

2021 CATE THESIS AND DISSERTATION AWARDS OF RECOGNITION

Hiba Barek, PhD

Exploring the Experiences of High School Syrian Refugee Students with Interrupted Formal Education and their Teachers in ELD Classrooms



Dr. Hiba Barek is an experienced French teacher for 15 years in Canada and overseas. She has a Bachelors degree and a Masters degree in Social Sciences with particular emphasis on Human Development and Sustainable Development, and is a contributor to Bloomsbury Education and Childhood Studies encyclopedia. Currently, Hiba is an educational researcher at the Faculty of Education at the University of Western Ontario.

Her research interests focus on refugee education, anti-racist pedagogies, agency and education, and care ethics in education. Hiba's doctoral dissertation examined the experiences of high school Syrian refugee Students with Interrupted Formal Education (SIFEs) and their teachers in English Literacy Development (ELD) programs in Ontario. Her study captures the nuances and complexities of the classroom experiences of Syrian refugee SIFEs and their teachers in ELD classrooms and has implications on curriculum enactment and classroom pedagogies, and teacher education, curriculum, and instructions.

[Poster Presentation](#)

Jennifer Bergen, PhD

Looking inward / looking outward: Experiences of White teacher candidates encountering civic education, social justice, and anti-racist pedagogy in two Canadian teacher education programs



Dr. Jenn Bergen (they/them) is a teacher educator, instructional designer, and public engagement project facilitator. Jenn's doctoral dissertation research used a comparative case study methodology to engage teacher candidates in investigating the intersections of anti-racism, social justice, and civic action in their education foundations courses.

Using Critical Race Theory, Critical Whiteness Studies, and anti-colonial global citizenship education frameworks for analysis, Jenn's dissertation findings affirmed the necessity of scaffolded anti-racist and anti-oppressive theories, practices, courses, and program design in teacher education. Currently, Jenn teaches at the University of Saskatchewan in the areas of inquiry and community learning, social studies, and relational curriculum making, where social justice is a key part of their praxis. Jenn has researched and published in the fields of global citizenship education, teacher education, and public educational program design, and is currently focussing on anti-oppressive methods in teacher education.

[Poster Presentation](#)

Danielle Freitas, PhD

“It Kind of Made Me Think: Is This the Real Me? Is This Really Who I Am?” A Mixed Methods Investigation of Teacher Learning and Teacher Development in CELTA Courses.



Dr. Danielle Freitas is a tenured professor at Sheridan, where she teaches and advises in the TESOL Plus and ESL programs. Danielle holds a PhD in the Language and Literacies Education, with specialization in Comparative, International and Development Education (CIDE) from the Ontario Institute for Studies in Education (OISE) of the University of Toronto, a master's degree in Second Language Education, with specialization in CIDE from OISE, University of Toronto, and a second master's degree in TESOL from the Institute of Education of the University College London.

Danielle holds several teaching qualifications from the University of Cambridge, and is a TESL Canada, TESL Ontario, and CELTA teacher educator. She has been involved academically and professionally in English language teaching for over 15 years, and her main research interests lie in the areas of language teacher education, teacher learning and development, Vygotskian sociocultural theory of mind, research methods, and assessment.

[Poster Presentation](#)

Philippa Parks, PhD

Should I stay, or should I go? A mixed method study of pre-service English second language teacher efficacy-identity development in Quebec.



Dr. Philippa Parks recently graduated from the doctoral program in Educational Studies from McGill University. Before starting her doctoral degree, Philippa was an English Language Arts (ELA) and English Second Language (ESL) teacher and has been a course lecturer in the teacher education programs at McGill and UQAM universities in Montreal since 2012.

She gives professional conferences and facilitates workshops several times a year on topics ranging from second language literacy teaching strategies to classroom management techniques to teaching differentiation and media literacy. Philippa is actively involved in several professional and pedagogical associations both province and nation-wide including the Canadian Association of Second Language Teachers (CASLT), the Canadian Association for the Study of Women in Education (CASWE), and, of course, CATE. She is delighted to be accepting a Recognition Award from CATE for her research into second language teacher education.

Poster Presentation

Karena Monroe, EdD

School Wellness Action Research: From an Arts-Based Transformative Activist Stance



Dr. Karena Monroe is an assistant principal at Nickle School, a Calgary Board of Education middle School in Calgary, Alberta. Karena has a passion for arts, a lifelong dedication to activism and knows well the power of personalizing learning as a tool to further social change.

She has been a K-12 educator for over 20 years and strives towards an education system where student's voice and choice is amplified through digital technology and arts and where students and educators work collectively so everyone achieves their fullest potential as teacher-learners all.

Her doctoral research makes use of both arts and activism to better attend to student and educator driven improvement in the area of school wellness.

[Poster Presentation](#)

Linita Mathew, EdD

Life: To Be Given Back Again to Whence It Came: Confronting Grief Illiteracy Using a Personal Narrative Written in the Face of Grief



Dr. Linita Eapen Mathew is a secondary English Language Arts and Mental Health Support teacher in Calgary, Alberta. She obtained her Doctor of Education (2021) from the Werklund School of Education, University of Calgary. During this time, she was most grateful to have worked under the supervision of Dr. Ian Winchester. Her autoethnographic dissertation shed light on the dangers of cultural grief illiteracy in North America, a lack of grief education in schools, and insufficient innovative grief processing tools outside of clinical care.

Her self-study explored the use of storytelling to effectively reconcile with the devastating loss of her father. Through her findings, she created a guided unit for educators to support student bereavement in schools, using structured narrative writing that leans on therapeutic expressive writing techniques. Apart from being an educator, she is a writer at heart. Her first book based on her doctoral dissertation, “Life: To Be Given Back Again to Whence It Came—*Confronting Grief Illiteracy and Healing Loss Using the Art of Storytelling*”, is scheduled to release this year.

[Poster Presentation](#)