buk-Berge (2011), this study explored the role of South Asian female graduate students as knowledge mobilizers and how intersectionality influences their knowledge mobilization processes. Their research focused on the challenges they faced in their life, the knowledge of which they shared, exchanged and transferred within their educational and professional communities. Thus, they created and co-created knowledge from their research. Along with their researcher roles, they performed as the organizational stakeholders to mobilize their research knowledge as knowledge mobilization agents within their communities. As an underprivileged group, the participants of this study tried to navigate the barriers they faced within the system by informing and listening from the community around them, both the university and their workplaces. The process helped them to enlighten the educational and professional community to be engaged and informed, and knowledge from their research to be accessible to all.

References


While most universities in Canada have policies in support of professional development, what is rarely measured or investigated are the deeper questions of who actually participates or afforded the opportunity to participate in these activities. This paper draws from research that is in its initial stage that investigates workplace training participation (WTP) or non-participation of administrative employees in Canadian Universities to determine if there are employee groups (e.g. minority) excluded from WTP, the reason(s) and impact both organically and nationally. It provides a critical review and evaluation of literature on WTP in both universities and those with similar characteristics, with identification of gaps and strengths. This paper seeks to address issues of inclusion/non-inclusion and workplace diversity in a space where a dearth of literature exists but is very important as the Canadian government supports the development of a learning economy as a strategy to meet the competitive demands of globalization (CCL, 2008) and universities examine their policies and practices on inclusion and diversity for its population.

For this examination, review of a cross-section of information is conducted, including a collection of literature on WTP in higher education, organizations with similar characteristics, reports from Statistics Canada and those conducted by external agencies for the Government of Canada. Initial findings from the preliminary research have indicated reasons for non-participation in WTP. However, there is the need for further research to identify if specific groups are excluded from WTP. The significance of this paper is important as it addresses an important gap in the literature on adult learning in university settings. Additionally, the findings are useful to diversity and inclusion practices within the university environment and nationally for policy makers.

Key words: workplace training participation, employee training access, university

References

2020 marks the 20th anniversary of United Nations Resolution 1325 on Women, Peace and Security in 2020 and the 25th anniversary of the Beijing Platform for Action on Women, Equality, Development and Peace. Furthermore, on June 13, 2019, Jacqueline O’Neil was named the first Canadian Ambassador for Women, Peace and Security. Greater critical attention needs to be placed not only on women’s peacebuilding in diverse contexts, yet also women’s learning to be peaceable leaders and understanding the spaces where adult education theory and practice support women’s peacebuilding.

Women engage in learning through which they negotiate knowledge and develop skills and resources that sustain and develop families, communities, humanity, and themselves (Butterwick, Clover, & Collins, 2016; English & Irving, 2015), much of this learning contributes to building peace. Women have a long tradition of merging learning and leadership for social and community change (Butterwick, et al., 2016; English & Irving, 2015); however, rarely does this scholarship explicitly focus on peacebuilding.

This roundtable will examine the literature and questions on feminist adult learning and peace education as relevant to women’s current peace and community development practice and leadership at the anniversaries noted above. Drawing from the Women’ Peace Leadership Learning Oral History Project this roundtable will critically explore women’s experiences, challenges and opportunities in order to amplify women’s knowledge and practice in order to build a deeper understanding of women peaceable leaders.

References


Striking the Balance: Understanding the Executive Director Learning Path Through Life History

Seana Jewer, Mount Saint Vincent University

An Executive Director of a non-profit organization requires a wide variety of knowledge, skills and abilities to provide effective leadership and ensure sustainability. Small non-profits are especially challenged as the Executive Director may be involved in direct program or service delivery in addition to the overall operations. Understanding the organization’s mission and the business side creates an enormous amount of learning to be considered competent. Striking this balance requires the Executive Director to identify knowledge gaps, motivate oneself to fill the gaps and engage in learning opportunities.

Executive Director learning may be complicated by the trend that non-profits are increasingly required to be more financially and outcome accountable. The growing acceptance of neoliberal ideology may lead to increased expectations that non-profits should become more “business” like, require less government support and increasingly rely on corporate donations and fundraising. However, to successfully receive contributions derived from corporate social responsibility, Executive Directors need more than a rudimentary understanding of commerce. Executive Directors must also be able to demonstrate organizational efficiency and performance through strategic plans, budgets, and database management.

The Executive Director’s learning trajectory may be influenced by neoliberal ideology resulting in learning focused on meeting financial obligations rather than on the mission. Using a life history approach, I hope to better clarify what influences Executive Director learning paths, how they identified their knowledge gaps and what motivates them to learn. Using a critical theory lens, this research will help adult educators to understand how they can support learning in the non-profit sector. This round table will provide a forum to further discuss the strengths and limitations in using a life history approach as well as a philosophical conversation on critical theory as applied to the non-profit sector.
With the increasing heterogeneity of the student body, it is important to make sure educators are able to respect diversity of their learners and harness the richness of the experiences they bring into the classroom. While there is a growing body of literature on workplace diversity training and professional development around inclusivity issues, this roundtable conversation will question whether the work of creating inclusive learning environment could start before adult educators enter the classroom and whether graduate training programs could be one of the spaces where it can happen.

The conversation will center around a conviction that the ability to respect diversity and promote inclusivity requires looking in and out of self. It requires critical self-reflection (looking in) and examination of one’s identity as an educator and as someone who possesses a certain amount of power. It also requires looking out to understand external factors that impact education in the classroom. Adult educators cannot create an inclusive environment without a thorough theoretical knowledge that illuminates the wider societal, historical and political dynamics outside the classroom. Supporting Gouthro’s (2018) statement that theory is an important yet underutilized resource in adult education, the author will use her previous work as an adult educator and current experiences as a doctoral student in the adult education graduate program to discuss the impact exposure to theoretical perspectives can have on the professional identity formation and the conceptualization of the content and purpose of education.

The aim of this roundtable conversation is to engage in a discussion of the graduate adult education curriculum and the role graduate programs play to help adult educators gain new insights, reflect on their experiences and become more effective in creating truly inclusive and respectful learning environment.

References

I remember, when I was there, how it felt when…

Not often do people who encounter profoundly negative learning experiences choose to commit to a professional life in education; however, the two presenters leading this roundtable have done just that. In our exploration of spaces of learning, we focus on the arts domain and the roles creative spaces play in shaping authentic, if challenging, learning encounters.

Social geographer Doreen Massey constitutes space as vital in interactions that help build identity, and moreover notes that “spatial identities…[are] internally complex, essentially unboundable in any absolute sense, and inevitably historically changing” (2004, p.5). De Certeau finds space formed “when one takes into consideration vectors of direction, velocities, and time variables. Thus space is composed of intersections of mobile elements. It is in a sense actuated by the ensemble of movements deployed within it” (1984, p.117). These perspectives of space as constantly re-constructed, fluid, and ongoing will inform a broad and deep conversation.

I recognize how difficult it was that…

Both of us have experience with various learning situations which, combined with the spaces where they occurred, have influenced our own identities as facilitators/instructors/faculty/scholars. Furthermore, our positionings as an arts practitioner and an arts researcher provide an uncommon opportunity to examine learning spaces as creative sites of work and of study.

We will rely on personal anecdote and methodological contextualization to generate commentary, and foster dialogue with participants through open-ended questioning. This roundtable will be unique in its intersecting craftsperson and scholar views, prompting spirited discussion on the nature of learning spaces conducive to arts creativities, and on the potential of learning spaces to foster inclusion and diversity through expressive modes and enriched self-understanding.

I know that experience has helped shape me into a better…

References


Applying the Universal Design for Learning Framework to Support Instructors with Their Use of Educational Technologies

Hanaa Aboushahla, Mount Saint Vincent University
Jennifer Rizwan, Mount Saint Vincent University

The purpose of this round table is to explore ways to better support the diverse learning needs of adults, whether they are at school or in the workplace. This discussion focuses on how being aware of Universal Design for Learning (UDL) principles can contribute to new ways to support college and university faculty as they engage with digital pedagogy and become familiar with their institutions’ ever-changing technologies. The round table is an opportunity to exchange ideas about creating learning spaces for faculty that could encourage inclusion and respect diversity.

Instructors are chosen to teach courses based on expertise in their fields. The context of their workplace however is a rapidly changing digital environment where they are also expected to have increasingly complex critical digital literacy skills. For some, this will come naturally however for others, depending on their backgrounds, their learning needs and what is accessible to them, it can be a much greater challenge. An awareness of the variety of challenges they face, can help them be better supported.

UDL is a framework often referred to in educational communities when searching for ways to better support learning. Using the UDL guidelines published by the Center for Applied Special Technology (CAST), we look carefully at motivation for learning and using educational technologies and we review options for presenting information and content to better support the diverse needs of faculty.

Our intention is to diversify technology training so that instructors can be empowered to have more confidence to use or make critical decisions about why and how to use educational technologies to support their students’ learning.
Anticipating “Access by Design 2030” and the Future of Nova Scotia’s Post-Secondary Education: Universal Design for Learning and the Role of the Teaching and Learning Centre

Donovan Plumb, Mount Saint Vincent University
Leigh-Ann MacFarlane, Mount Saint Vincent University
Emily Ballantyne, Mount Saint Vincent University
Kelly Cantelo, Mount Saint Vincent University

In this round table session, we would like to reflect strategically on the ways in which we might contribute to the successful implementation and ongoing support of a Universal Design for Learning Framework at the Mount. In our proposed round table, we would like to reflect upon how we perceive our role as a Teaching and Learning Centre in effectively anticipating and facilitating positive change to support accessibility and inclusion in education. As a support unit for the development of teaching and learning at our university, we would like to discuss the implications of the impending Accessibility Act legislation on the way that we imagine and deliver our supports across campus. These standards offer a fantastic opportunity for postsecondary institutions to make an important move from an accommodation model to an inclusion model for education. To facilitate this move, we need to support the implementation of a Universal Design for Learning framework (CAST 2018) at various levels across campus. We need to think about how to implement UDL in different on campus and online delivery modes, as well as think about how it impacts various parts of teaching and learning from course outlines to assessment design.

Given our situation in a Teaching & Learning Centre, we see a large cross-section of teaching practices at our institution across all of our modes of delivery. We propose short, reflective discussion from the perspectives of our Teaching and Learning team. Four of the key questions that this roundtable will discuss are:

- What are the overall implications of implementing UDL on institutional strategic and academic planning?
- What are the implications of implementing UDL on faculty development?
- What are the implications of implementing UDL on course development?
- What are the implications of implementing UDL on student, faculty, and staff user support?

References


Creating Safe and Welcoming Learning Spaces for First-Generation Low Socio-Economic Status University Students

Tisha Parker Kemp, Mount Saint Vincent University

Enrollment, retention, and completion rates are a concern for Canadian post-secondary institutions, particularly for first-generation (FG) students from a low socio-economic status (LSES) background. The purpose of the Round Table is to examine and discuss the research on the psychological issues these students face that may lead to a student dropping out of their university degree program and the on-campus programs that can mitigate dropouts. When LSES populations do not complete their university studies, the lack of higher education credentials can create barriers to their upward social mobility. As a result, social class reproduction for LSES populations persists, perpetuating a cycle in which LSES populations remain LSES.

This session will discuss the last ten years of research in North America regarding on-campus supports for FG LSES and their effect on program retention and completion rates, particularly those supports that address the unique psychological stressors these students face. This session will offer an analysis of the issues through the theoretical framework of Pierre Bourdieu’s (1990) Theory of Practice, discussing the impact of capital (economic, cultural, social, and symbolic), habitus (internal dialogue), and field (notion of one’s ‘comfort zone’ or typical actions) on FG LSES university students.

In addition, this session will offer recommendations regarding actions universities and faculty/staff can take to further address the issues and experiences of FG LSES university students, in particular, those who have not pursued the traditional path of first obtaining an undergraduate degree prior to graduate studies. Because of a growing body of research and with faculty acknowledgement that the unique psychological stressors experiences by FG LSES students can be addressed through various formal and informal on-campus supports and programs, there is hope that we will continue to see an increase in FG LSES students complete their studies.
Transformative Leadership: Approach to Social Justice and Equity in Our Diverse World

Alicia Noreiga, University of New Brunswick

Purpose
This presentation will focus on rural education and community development. Information presented will be based on my second Comprehensive Examination. I will provide a research-based argument that transformative leaders in education are most suitable for addressing concerns of inequity and injustice in our diverse world. Using Trinidad and Tobago as an example, I will discuss issues of social injustice and inequity experienced by citizens. I will then propose ways in which transformative leaders can address challenges and provide individuals with equitable learning opportunities.

As a member of a rural community in Trinidad and Tobago, I have first-hand experience of challenges in rural adult education. This presentation will contribute toward the transformation of adult education. My work will promote the need for dedicated transformative leaders who are willing to advocate for just learning environments regardless of background, culture, economic, or social status.

Literature
Because of its diverse history and population composition, Trinidad and Tobago (T&T) can be characterised as a multi-cultural nation. With the worldwide cry for social justice and equity, T&T has not been shielded from the negative consequences of discrimination, inequity, and domination (De Lisle et al., 2012; UNICEF, 2017). There is need in adult education for principles of social justice that encompass fairness, equality for all people, and respect for human rights (Sensoy & DiAngelo, 2012). Current practices need to change if leaders want to create even and equitable opportunities for all. Transformative leaders are socially just and unwilling to conform to the status quo, but rather stand up and lead the struggle for transformation toward an equitable and just society. Grounded on the principles of Freire (2002, 2014), transformative leadership is a style of leadership that addresses issues such as teachers’ emotions, inequality of learning outcomes, cultural diversity, and pedagogy (Blackmore, 2011; Shields, 2006; 2010; 2018)

References


POSTER PRESENTATIONS
Teaching Our Teachers to Teach Reading to All of Their Students

Heather Hollis, Mount Saint Vincent University

My PhD. research, and the topic of my poster proposal, deals with the perceptions of pre-service teachers about their knowledge and skills of teaching reading, to all students, that they learned in their elementary education program. As a former Learning Centre and Resource teacher in the public education system, I believe in creating learning spaces that encourage inclusion and respect diversity. Sadly, some of our children do not get the instruction they need in order to learn how to read.

Many studies have shown that we need to identify students who struggle to read as soon as they start school, and then teach them using a structured, systematic approach which includes the teaching of phonetic awareness (Ball & Blachman, 1991; Juel, 1988; National Reading Panel, 2000). Despite evidence suggesting that this type of approach is necessary, it is often not implemented at the classroom level.

Part of the problem can be traced back to teacher training in the area of teaching students to read. Pre-service teachers have reported that they felt their degree had not prepared them to work with students with dyslexia (Wadlington, & Wadlington, 2005). In order to support students with reading disorders, such as dyslexia, teachers need to be trained.

This research has implications for the way we teach pre-service teachers how to teach reading. My poster presentation will demonstrate that the research shows that universities need to examine the way they are preparing teachers to teach ALL of their students. For those students who struggle to read, and who need a more structured approach, we need to ensure our pre-service teachers are prepared to meet their needs.

References


Solutions for Kids in Pain (Skip): Knowledge User, Mobilization of Pediatric Pain Research

Pamela Lovelace, Mount Saint Vincent University

Introduction: Canada is a world leader in children’s pain research, but this research evidence is not consistently mobilized into practice. In primary health care, undertreated pain can lead to negative health outcomes for children and families and detrimental impacts on the healthcare system. Solutions for Kids in Pain (SKIP) is a new knowledge mobilization network funded by the Government of Canada Networks for Centres of Excellence, based at Dalhousie University and co-led by Children’s Healthcare Canada. SKIP seeks to bridge the gap between current treatment practices and available evidence-based solutions for children’s pain by developing and disseminating accessible knowledge transfer tools for diverse adult learners.

Purpose: To improve children’s pain management in Canadian health institutions by mobilizing evidence-based solutions through coordination and collaboration.

Methods: SKIP brings together Canada’s world-renowned pediatric pain research community, primary health care professionals, administrators and policy makers, over 100 partners, and patients and caregivers to collaborate and co-produce interconnected knowledge mobilization activities. Using a “Patients Included” approach, patients and caregivers are integrated at all levels of our activities - in the development of the network, on the Board of Directors and management team, and in the co-creation of tools.

Expected results: SKIP will deliver: 1) a user-informed approach to knowledge mobilization that meets the needs of diverse knowledge users; 2) best evidence in children's pain management applied in practice; 3) improved institutional commitment to pain management; and 4) increased public support and expectation for evidence-based pain management. Progress will be evaluated using a performance measurement system supervised by the Board of Directors.

Implications for policy and/or practice: SKIP will produce and promote knowledge mobilization tools to address diverse knowledge user needs and facilitate institutional change by assisting knowledge users to access, adapt, and implement evidence in practice and policy. With the support of Canadian and international partners, SKIP will significantly impact pain management practices and position Canada as a global leader in knowledge mobilization for children’s pain.
What Propels Nurses to Seek Education Beyond Competence Requirements?

Karen Archibald, St. Francis Xavier University

Continued education is a key component of professional development and an expectation in the nursing profession. Some nurses seek continued professional education that extends beyond their regulatory requirements and explore opportunities in both higher learning and employer specific training. Given healthcare needs today, it is imperative to have a fuller understanding of how nurses position themselves for their continued professional development within the diverse settings in which they practice.

As with any type of learning, there are both barriers and facilitators that are important components in the process of accessing and participating in educational opportunities. A recent literature review completed on continued professional education among Licensed Practical Nurses (LPN) demonstrates a paucity of evidence in the literature related to the continued education path for this designation of nurses.

Further study on what propels LPNs to seek continued professional education beyond their practice requirements will contribute to gaps in the body of knowledge for this nursing designation. These findings will provide valuable information to assist in understanding how nurse’s view continued education for their professional development, lifelong learning goals, and what barriers or facilitators may be present.

Next steps include utilizing narrative inquiry, through focus groups and individual interviews with nurses, to explore the continued education of LPNs. These results will provide evidence to assist in understanding nurse’s engagement, the potential for aligning these qualities to their required professional learning, and organizational program planning.
The adult education literature suggests that it is the influence or the lens of the individual’s beliefs that create the reality they respond to. Paramedics witness life and death unfold almost daily, potentially conflicting with their belief systems and becoming critical stressors. As a stress resiliency strategy, the question the adult education literature leaves, is whether or not an individual can learn how to prepare for potential critical stressors. The objective of this case-study is to identify if paramedics can become transformational learners, self-initiating their own cognitive restructuring and seeking out opportunities to change; to become critical thinkers to adapt to, and to accommodate new meanings derived from experiences into their belief structures. To answer this question, this case study looks to see if and how paramedics use reflective practice to learn in order to navigate the daily, potentially traumatic, experiences they are presented with.

The learning that comes from a new paramedic’s early experiences can have lifelong effects on the individual’s resiliency. The data suggests that the reflexive ability learned through early-career, preceptor-guided experiences, that includes mentoring through the associated psychological aspects, has a direct effect on continuing resiliency. The participants of this study indicated they learned how to critically reflect on their experiences; to cognitively process the experiences to change rumination into critical reflection, as a result of their early guided experiences.

The participants’ continually use reflective practice to learn how to navigate their critical stressors, many self-initiating their own cognitive restructuring through systematically piecing the puzzles of abnormal events together to adapt to, and to accommodate new meanings derived from the experiences into their belief structures. All participants of this study indicated change in themselves; a new norm, as a result of their experiences.
The Pregnant Women and Newborn: Healthy Practices to Promote Better Nutrition in Newborns (Educational Video) https://youtu.be/2BYoFmbvjIt

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Delivery is a special moment in the lifetime of human beings. After birth, it is essential to apply healthy practices during the first hour. These practices can be applied in both natural and cesarean childbirth. The timely embracement of these procedures promotes mother and child health and psychological well-being.

Skin-to-skin contact enables a better relationship between mother and child. It allows immediate breastfeeding and helps develop breastfeeding with less pain and trauma for the mother.

The educational video, created in 2017, is an adult education instrument that seeks to raise awareness in health stakeholders (public and private), as well to support women and child rights to better health during childbirth. It also represents a safe space, it shows inclusion, multiculturalism and respect for diversity.

Objective

To create awareness in public, using health messages about the importance of the first hour of life for the newborn and the mother, promoting inclusion and respect for diversity.

Advantages and benefits

Skin-to-skin contact initiates a secure emotional attachment, which provides a foundation for a healthy emotional life for mother and infant through the lifespan.

Immediate breastfeeding is facilitated when mothers hold their infants skin-to-skin during the first hour of life (Moore et al., 2007) (Mizuno et al., 2004) (Chaparro & Lutter, 2007). Skin-to-skin bonding also increases the duration of breastfeeding and improves milk production.

Skin-to-skin contact between mother and child also reduces levels of maternal anxiety, depression, stress, and increases the mother’s positive perception of birth, all the while improving the mother’s pain tolerance (Rivera et Al., 2007).

Inadequate skin-to-skin contact may lead to decreased milk supply and increase the need for supplementation with artificial milk. (Moore et al., 2007)

Children who are fed formula suffer more respiratory tract infections than babies that are exclusively breastfed (Blaymor, 2002). It also prevents later onset diseases like type 1 and 2 diabetes mellitus (Gerstein, 1994), childhood and adult obesity, heart disease, and adult cholesterol disorders (Armstrong & Reilly, 2002).
Chaparro C. M, Lutter C. Más allá de la supervivencia: Prácticas integrales durante la atención del parto, beneficiosas para la nutrición y la salud de madres y niño/as. Organización


Canadian university professors have three main job functions: research, teaching and service. The common rule (sometimes pragmatic, other times explicit) given to new academics pursuing a career in professorship is the 40-40-20 rule, where one spends forty percent of their time researching, forty percent teaching and twenty percent on service-related activities. However, this differs depending on the type of institution they work with, which are usually characterized into the following divisions: “medical/doctoral”, “comprehensive”, and “primarily undergraduate”. Although teaching is a vital aspect of a tenure-track professor’s job, many who did not come from Education backgrounds have limited pedagogical training in their PhD programs. As such, this study set out to understand the extent to which newly-hired, tenure-track faculty members—specifically those who did not study education—describe their readiness to assume full-time teaching responsibilities at Canadian teaching-universities. Participants in this study were two recently hired professors, who each agreed to a face-to-face interview. Audio recordings of the interviews were transcribed, and the data was analyzed following guidelines for thematic narrative analysis. The two participants in this study worked at teaching-intensive universities and in similar fields. Despite there being no requisite in their doctoral programs to learn pedagogical strategies, they each spoke about their philosophies and how they took advantage of different learning opportunities i.e. professional development workshops and/or hands-on teaching experience. Further to this, their mentors seemed to have had an impact on their experiences and perhaps influenced shaping their eagerness to learn about teaching. Subsequently, it is interesting to note that these individuals appeared to have received mixed messaging within their universities on important job-related issues such as (a) pay structure, (b) factors involved in promotion, and (c) the value that their universities placed on teaching.