

Two Days of Canada at School

Examining education in Canada

35th Annual Two Days of Canada Conference
CONFERENCE PROGRAM



March 27 and 28, 2025 | Brock University
St. Catharines

Brock
University

60
YEARS



Traditional Territory Acknowledgement:

Brock University is located on the traditional territory of the Haudenosaunee and Anishinaabe peoples, many of whom continue to live and work here today.

This territory is covered by the Upper Canada Treaties and is within the land protected by the Dish with One Spoon Wampum agreement.

Today this gathering place is home to many First Nations, Metis, and Inuit peoples and acknowledging reminds us that our great standard of living is directly related to the resources and friendship of Indigenous peoples.

Recognition of support:

We are happy to have received the support of Brock University's:

Humanities Research Institute
Vice President, Research
Dean, Faculty of Humanities
Faculty of Graduate Studies
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Conference committee:

Dan Malleck (Chair), Director, Centre for Canadian Studies
Mike Griffin, Assistant Professor, Performance and Directing, Department of Dramatic Arts
David Hutchison, Professor and Chair, Department of Educational Studies, Faculty of Education
Leanne Taylor, Associate Professor, Department of Educational Studies
Elaine Aldridge-Low, Administrative Assistant, Centre for Canadian Studies, Brock University

Message from the Director of Brock's Centre for Canadian Studies

Welcome to Two Days of Canada at School.

We selected this topic to coincide with Brock's 60th anniversary, which we are celebrating throughout the 2024-25 school year. This is also the 200th anniversary of the ground-breaking for the first Welland Canal, but we didn't think that Two Days of Canada's Canals would be as appealing!

We knew that "Canada at School" would be productive of some great topics but had no idea what a fascinating collection of presentations would result.

And with no concurrent sessions, everyone gets to attend everyone's talk.

Thank you all for coming and we hope that you enjoy this conference. We are happy to have you!

Dan Malleck
Director of the Centre for Canadian Studies

Housekeeping and wayfinding:

The sessions on Thursday are held in Sankey Chamber located in A-Block of Mackenzie Chown Complex.

The sessions on Friday are held in Pond Inlet in J-Block of Mackenzie Chown Complex.

Parking is available in Lot E, using the Honk app. We will have a sign pointing to the entry door and then follow the signage on the wall to the locations.

Thursday March 27, 2025

Sankey Chamber, Brock University Main Campus

12:00-1:00 p.m. Conference registration

Location: Outside Sankey Chamber

12:45 p.m. Welcome

Location: Sankey Chamber

Carol Merriam, Dean, Faculty of Humanities, Brock University

CONFERENCE SESSIONS

1:00-2:30 p.m. SESSION 1 – The Diverse Academy

Location: Sankey Chamber

Chair: Cyrus Sundar Singh, Toronto Metropolitan University

Asma Ahmed and Zuhra Abawli, Niagara University

White Privilege Does Not Mean Complicity: A Duoethnographic Exploration of White Teacher Candidates Confronting Racial Privilege in Teacher Education

Anne F. MacLennan, York University

A Unique Canadian Educational Innovation: Quebec's CEGEPs, a Political Compromise for an Educational Inequity

Meghan Robinson, Brock University

A Candid Conversation: Insights into First-Generation University Students

2:30-2:45 p.m. Refreshment break

Location: Sankey Chamber

2:45-4:15 p.m. SESSION 2 – Health and Environmental Contexts

Location: Sankey Chamber

Chair: Manal Alzghoul, Brock University

Kelli-an Lawrence, Brock University

Innovation in Canadian Health Policy Education: Using Active Learning to Spark Engagement

Anne Keary, Independent Scholar

Polluting Our Schools: Fossil Fuel Involvement in Canadian K-12 Climate-Related Education

Anne Showalter, Trent University

Not Being Served? A systematic review of publicly funded eating disorder treatment, support, and education in Canada

4:15-4:30 p.m. Refreshment break

Location: Sankey Chamber

4:30-6:00 p.m. SESSION 3 – WhereWeStand: One Land Two Hearts

Location: Sankey Chamber

Roundtable Participants:

- Cyrus Sundar Singh, Co-Lead, University of Toronto
- Deyowidnron't Teri Morrow
- Derek Sands
- Kelly Crawford, MLR Co-Lead
- Isabel Brandt, RaiN Gallery

6:00-8:00 p.m. KEYNOTE SESSION AND RECEPTION

Location: Sankey Chamber

Transforming Healthcare through Education: Using Participatory Theatre as a Catalyst for Meaningful Change

The research evidence demonstrating that racism and other forms of discrimination can be deadly in emergency departments, hospitals, and health clinics is indisputable. However, addressing discrimination in ways that lead to behaviour change has proven to be difficult. In this keynote workshop presentation, we will present a project in which we use the arts as a pedagogical tool to challenge health system discrimination. Our workshop is based on real stories that were told to us by health system users who have experienced discrimination in the Niagara Region of Canada and the Greater Toronto Area. With permission, the stories have been made into theatre scenes, which bring to life examples of the specific kinds of discrimination people in the Niagara Region face in trying to access healthcare. After we share the background to our project, we will share some of these theatre scenes with you. We will then draw on forum theatre techniques to invite all of us to consider how we as bystanders might change or shift the outcome of these scenes and to consider how to create different outcomes.

- Sheila O’Keefe-McCarthy
- Valerie Michaelson
- Nadia Ganesh
- Kevin Hobbs
- Aliya Aragon
- Joseph Gebru
- Chimerem Amiaka
- Rianne Logan

Friday MARCH 28, 2025

Pond Inlet, Brock University Main Campus

8:30–9:00 Conference registration and continental breakfast

Location: RFP Lobby

CONFERENCE SESSIONS

9:00–10:30 a.m. SESSION 4 – History and Innovation in Education

Location: Pond Inlet

Chair: Mike Griffin, Brock University

Andrew Holman, Bridgewater State University

S.B. Sinclair and the Crisis of School-Room Fatigue in Canada at the Turn of the 20th Century

Nikki Mosca, Concordia University

From Reel to Reality: Canadian Military Women's Representation in Early National Film Board Productions, 1939-1945

David Hutchison, Brock University

History of K-12 education in Ontario through the lens of school and classroom design

10:30-10:45 a.m. Refreshment break

Location: Pond Inlet

10:45 a.m.-12:15 p.m. SESSION 5 – Inclusion and Adaptation

Location: Pond Inlet

Chair: Anne MacLennan, York University

Manal Alzghoul, Brock University

Navigating Complexities: Overcoming Challenges in Collecting Data and Sharing Findings with Immigrant and Newcomer Populations

Raphaella Pavlakos, McMaster University

Critical Dispositioning: An Emerging Reading Practice for Ethical Settler Engagement with Indigenous Texts

Jessica Shimon Karborani, Brock University

How Do Arab International Students Define and Understand Academic Success?

12:15-1:30 p.m. Buffet Lunch

Location: Pond Inlet

1:30-3:30 p.m. SESSION 6 – Reflections on Multimedia and Texts

Location: Pond Inlet

Chair: Brian de Ruiter, Brock University

Christie Milliken, Brock University

"Textbook Cases: Postwar Sex Education, Crawley Films, and the Mental Hygiene Project"

Eric Lehman, Trent University

"We'll Sing a Song Together": Raffi's early "singable" recordings and lessons about citizenship, communication, and national identity

Rachel Lobo, University of Toronto

The Travelogues of Ethel Alexander: Education and the Black Atlantic

Anthony Kinik, Brock University

"Not So Quiet Revolution: Education, its Reform, and its Radicalization in Montreal Films of the 1960s"

3:30-3:45 p.m. Refreshment break

Location: Pond Inlet

3:45-5:15 p.m. SESSION 7 – In Search of Equity, Diversity and Inclusion in Sports

Location: Pond Inlet

Moderator: Asha Edwin, Brock University

Ideas Research Lab Members:

- Janelle Joseph, University of Toronto
- Saidur Rahman, University of Toronto
- Jasmine Lew, University of Toronto

ABSTRACTS

SESSION 1: The Diverse Academy

Asma Ahmed and Zuhra Abawli, Niagara University

Title: *White Privilege Does Not Mean Complicity: A Duoethnographic Exploration of White Teacher Candidates Confronting Racial Privilege in Teacher Education*

Abstract: Education in Canada has historically served as a tool of colonial logic to oppress and marginalize various groups, including the enslavement of Black individuals, the genocide of Indigenous peoples, and the existence of residential and segregated schools. In the aftermath of COVID-19 and Black Lives Matter, universities and educational institutions have significantly resisted embedding Diversity, Equity, and Inclusion at intrapersonal, interpersonal, structural, and systemic levels. For instance, the settler-colonial subjugation of Black, Indigenous and racialized people is perpetuated through the weaponization of difference that plays out in Ontario's K-12 education system through practices of streaming, chronically low teacher expectations, violent disciplinary measures and deficit thinking. While Ontario is often touted for its diversity and strong education system, the majority of teachers in the province are white and do not reflect the demographic diversities of the communities they serve. Despite ongoing calls to diversify the teaching profession, the overrepresentation of white female educators continues to impact students and school communities in significant ways. Teacher education programs are not adequately preparing educators, particularly white educators, for a super-diverse environment. This presentation takes a duo-ethnographic approach, presenting a dialogical exchange between two racialized Muslim women (one of whom is visibly Muslim) faculty members in a teacher education program in Ontario. The dialogical exchange is premised upon the central inquiry of exploring the discomfort of white teacher candidates when confronting their racial privilege in teacher education. As such, we unpack, disentangle, and critically rupture the discomfort of whiteness and privilege in teacher education programs and the troubling growing resistance to social justice and antiracism education among teacher candidates.

Anne F. MacLennan, York University

Title: *A Unique Canadian Educational Innovation: Quebec's CEGEPs, a Political Compromise for an Educational Inequity*

Abstract: CEGEPs (Collges d'enseignement général et professionnel) were established in Quebec to address an ongoing disparity between the English and French school systems. Very much a move away from what was sometimes framed as the "Two Solitudes" (MacLennan, 1945) with two worlds operating in separate languages the Quiet Revolution (Behiels, 1985; Bouchard, 2005; Cuccioletta & Lubin, 2003; Igartua, 2012; Linteau, 1999; McRoberts, 1975) ushered in changes to health, education, social services and more to create a new society in Quebec. CEGEPs were one

of these changes. In 1967, twelve CEGEPs were established as a major recommendation of the Parent Commission (Igartua, 2012), the first, Dawson College, was originally a college for returning service men (Edwards, 2000). CEGEPs solved the disparity in the two systems that would allow students in English schools to complete their education from grade one to the end of a Bachelor's degree in 15 years, while a student in the French system would take 18 years. The French system included *cours collégial* lengthening the time spent in high school. The newly created CEGEPs eliminated this difference by creating a system that grouped college programs and university stream students in the same institutions but different programs. The typical college diploma would take three years in this new system. The difference would be that in this new egalitarian system, students in vocational or professional programs were required to take academic courses as well but the entire diploma was free of tuition. The academic stream students took two years and moved on to three-year programs in the universities that would result in their Bachelor's degrees. Currently, there are fifty CEGEPs. This work will focus on the serendipitous changes made possible by CEGEPs in terms of curricular innovation, first-year experience and student success that have no comparator.

Meghan Robinson, Brock University

Title: *A Candid Conversation: Insights into First-Generation University Students*

Abstract: First-generation students represent a unique and diverse group, who bring with them a wealth of knowledge, strength, and potential. These students, whose parents have not received tertiary education, exhibit resilience, resourcefulness, and a strong drive to succeed. These characteristics, along with their diverse backgrounds and experiences, enrich the academic environment and contribute to a more inclusive university culture. This session, led by a first-generation PhD student who began her journey in higher education as a college dropout, sheds light on who these students are, the strengths they bring to higher education, and what they need to succeed.

The session is structured in two parts. In the first part, I share information about the systemic barriers and personal hurdles that first-generation students encounter, including financial constraints, lack of familial support, and navigating academic environments without prior knowledge. I discuss the role of institutional practices in either supporting or hindering their experiences and share up and coming research that stands to help post-secondary institutions support First-Generation students.

The second part is an interactive "Ask Me Anything" (AMA) style discussion where attendees can engage directly with the presenter and ask questions about her experience, research or about first-generation students in general. This candid conversation will provide valuable insights into the personal journey of overcoming barriers, utilizing support systems, and the importance of inclusive policies in academic success. Attendees are encouraged to share their experiences interacting with or being a first-generation student.

Join this engaging and enlightening session to gain valuable insights into the experiences of first-generation students and explore ways to foster a more supportive and inclusive educational environment in Canada.

SESSION 2: Health and Environmental Contexts

Kelli-an Lawrence, Brock University

Title: *Innovation in Canadian Health Policy Education: Using Active Learning to Spark Engagement*

Abstract: For Canadian post-secondary students in disciplines such as public policy, health administration, medicine, nursing, and public health, an understanding of health policies and political structures may help them enter their professions with greater capacity to respond to and constructively advocate for health policy reform. Unfortunately, undergraduate students seem largely unenthusiastic about policy courses.

One way to engage these uninterested learners is through active learning where students first acquire expertise related to political structures and policy-making, and then collectively explore how policy can be used as an instrument of change in the healthcare system. In my 12-week health policy course, I begin with foundational lectures about the Canadian political system, constitution, and welfare state. Along side these lectures, students learn how to research policy topics and write policy papers with cogent arguments and analyses. As I move into lectures on “specialized” health policy topics such as First Nations healthcare, opioid crisis, waitlists, workforce shortages, low-value healthcare, and homelessness, students are mentored to design and deliver a highly interactive, 1-hour, seminar discussion of one of these topics. They are required to bring the lecture to life by drawing on current events, soliciting opinions, and challenging peers to argue from an evidence-informed position. Prior to facilitating the discussion, students use assigned materials as well as their own background research to produce a paper demonstrating their content knowledge.

The peer-facilitated discussions engage students with real-world events of interest to them. This active learning boosts their motivation for learning; it also encourages them to evaluate evidence from multiple perspectives, and sharpen their critical thinking skills. Given that many health policy issues require collaboration among stakeholders, the chance to hone communication, conflict-resolution, and problems-solving skills is beneficial. Overall, the active learning strategies suggested here may have useful applications for anyone teaching health policy.

Anne Keary, Independent Scholar

Title: *Polluting Our Schools: Fossil Fuel Involvement in Canadian K-12 Climate-Related Education*

Abstract: This presentation will summarize the key findings and recommendations from a report on the involvement of the oil and gas industry in climate-related education across Canada. The report, co-written by myself and Jen Chesnutt, shows that at least 39 oil and gas companies and 12 organizations with close ties to the industry are involved in climate-related education, either by supplying education resources directly to schools or funding third-party providers. This involvement is occurring in the context of government cuts to education, a lack of government funding for climate change education in particular, and industry interest in shaping public understanding, or misunderstanding, of climate change and its solutions. Drawing on the scholarship of Emily Eaton and Nick A. Day on “petro-pedagogy,” we show how oil and gas industry involvement has affected the messaging strategies used in the educational programs they support. These strategies include the use of the “bias-balanced” approach, which frames any climate education without industry perspectives as unfairly biased; greenwashing oil and gas industry operations; “redwashing” through positive representations of the industry’s relationship with Indigenous Peoples; focusing on individual consumer actions, rather than systemic transformation; and promoting (often unproven) technologies to reduce emissions rather than the need for a rapid energy transition. Given that emissions from fossil fuels are the leading cause of climate change and that oil and gas companies have a vested interest in maintaining fossil fuel dependence, the industry’s role in climate education presents a direct conflict of interest. As young people will be the most impacted by climate change their involvement is especially concerning. Our report therefore includes recommendations for federal and provincial governments and school boards that could be used to protect climate change education from fossil fuel industry influence.

Anne Showalter, Trent University

Title: *Not Being Served? A systematic review of publicly funded eating disorder treatment, support, and education in Canada*

Abstract: According to Canada’s National Initiative for Eating Disorders (ED), Eating Disorders are the most deadly form of illness and affect nearly 3 million of Canadians regardless of age, race, socio-economic circumstances, gender, gender identity and culture. Unfortunately this statistic only reflects those who seek care, meet rigid (and arguably flawed) DSM-V criteria, and is based on research that is nearly a decade old. The year 2025 marks the mid-way point of Canada’s decade long National Eating Disorder Strategy (2019-2029). This paper will explore the gaps in treatment, support and education between the goals of this framework, statistical evidence of areas of need, and currently available publicly funded and charitable organizations to consider who is getting care and who is left starving for support.

SESSION 3: WhereWeStand: One Land Two Hearts

Roundtable Participants: Cyrus Sundar Singh, project co-lead; Deyowidnron't Teri Morrow; Derek Sands; Kelly Crawford (MLR co-lead); Isabel Brandt (Rain Gallery)

Abstract: WhereWeStand (WWS) roundtable presentation will unpack the pedagogical processes that led the cohort of 16 participants from across Canada towards multiple successful premieres across Canadian cities, an art gallery installation, and a Multimedia Learning Resource (MLR) for educators. The proposal aligns with the following conference themes:

- Education and the history of Canada
- The politics of Canadian education
- Equity, Identity, and Inclusion in Canadian Education
- Educational innovations
- Indigenous educational experiences
- Immigration and Canadian education

Produced by the Canada Excellence Research Chair in Migration (CERC) at Toronto Metropolitan University (TMU), WWS brought together 16 undergraduate and graduate students of Indigenous and newcomer backgrounds to work in pairs and co-create projects exploring their sense of belonging on Turtle Island, which we call Canada. The resulting creative work delved into themes such as the connection to home, the relationship to the land, the experience of truth and reconciliation for newcomers, resiliency through grief and the unseen struggles faced by minority groups in Canada. The project also included lessons in the challenges of collaboration: Deyowidnron't Teri Morrow, from Six Nations of the Grand River, chose to forge ahead with a solo project emphasizing resilience and self-discovery when her partner could no longer take part in the project.

WWS successfully premiered across Canada, including: the Canadian Museum of Immigration at Pier 21 in Halifax, Nova Scotia; and the Woodland Cultural Centre in Brantford, Ontario. The former is located on a national historic site where nearly one million immigrants landed in Canada from 1928 to 1971. The latter, situated beside the former Mohawk Institute Residential School, which officially closed in 1970, serves to preserve and strengthen Indigenous language, culture, art and history.

SESSION 4: History and Innovation in Education

Andrew Holman, Bridgewater State University

Title: *S.B. Sinclair and the Crisis of School-Room Fatigue in Canada at the Turn of the 20th Century*

Abstract: In the late 1890s, prominent Canadian educator Samuel Bower Sinclair published and promoted a “scientific” research study he had completed on the causes and consequences of a pointed problem facing public-school teachers across Ontario: sleepiness. Classroom slumber, with its attendant consequences of embarrassment and ridicule, is a subject so familiar to all of us educated for long days in brick-and-mortar institutions as to seem both timeless and commonplace. Though the phenomenon of schoolroom fatigue has spanned eras and cultures in the western world, academic and popular discourse about it has its own historicity. “Fatigue became a problem for science and medicine,” Tom Melnick writes in his *A Little History of Fatigue* (2020), “at the same time that bodies were being called upon to operate machinery, or claim, occupy, and manage new sites for exploitation” (8). The advent of mass schooling in Canada and the United States in the late nineteenth century had a similar effect. Between the mid-1890s and World War I, educators and school administrators viewed classroom fatigue as a special problem and identified key strategies for mitigating its worst effects. This paper examines Sinclair’s thinking on fatigue, and assesses the social and political reasons for its rise and gradual decline in prominence.

Nikki Mosca, Concordia University

Title: *From Reel to Reality: Canadian Military Women’s Representation in Early National Film Board Productions, 1939-1945*

Abstract: This project explores Canada’s significant societal transformation during the Second World War by analyzing the representation of military women in two National Film Board (NFB) films. Following Canada’s entry into the war on September 10, 1939, the demand for male recruits led to a labour shortage, opening unprecedented employment opportunities for women. These changes disrupted traditional gender roles, which had confined women to domestic responsibilities while men worked outside the home. In 1941, women became eligible for military service, marking a pivotal moment in Canada’s evolving social norms. Simultaneously, the Canadian government established the NFB, which was tasked with shaping public opinion through cinematic propaganda, including addressing societal concerns about shifting gender roles.

This research focuses on two NFB films directed by Jane Marsh, *Wings on Her Shoulder* (1943) and *Proudly She Marches* (1943), as case studies to investigate how Canadian cinema reflected and responded to wartime social changes. It examines the ideological messages in these two films, particularly themes of femininity and subordination, while also contextualizing these portrayals within broader media representations. By comparing the depiction of women in the Canadian

Armed Forces in these films with contemporaneous advertisements in magazines like *Chatelaine* and *Maclean's*, this study highlights how Marsh's films, while propagandistic, could be interpreted as progressive for their time.

The primary objective of this thesis is to address a critical gap in scholarship by shedding light on the overlooked contributions and representations of Canadian military women during the war, both on-screen and in the broader socio-cultural landscape.

David Hutchison, Brock University

Title: *History of K-12 education in Ontario through the lens of school and classroom design*

Abstract: This presentation will chronicle the history of K-12 education in Ontario through the lens of school and classroom design. Extending from the presenter's *A Natural History of Place Book* (Teacher's College Press, 2004), the presentation will be organized around a series of photos which depict the evolving philosophy of education, as exemplified by the changing physical design of educational infrastructure and technology, from the mid-1800s to the early 2000s.

The presentation will address how the physical design of schools has supported specific ways of teaching and learning from the row seating of the 19th century through to the child centred classroom of the 20th century through to the technology-driven teaching approaches of recent decades. The intersection of education, demographic trends, and social history will also be addressed (e.g., the need to rapidly build additions to existing schools to accommodate the baby boom generation in the 1960s).

Among the shared photos will be one of the St. John's School (Niagara Region) which is the oldest one room schoolhouse in Ontario that is still in continuous use. Other photos depict: 1) turn of the 20th century schools; 2) school building expansions and portables in response to growing enrolment trends; 3) instructional technologies from the 1970s; 4) open concept and child centred classrooms of the 1970s and 80s; 5) the amalgamation of libraries and computer labs in the 1990s; and 6) a new school design of the early 21st century.

SESSION 5: Inclusion and Adaptation

Manal Alzghoul, Brock University

Title: *Navigating Complexities: Overcoming Challenges in Collecting Data and Sharing Findings with Immigrant and Newcomer Populations*

Abstract: Data collection from immigrant populations presents challenges that can compromise research efforts' accuracy, reliability, and inclusivity.

This presentation will explore these challenges through the Lense of accessibility, trust, cultural diversity, and systemic barriers. Key issues include underrepresentation due to fear of legal implications, linguistic and cultural barriers, mistrust of authorities, and logistical difficulties in reaching transient or isolated communities.

Furthermore, legal and privacy concerns often hinder comprehensive data collection, while economic and technological disparities limit participation in digital surveys and studies.

Drawing from field experience and case studies, this presentation will highlight practical strategies to address these challenges, such as partnering with trusted community organizations, employing culturally sensitive approaches, and adopting multilingual and technology-inclusive methods. It will also emphasize the ethical considerations in safeguarding participant confidentiality and fostering trust within immigrant communities.

By examining these issues and solutions, this presentation aims to equip researchers, policymakers, and practitioners with tools to improve data collection practices, ensuring that immigrant voices are accurately and respectfully represented in research and decision-making processes.

Raphaella Pavlakos, McMaster University

Title: *Critical Dispositioning: An Emerging Reading Practice for Ethical Settler Engagement with Indigenous Texts*

Abstract: For settler-scholars engaging with Indigenous literatures, ethical reading strategies are necessary to keep work grounded in respectful and productive analysis. My proposed presentation, titled, "Critical Dispositioning: An Emerging Reading Practice for Ethical Settler Engagement with Indigenous Texts," centres on Critical Dispositioning, an emerging reading practice I am developing as part of my dissertation work that encourages ethical reading of Indigenous texts for settler-scholars to use. Critical Dispositioning is a methodological praxis which calls for settlers to interrogate their own positionalities and locate the internalized biases they hold before engaging with Indigenous literatures. It also demands settlers find community-specific theory to read Indigenous texts through, so as to not apply Euro-Western generic

conventions and frameworks to Indigenous texts. In this positionality-focussed praxis, settlers can understand their own positions so as to not pull Indigenous texts into Western frameworks, as well as keep settlers from inserting themselves into Indigenous frameworks where they do not belong.

My dissertation straddles both literature and cultural studies, specifically focussing on Haudenosaunee and Anishinaabe literature that is significant to or connected to Southern Ontario. Critical Dispositioning, however, can be applied to any Indigenous or minority text as a way to keep ethical reading foregrounded in the work of settler-scholars. This work is important for cultural studies because, as a settler, it is necessary to find ethical reading strategies that resist appropriation, demand community-specific readings, and require all additional research and labour placed on the settler-scholar to find cultural and community-specific theory to apply to Indigenous texts.

Jessica Shimon Karborani, Brock University

Title: *How Do Arab International Students Define and Understand Academic Success?*

Abstract: Academic success in higher education extends far beyond grades, influencing health, well-being, and personal development. Reliance on measures like grades and GPA is unsurprising, as they provide clear indicators of learning outcomes and skills attainment at multiple levels. However, these measures fail to capture the broader dimensions of academic success, such as personal growth and real-world application of knowledge. Ensuring students achieve success begins with understanding how they define it. By listening to their perspectives on academic success, we can uncover the underlying needs required to support their growth and accomplishments. Arab international students face complex challenges that may influence their definition of academic success. This research examines how Arab international students at a Canadian university define academic success, highlighting their unique experiences and perspectives through authentic student voices. A graduate student with Arab background interviewed 6 undergraduate international students who self-identified as Arab. Data were analyzed using reflexive thematic analysis (Braun & Clark, 2006, 2012, 2019). As expected, results show that these students viewed academic success as more than good grades. To them, academic success was a precursor to professional success and a source of personal pride. More importantly, though these students were surprised at how lackadaisical domestic students were, and how little respect they show for the academic process and achieving success. They felt their own definition was very different and struggled (triumphantly) to remain true to it. Of note, they were excited to be offered the chance to share their views. Findings from this study underscore the importance of understanding students' own definitions of academic success. Only by genuinely hearing and acting on students' voices – including those of international students – can we create supportive environments that address both academic and non-academic needs, fostering inclusivity and student support.

SESSION 6: Reflections on Multimedia and Texts

Christie Milliken, Brock University

Title: “Textbook Cases: Postwar Sex Education, Crawley Films, and the Mental Hygiene Project”

Abstract: The paper explores the “science” of mental hygiene as it is presented in a series of five short films made by Crawley Films in the 1950s to support a McGraw-Hill textbook, *Adolescent Development*, first published by Elizabeth B. Hurlock in 1949. I consider the ways in which these films reflect a post WWII turn to social guidance and a pedagogy of health, part of the “mental hygiene point of view” that came to dominate postwar sex education via Family Life Education curricula. These films present a psychological framework that privileges “normality” and “typicality” as foundational to the cultural logic of adolescent sexuality as a liminal stage on the path to heterosexual conjugality constructed both in the Hurlock textbook and in these “textbook films”. As part of this analysis, I include discussion of the political and ideological negotiations that textbooks and textbook cases must necessarily navigate in their effort to provide a unifying, nonconfrontational model/ideal of appropriate behavior for the college curriculum they serve.

Eric Lehman, Trent University

Title: “We’ll Sing a Song Together”: Raffi’s early “singable” recordings and lessons about citizenship, communication, and national identity

Abstract: By informing its youngest citizens on how to work together, share, and be mindful, Raffi’s earliest children’s records — *Singable Songs for the Very Young* (1976), *More Singable Songs for the Very Young* (1977), *Corner Grocery Store* (1979), and *Baby Beluga* (1981) — encompass some of the ideas that would inform a newly patriated Canada and how these values are different from what was happening south of the border. Frustrated with the quality of music available to children which he calls “the Disney bin of cartoon and family movie soundtracks, or the so-called educational records that [are] either dry and instructional or syrupy sweet and condescending” (108), Raffi produces a body of work that celebrates difference while emphasizing community and foreshadows a spirit of inclusiveness and multiculturalism that would be soon made into policy with Canada’s Charter of Rights. While it may seem like child’s play to some, Raffi’s songs “The More We Get Together,” “Mr. Sun,” “You’ll Sing a Song and I’ll Sing a Song,” “Thanks a Lot,” and “All I Really Need” exemplify the characteristics of optimism, togetherness and gratitude that are “imagined” in the global perception of Canada as a Peaceable Kingdom. These values contained in his songs would gain Raffi the Order of Canada in 1982 — the same year that Canada received its new constitution.

In present day, much of Raffi’s music remains part of the canon of “teachable” songs sung in kindergarten classes, nursery schools and circle times across the nation. Ultimately, Raffi’s music has proven to be more than just kid’s stuff. It is transcendent and brings us together in polarizing times as it continues to inform the youngest citizens of Canada and beyond on how to be a good

citizen, how to communicate effectively and respectfully, and what it means to look after each other.

Rachel Lobo, University of Toronto

Title: *The Travelogues of Ethel Alexander: Education and the Black Atlantic*

Abstract: The subject of this paper is Ethel Alexander—an educator of Black, Cherokee, and white British ancestry who traversed through several networks within the Black Atlantic during the early twentieth century—challenging the gender and geographic limits of this paradigm. These networks were based in schools in Amherstburg, Ontario, but span the Six Nations Reserve in Ohsweken; the metropolises of Michigan; and, go as far as Honduras.

Based on a reading of class portraits within the Alvin D. McCurdy fonds at the Archives of Ontario, this paper argues that the record of Ethel's travels documented in the photographs she gathered tells the story of multiple boundary crossings both literal and metaphorical. I therefore use the Black Atlantic paradigm as the conceptual starting point for this work. Against monocultural and ethnocentric accounts of Black cultural history, Paul Gilroy's Black Atlantic describes the transmission of Black cultures around the Atlantic, and the instances of cultural hybridity, that occurred as a result of transatlantic slavery and its legacy. While aspects of Alexander's labour migrations overlap with the Black Atlantic travellers that Gilroy describes, her overall experiences highlight the gendered nature of nationalisms and education in ways that exceed the Black Atlantic paradigm.

This paper invites reflection on how moral policies shaped the boundaries of race and gender, but also settler colonial modes of education. In particular, mission schools across the British empire were fundamental institutions for transforming private domesticity founded in gender and class roles into a public domesticity used as a tool of colonization and control. Ethel's journeys shed light on how these discourses of empire were lived across everyday practices, but also how these ideologies were transposed and shifted across disparate Black Atlantic nodes.

Anthony Kinik, Brock University

Title: *"Not So Quiet Revolution: Education, its Reform, and its Radicalization in Montreal Films of the 1960s"*

Abstract: Montreal saw itself radically transformed during the 1960s. In some cases this had to do with specific events—most notably, Expo 67, which served as a catalyst for the construction for Montreal's Métro, the renovation and expansion of the city's hotel sector, and the modernization of its airport, among other things, in addition to flooding the city with investment and attracting some 50 million guests to its Terre des Hommes (Man & His World) exhibitions. In other cases, it had to do with a more widespread upheaval of Quebec society that came to be known as the Quiet Revolution, and whose reforms touched every sector: politics, energy, finance, labour,

religion, housing, gender relations, linguistics, education, and so. Part and parcel of this Quiet Revolution was a cultural revolution, one that found expression in literature, the visual arts, architecture, music, fashion, and elsewhere, but was perhaps experienced most profoundly in the media, especially in television and film.

Here, in this presentation, I'll be exploring how Montreal filmmakers in the 1960s took on the subject of education, its secularization, and its reform, as well as its radicalization. While there were fictional feature films that addressed these topics, like Arcand, Héroux, and Venne's *Seul ou avec d'autres* (1962) and Pierre Patry's *Trouble-fête* (1964), my focus will be on documentary films such as Michel Régnier's *L'École des autres* (1968) and *Griffintown* (1972) and Bill Davies's *The 80 Goes to Sparta* (1969). By the late 1960s, language politics and the issue of separatism had reached a critical juncture and Montreal's universities had become hotbeds of activism, something we can see clearly in films like Havel and Gélinas's *Taire des hommes* (1968) and Delambre, Gauthier, and Hébert's *McGill Français* (1969).

SESSION 7: In Search of Equity, Diversity and Inclusion in Sports

Session Abstract: Indigeneity, Diaspora, Equity and Anti-racism in Sport (IDEAS) Research Lab, from its inception, has been involved in research projects to identify the existing needs and gaps related to equity and anti-racism in the sporting environment of Canadian post-secondary institutions. IDEAS Research Lab partnered with several educational sport governing bodies, such as Ontario University Athletics (OUA), Canada West Athletics Association (CWAA), Ontario Colleges Athletic Association (OCAA) and Atlantic University Sport (AUS) to assess the needs of student-athletes, coaches and sports administrators to address all types of discrimination based on race, gender, sexuality, disability, language and religion. The research findings suggest that many post-secondary institutions have successfully developed, implemented and sustained policies and practices to ensure equity, diversity and inclusion (EDI) in sporting spaces. However, in some universities, EDI efforts have achieved limited success, which can be considered 'work in progress' and require robust change both at policy and implementation levels. IDEAS Research lab incorporated a decolonial perspective and approach by focusing on storytelling and shared learning, along with traditional methods like surveys, in-depth interviews and focus group discussions. To bring a truly transformational change in the Canadian post-secondary sporting context, these research projects identified best practices and recommended effective tools to foster anti-racist and anti-discriminatory sporting environments. In the panel session, presenters will share research findings from recently completed/ongoing projects with OUAA, OCAA, CWAA and AUS, highlight the challenges/opportunities associated with conducting decolonial research

and continue a dialogue on eliminating inequity, exclusion, racism and discrimination from the athletic and academic environments of Canadian post-secondary institutions. The right to self-determination and the fight for injustice is an ongoing process; therefore, the panel will also be a co-learning space to reflect, think and identify how we can mobilize current leaderships and create future leaders in Canadian post-secondary institutions to spearhead the transformative change to make college/university athletic and academic environment as safe spaces for everyone's flourishing.

Janelle Joseph, Brock University

Title: *Ontario Colleges Athletic Association (OCAA) Project*

Abstract: Established in 1967, the Ontario Colleges Athletics Association (OCAA) has 27 member institutions and manages various sports programs to foster the athletic excellence of OCAA student-athletes at the provincial and national levels. OCAA partnered with IDEAS Research Lab between 2022 and 2024 to increase understanding of individuals' experiences with racism and anti-racism within post-secondary sports. The study employed four methods for data collection: policy analysis, survey, focus groups and interviews, and reached out to about 1500 respondents, comprising student-athletes, coaches, and sports administrators. Research findings suggest that racialized student-athletes in OCAA athletic environments continue to experience/witness different forms of racism, such as accused or suspected of wrongdoing, misunderstood intentions/motives, racist slurs, verbal or physical harm and subtle racism. One in every four racialized respondents experienced personal racism at their own institution; however, two in every three victims did not report racism against them. The study also found that at least one-third of the respondents did not receive any anti-racism training. Based on these findings, the presentation will discuss how we can make sports safer for everyone by taking a more effective and inclusive approach toward anti-racism practices in athletic spaces.

Saidur Rahman, University of Toronto

Title: *Atlantic University Sport (AUS) Equity and Anti-Racism Research Project*

Abstract: Atlantic University Sport (AUS) is the sporting governing body for Atlantic Canadian universities, comprising 11 member institutions. In 2022, AUS, in consultation with the IDEAS Research Lab, conducted a comprehensive equity survey to investigate the student-athlete experience, demonstrating their commitment to making athletic space safer. The study recommended fostering change by listening to student-athletes voices, celebrating women through funding and promotion to ensure gender equity, prioritizing mental health and enhancing financial support. Since 2024, AUS and IDEAS Research Lab have been conducting a follow-up equity and anti-racism research project with an explicit focus on the voices of the athletic community to assess the impact of the changes and existing needs. The presentation will provide a comparative analysis between the two studies and highlight the key issues in conducting

equity research, mobilizing leadership and enabling change in the postsecondary athletic environments of Canada.

Jasmine Lew, University of Toronto

Title: *Ontario University Athletics (OUA) Anti-Racism Project and Canada West University Athletics Association (CWAA) Equity and Anti-Racism Project*

Abstract: The Canada West University Athletics Association (CWUAA) and Ontario University Athletics (OUA) are two of Canada's largest intercollegiate athletic organizations, overseeing university sports in Western Canada and Ontario, respectively. These organizations play a crucial role in shaping policies, culture, and the athlete's experience across the country. This session presents two pivotal reports—the CWUAA Anti-Racism and Equity Report (2024) and the OUA Anti-Racism Report (2021)—which examine racism in Canadian university sports and offer recommendations for systemic change. Both reports, part of ongoing initiatives by the IDEAS Research Lab, address the challenges faced by racialized athletes, coaches, and administrators in predominantly white institutions. Both reports highlight systemic issues, including racial hierarchies, microaggressions, exclusionary hiring practices, and barriers to reporting racism. The CWUAA Report emphasizes the lack of clear anti-racism policies and calls for better recruitment, policy development, and education on racism. The OUA Report calls for increased accountability, comprehensive recruitment reforms, enhanced support for racialized athletes, and ongoing anti-racism education and accessible reporting mechanisms. Drawing on the IDEAS Research Lab's findings, this session will explore these reports, evaluate current initiatives, and discuss future actions to build stronger, more equitable sports communities in university athletics.

NOTES

MAIN CAMPUS

Arthur Schmon Tower ST
Thistle Complex TH
Robert S.K. Welch Hall WH
Mackenzie Chown Complex MC
Inniskillin Hall IH
Rankin Family Pavilion RFP
Goodman School of Business GSB
Student - Alumni Centre SC
Decew Residence DEC
Gordon & Betty Vallee Residence VAL
Alan Earp Residence ERP
Village Residence VIL
Alphie's Trough AL
Harrison Hall HH
Kenmore Centre KC
Rosalind Blauer Centre for Child Care RBC
Theal House SH
Concordia Lutheran Seminary CLS
Central Utilities Building CUB
Scotiabank Hall SBH
South Block STH

Walker Sports Complex WC
Lowerberger Residence LOW
Brock Research & Innovation Centre CJD
Plaza Building PLZ
Roy & Lois Cairns Health & Biosciences Complex CRN
Residence 8 RES8

Tennis Courts
BADGERS
Alumni Field
BROCK

Ropes Course

Playing Field
Playing Field

Alphie's Trough

Lot Q
Walker Sports Complex
Davis Gym
Beddis Gym
The Zone
South Block
Welch Hall
Scotiabank Hall
Harrison Hall
Kenmore Centre
Lot P Paid
Lot B2
Lot B1
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Quarryview Residence
International Centre
573 Glenridge Avenue

John Macdonell St.
Lot Glenridge
Lot Quarryview
John Macdonell St.
Lot East Academic
East Academic
Lot East Academic
Heritage Place Plaza
Tim Hortons
McDonald's
Gateway Suites Residence
Residence

To Downtown

EAST CAMPUS

573 Glenridge Avenue GLN-A
International Centre GLN-B
East Academic EA
Heritage Place Plaza HPP
Tim Hortons HRTN
McDonald's DNLD
Quarryview Residence QV
Gateway Suites Residence GWY

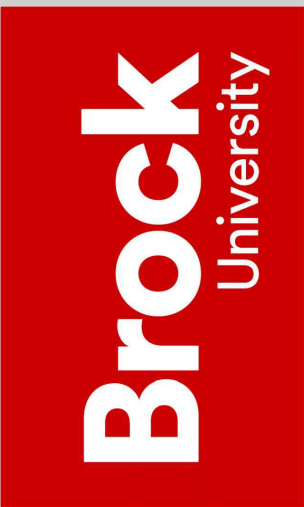
Main Entrance

To Highway 406

To Welland



Campus Map



Canadian Studies



at Brock