

2019 CATE THESIS AND DISSERTATION AWARDS OF RECOGNITION

Alexandre Mesquita, PhD

The evolution of fourth year BEALS students' beliefs and practices when teaching ESL related to formative assessment



Originally from Brazil, Dr. Alexandre Mesquita's research focused on the evolution of pre-service ESL teachers' beliefs and practices related to formative assessment and the impacts of these beliefs and practices on their learning to teach process. His study highlights the importance of helping pre-service teachers identify their prior beliefs and unlearn previous assessment practices to learn new ones and improving the partnership (links) between teacher educators and supervisors with associate teachers (and school). In terms of his professional experience, he is currently a sessional lecturer at the Université de Sherbrooke and the Cégep de Thetford Mines. As a sessional lecturer, he has taught and supervised pre-service ESL teachers at both primary and secondary levels through different courses for the last year 7 years. In addition, since July 2016, he has been the director of communications of CATE (Canadian Association for Teacher Education).

Candy Skyhar, PhD

Grassroots professional growth: Inquiring into the effectiveness of a locally constructed professional development model for rural teachers



Dr. Candy Skyhar is currently an Assistant Professor in the Faculty of Education (Department of Curriculum and Pedagogy) at Brandon University. She is passionate about teacher education as well as the provision of effective

and meaningful teacher professional development, particularly for teachers in rural contexts. As an educator who taught in three different rural Manitoba communities over her 20-year teaching career, Candy both advocated for equity for rural teachers, and worked towards the improvement of professional development opportunities available to educators. Her Ph.D. research, which built on her previous work as a PD committee chair and part-time Numeracy Coach, examined possibilities for developing contextually responsive PD models that mitigate challenges divisions and teachers face with regards to providing and accessing meaningful PD.

Understanding the Transition of Teachers from Game Users to Game Designers



Yang Liu completed her PhD at the Werklund School of Education of the University of Calgary, and is currently a Learning and Instructional Design Specialist with Faculty of Social Work. Yang is passionate about gaming and how gaming could impact on student's learning and motivate student's passion to learn. Her research interests are teacher designed games, game-based learning, and computer-supported collaborative learning. Prior to her current role, Yang has worked as a K-12 classroom teacher and an ESL instructor.

Xiaolin Xu, PhD

Exploring the Intersection of Teachers' Negotiation of Personal Identities, Professional Identities, and Cultural Expectations



Xiaolin Xu completed her Master's and doctoral degrees in Faculty of Education, Memorial University of Newfoundland. Her research interests lie in teacher identities and teacher education; arts-based research; cultural studies; and narrative approaches to teaching, learning and research. She has taught English as a Foreign Language for two years in China. She has also taught as a per-course instructor at Memorial University. Her doctoral dissertation explores the intersection of teachers' negotiation of

personal identities, professional identities, and cultural expectations of teachers.

Mimi Masson, PhD

A Critical Re-imagining of French-Language Teacher Learning and Professional Identities



Mimi Masson is part-time professor at the University of Ottawa. Her teaching career spans over 10 years, during which time she taught French, English and second/foreign language pedagogy in various contexts. She has worked in the public and private sectors, as a teacher and curriculum developer, in Japan and Canada, working with younger students (e.g., kindergarten, junior high school) and adults (e.g., university students, professionals). Her doctoral research, completed at the University of Toronto (OISE), explored how professional learning networks (PLNs) can support Canadian French as a second language (FSL) teachers to network, build community, develop their professional identity and foster leadership skills. In 2017, Mimi won the SSHRC *Storytellers Award* in recognition for her research contributions (see the video at <http://bit.ly/2oPnoUU>). At present, Mimi is also a research consultant with *Canadian Parents for French*, a non-profit organization which aims to promote FSL education in Canada.

Yishin Khoo, PhD

A narrative inquiry into a teacher's experience of learning to educate for citizenship on a shifting Canada-China inter-school reciprocal learning landscape



Yishin Khoo received her PhD at the Ontario Institute for Studies in Education of the University of Toronto, and is currently working as a post-doctoral fellow for the [Canada-China Reciprocal Learning Partnership Grant Project](#). Prior to pursuing her doctoral study in curriculum studies and teacher education, Yishin was involved in designing and delivering community educational programs to young people in Canada, Sri Lanka and China. She is passionate about bridging school and community as well as western and eastern thinking and practices in education. She also serves as a board member of [Rural China Education Foundation](#), and is committed to fostering sustainable spaces for educators to learn and teach for a more sustainable future. Using narrative inquiry theory and methodology, her research examines how teachers re-tell and re-live their stories of educating for citizenship – from the local to the global – in the complexity of their classroom settings within West-East dialectics.

Hawazen Alharbi, PhD

Using Design-Based Research to Design a miniMOOC For Faculty Development On Quality Graduate Supervision



Hawazen Alharbi is currently an Assistant Professor at King Abdulaziz University in Saudi Arabia in the department of Educational Technology. Prior to that, she worked as a lecturer for several years. She has a masters' degree in Instructional Technology from Wilkes University, Pennsylvania and a PhD in Educational Technology from the University of Calgary. Her research interests focus on professional development, MOOCs, design-based

research and graduate supervision research.

Simon Adu-Boateng

Examining the perspectives and practices of high school science teachers on inclusive pedagogy



Born and raised in Ghana, Simon Adu-Boateng developed a great passion for teaching after high school because of inadequate science teachers, which almost truncated his educational journey and career. Given this interest, Simon proceeded to St Joseph's College of Education, Ghana, where he obtained a diploma in education in 2002. He pursued further education at the University of Cape Coast in Ghana and was awarded a Bachelor's degree in science education in 2010. Simon recently defended his Master of

Education degree in Curriculum, Teaching, and Learning Studies at the Faculty of Education, Memorial University of Newfoundland (MUN). His thesis was entitled: Examining the perspectives and practices of high school science teachers on inclusive pedagogy for examination. This study explored how science teachers adopt inclusive science pedagogy to meet the diverse learning needs of students in the regular classroom. Prior to Simon's graduate studies at MUN, he spent approximately 12 years in the classroom as a high school science teacher in Ghana and South Africa.

Cara Song

Parental Perceptions of Grit: First Steps Towards Building Effective Character Education Programs



Cara Song is a recent graduate of Nipissing University's Master of Education program, and an elementary teacher with the Near North District School Board. She is passionate about educational research and seeks to expand upon her research on grit, resilience and character education programming. Her recent thesis focuses on the effectiveness of current character education programming, incorporating the perceptions of parents and guardians of preadolescent students to gain a better understanding on how grit should be fostered in schools.

Anne-Marie Lafortune

Differences in Students' Perceptions of the Community of Inquiry in a Blended Synchronous Delivery Mode



Anne-Marie Lafortune has been a permanent teacher at Cégep de la Gaspésie et des îles for nine years. Before, she taught English as a second language for two years in South Korea, one year in France at the Lycée de Cheylard and one year at Flinders University in Australia.

With a B.A. in sociology and politics from McGill University, she has just completed her master's degree in education. Her subject is the differences in students' perceptions of the Community of Inquiry in a blended synchronous delivery format. Anne-Marie also researched the cognitive approach at Lehman University in New York in 2009 and is currently involved in a research project on the Helsinki pedagogical model in Finland. She recently received an award for Excellence in Education from Université de Sherbrooke.

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