

Eman Ata Khalifah, PhD

A Case Study Of PETE Teacher Candidates' Learning To Teach Physical Education: An Application Of Occupational Socialization Theory



Eman Ata Khalifah has just completed her Master's degree in physical education (PE) from the University of Victoria. She worked as a physical education teacher in Jordan after she finished her Bachelor's degree from The University of Jordan. Eman is a passionate about sports and teaching physical education, which made her to come to Canada to achieve her dream and to study in a Master's degree. Her Masters' thesis focused on exploring how a group of physical education teacher education candidates learned to teach PE, based on their prior experiences being taught physical education and coached in a sport, as they took a culminating course in their PE program. Eman's thesis applied a case study approach to understand the process of learning how to teach physical education following the students in their course, in the integrated field experience in a local middle school and how COVID-19 pandemic impacted the students' learning. Her main research interests are in the areas of physical education teacher education, physical education teacher learning and development, practicum experience

in the teacher education programs, and a case study design methodology.

Poster Presentation

Mohammed Estaiteyeh, PhD

Walking the Equity, Diversity, and Inclusion Talk: Promoting STEM Teacher Candidates' Views, Understandings, and Implementation of Differentiated Instruction



Dr. Mohammed Estaiteyeh earned his PhD in Curriculum Studies with emphasis on STEM Education from Western University after 12 years of experience in K-12 schools. Currently, he is an instructor and an educational researcher at Western's Faculty of Education. Mohammed is also involved in interdisciplinary research projects with Schulich School of Medicine and Ivey Business School. He has researched and published in science/STEM education, educational technology, online teaching, and program evaluation. Mohammed's doctoral research adopts a mixed-method approach to explore teacher candidates' preparation to implement differentiated instruction (DI) in a STEM curriculum and pedagogy course. His research advances knowledge about DI as a pedagogical inclusive practice, and emphasizes the fact that equity, diversity, and inclusion practices must and can be woven into all requirements of teacher education programs. As such, Mohammed's research is relevant to

teacher educators, pre-service and in-service teachers, curriculum designers, school administrators, and policy makers.

Poster Presentation

Laura Morrison, EdD

Online Teacher Education During COVID: Emerging Futures for Pre-Service Teacher Education



Dr. Laura Morrison is a sessional instructor in the Faculty of Education at Ontario Tech University. She is also the project manager of research in Canada Research Chair, Dr. Janette Hughes' STEAM3D Maker Lab, located within the Faculty of Education, OTU. Laura completed her Master of Arts at UOIT with a focus on the impact of digital literacies skills development in the language learning process. More recently, she completed her Education Doctorate in the Werklund School of Education at the University of Calgary with a focus on promising practices associated with online pre-service teacher education. Over the past ten years in academia, Laura has published/co-published 16 scholarly articles, 8 book chapters and 12 conference proceedings, and she has presented research at over 20 national and international conferences.

Poster Presentation

Kelsey Shields, EdD

K-12 Saskatchewan Distance Education: Digging Deeper into 21st Century Classrooms During a Pandemic



Dr. Kelsey Shields started her teaching career in Oklahoma City 19 years ago. After one year, she moved home to Saskatchewan where she continued teaching in the elementary years within the Good Spirit School Division and has been a school administrator for the past 9 years. She has a Bachelor of Science degree in Teacher Education and a Master of Arts in Education/Curriculum and Instruction. She recently completed her Doctor of Education in Distance Education. Her research interests focus on distance education in Saskatchewan public schools. Kelsey's doctoral dissertation examined the state of distance education in Saskatchewan during the COVID-19 pandemic through the eyes of public-school educators. Her research developed an action plan to help the education sector focus on areas to strengthen the current state of distance education in the province of Saskatchewan. Kelsey's research also received recognition and support from the Saskatchewan Teacher's Federation McDowell Foundation. She is honored to be accepting the CATE Thesis and Dissertation Award in recognition of her research.

Poster Presentation

Chris Ostrowdun, PhD

Navigating Figured Worlds: Preservice Teachers' Understandings Of Disability And Inclusion Through Representations



Dr. Chris Ostrowdun (he/him/his) is a Postdoctoral Fellow based in the Mokakiiks Centre for the Scholarship of Teaching and Learning at Mount Royal University. His research focuses on issues of equity, disability, and inclusion in education. Chris' doctoral work explored how pre-service teachers constructed understandings of inclusion through creating external representations (i.e., drawings). As a postdoctoral fellow, Chris has extended previous work to examine how post-secondary faculty members develop an understanding of critical theories and inclusion within the context of a makerspace. Informed by sociocultural and critical approaches, his work seeks to investigate and disrupt systems and practices of inequity.

[Poster Presentation](#)

Kristi-Mari Fedorko-Bartos, MA

Digital Literacy Development in Teacher Education: A Case Study



Kristi-Mari Fedorko-Bartos, BA, BEd, MA, is currently a PhD student at the University of Calgary in Alberta, Canada. Her area of specialization is in the Learning Sciences within Educational Research. Alongside, she has experience as the journal manager and managing editor of several peer-reviewed, open-access journals. Kristi-Mari's research interests are in digital literacy, technology in education, teacher education, professional development, learning through making, and innovative teaching and learning. Kristi-Mari's Master's thesis examined digital literacy development in teacher education. Using qualitative case study methodology, her study investigated pre-service teachers' digital literacy development from the perspective of an administrator and instructors in a teacher education program. Kristi-Mari's research demonstrates the need to have greater conversations with instructors to develop a common understanding of what digital literacy is, and how we can integrate it within courses and across a program to better prepare our pre-service teachers for tomorrow's technologically-enhanced classrooms.

[Poster Presentation](#)

Harini Rajagopal, PhD

Listening To Stories: Collaborating With Children And Their Teacher To Explore The Communicative Repertoires Of Young Emergent Bilinguals



Dr. Harini Rajagopal (she/her) is a listener of stories and enjoys working on collaborative and creative pedagogical designs to listen carefully. She is grateful to currently live and work on the traditional, unceded, ancestral territories of the hən̓q̓əmi̓nəm̓ speaking x^wməθk^wəy̓əm people. Harini recently completed a PhD in Language and Literacy Education from the University of British Columbia. For her dissertation, rooted in antiracist and anti-oppressive perspectives, she collaborated with young emergent bilinguals and their teacher to include multiple languages and arts-based communicative repertoires into their mainstream classroom, while paying attention to the realities of class, cultural, and systemic inequities. Focusing on process and relationships, she used participant-friendly methods that valued multiliterate practices as powerful resources for marginalized/racialized students' academic and socioemotional learning, and for designing justice-oriented pedagogies. Harini's research interests include languages and literacies in the early and elementary years, multiliteracies, translanguaging, critical pedagogies, childhood studies, decolonizing methodologies, and teacher education.

Poster Presentation

Hang Thi Thuy Tran, PhD

Narrative Inquiry into the Experiences of Vietnamese Children and Mothers Composing Lives in Transition to Canada



Originally from Vietnam, Dr. Hang Thi Thuy Tran has worked in multiple areas: a lecturer, a researcher, a community facilitator, an interpreter, and a cultural broker. At present, she is a postdoctoral scholar at the Child Trauma Research Centre, University of Regina. She completed her PhD in Elementary Education at the University of Alberta, Canada in 2021. Her doctoral dissertation entitled “Narrative Inquiry into the Experiences of Vietnamese Children and Mothers Composing Lives in Transition to Canada” highlights the importance of cultural ethics in doing research and everyday life-making, the “world”-traveling to better understanding the experiences of newcomer children and families and their contribution to Canadian education and culture, and making kin with multispecies’ flourishing as significant in the children’s familial curriculum-making and school curriculum-making worlds. Dr. Tran has a wide range of research interests including newcomer children and families, familial curriculum-making, cultural brokering, teacher education, and narrative inquiry.

Poster Presentation

Melissa Chumakov, MEd Thesis

Women In Mathematics Education: Pathways To Participation



Melissa Chumakov is an educator (K-12) and recent graduate of the Master of Education program at Lakehead University. Her research focuses on improving the participation of women in mathematics education at the post-secondary level. Her work highlights women's experiences through storytelling, as a way of understanding how the complexities of gender identity influence the ways in which women orient themselves in various domains of academia. With a background in education and business leadership, Melissa currently works as a Secondary Business Teacher, immersing students in real world problems with action-oriented results. Her research interests include mathematics education, connected learning, and improving the participation of women . She is honoured to be receiving a Recognition Award from CATE for her research on the pathways to participation for women in mathematics education.

[Poster Presentation](#)