

Horaire | Schedule

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Vendredi, le 13 mars 2026 | Friday, March 13 2026

Présentations en Français | French Presentations

Présentations en Anglais | English Presentations

Heure Time	Lieu et événement Location and Event		
	Centre de ressources (LMX 203) Resource Centre (LMX 203)		
8h00 - 8h45	Inscription et déjeuner continental Registration and continental breakfast		
8h30 - 8h45	Mot d'ouverture Opening remarks		
8h45 - 9h45 Présentations de recherche Research Presentations (12-15 minutes)	LMX 218	LMX 240	LMX 251
	<p data-bbox="391 1035 711 1140">Learning, Identity, and Education in Sociopolitical Contexts</p> <p data-bbox="363 1171 727 1394"> Educating the Drone Force: Civilian Learning Ecosystems and UAV Force Regeneration in Ukraine; Ahmad Shahnawaz (he/him) </p> <p data-bbox="363 1425 727 1686"> Translanguaging as Professional Identity Negotiation: Racialized Internationally Educated ESL Teachers in Ontario Adult ESL Programs; Massi Rahimpanah (she/her) </p>	<p data-bbox="776 919 1125 1104">Innovation, inclusion et transformation des savoirs dans les institutions éducatives et juridiques</p> <p data-bbox="764 1136 1130 1276"> La doctrine juridique comme espace d'apprentissage et d'innovation en droit criminel; Alec Pagé (il/lui) </p> <p data-bbox="764 1308 1130 1568"> L'intelligence artificielle au service de l'éducation inclusive : accompagner les élèves atteints de TDAH dans un contexte de pénurie éducative au Canada; Hind Alaoui </p> <p data-bbox="764 1600 1130 1785"> Tirer parti des réformes éducatives pour une éducation humaniste à l'ère du numérique; Dieu Le Grace Mbiatcha (il/lui) </p> <p data-bbox="764 1816 1130 1881"> Représentations culturelles du handicap et des besoins </p>	<p data-bbox="1177 995 1523 1100">Language, Refugee, and Community-Based Education</p> <p data-bbox="1166 1131 1503 1392"> Finding Voices in Second Language Learning: Exploring ESL Challenges Among Adult Syrian Refugee Students in Ottawa; Esraa Masri (she/her) </p> <p data-bbox="1166 1423 1528 1724"> Reimagining Education on the Streets: Does the Collaboration of uOttawa/St. Paul/Carleton and the Local Ottawa Mission Homeless Shelter Truly Enrich the Poor with Liberal Arts?; Mark Ingham (he/him) </p>

		<u>éducatifs particuliers :</u> <u>expériences des familles</u> <u>immigrantes au Québec et</u> <u>en Ontario; Jean Clarck</u> Marc Charles	
9h45 - 10h00	Pause santé Health Break		
10h00 - 11h00	Centre de ressources (LMX 203) Resource Centre (LMX 203)		
	Séance plénière bilingue Bilingual Keynote: Prof Michelle Schira Hagerman La construction d'une vision critique, relationnelle et active pour l'avenir des littératies numériques Constructing a Critical, Relational, and Action-Oriented Vision for the Future of Digital Literacies		
11h00 - 12h30	Centre de ressources (LMX 203) Resource Centre (LMX 203)		
	Séance d'affiches et dîner Poster Session & Lunch <u>Effet de la classe inversée sur la motivation et la réussite académique des étudiants de première année de médecine : protocole d'un essai contrôlé randomisé; Anthelme Kouessi Agbodande (il/lui) & Houssein Eddine Ben-Ahmed</u> <u>Expériences universitaires des personnes étudiantes noires ayant un trouble du déficit de l'attention avec ou sans hyperactivité (TDAH); Beraca Edner Joseph (il/lui)</u> <u>(Explorer) le rôle des leaders scolaires dans la collaboration école-familles immigrantes francophones en milieu minoritaire canadien; Amira Dakhli (elle)</u> <u>L'apprentissage actif dans la formation des résidents en pédiatrie sur l'autisme; Johémie Délinois (elle) & Carole Sénéchal</u> <u>Authenticity in Psychotherapy and the Conditions that Support or Constrain Authentic Engagement with Clients; Blake Hart (he/him)</u> <u>Centring Lived Experiences: Toward True Client-Centred Care for Women and Gender Diverse Individuals in Conflict with the Law; Sydney Graham (she/her) & Cristelle Audet</u> <u>Generative AI and the Future of Teacher–Student Relationships; Niki Wagh (she/her)</u> <u>Goal Adjustment and Dispositional Optimism: Personality Predictors of Subjective Well-Being in Older Adults Across Socioeconomic Status; Carolyn Boileau (she/her) & Carsten Wrosch</u> <u>How Do On-Campus Wellness Programs Accommodate International Students in Ontario Post-Secondary Institutions; Shiyu Huang (she/her), Su Xu (she/her), & Yifang Zhang (she/her)</u>		

	<p>Intersections of Métis Red River Jigging, Dance Therapy, and Trauma: A Critical Review; Sydney Cogan-Grahn (she/her) & Cristelle Audet</p> <p>Investigating Willingness to Communicate and Speaking Anxiety in Korean as a Foreign Language; Hyounjeong Yoo (she/her)</p> <p>Leadership in Motion: Supporting Pre-Service Teacher Resilience and Leadership through the Formation of a PHE Canada Student Chapter at the University of Ottawa; Samreen Ahmed (she/her)</p> <p>Mindfulness Intervention for Parents of Children with Autism Across Differing Symptom Severity: A Feasibility Study; Alexia Blick (she/her) & Andra Smith</p> <p>Supervisee Perceptions of Supervisor Self-Disclosure in Clinical Supervision; Nolan Maenpaa (he/him) & Nicola Gazzola</p> <p>The Experience of Imposter Syndrome in New Therapists-In-Training; Nicole Stewart, Sarah Goulding (she/her), & Alexia Blick (she/her)</p>		
	LMX 218	LMX 240	LMX 251
<p>12h30 - 13h15 Ateliers Workshops</p>	<p>A Hands-on Approach to Critical Thematic Analysis in Text-Based Research; Tifanie Valade (she/her)</p>	<p>Streamlining your Literature Review: A Hands-On Introduction to Covidence; Jimmy Kuang Yu Pai (he/him), Frank Ventrella (he/him), & Patrick Labelle (he/him)</p>	<p>Making Music Accessible: Transforming Abstract Sound into Tangible Learning through the Musik Blox Method; Ana Gutiérrez Ortúzar (she/her) & Anne Davies (she/her)</p>
<p>13h15 - 13h30</p>	<p>Pause santé Health Break</p>		
	LMX 218	LMX 240	LMX 251
<p>13h30 - 14h30 Présentations de recherche Research Presentations (12-15 minutes)</p>	<p>Student Well-Being, Engagement, and Broader Learning Contexts</p> <p>From Coping to Overcoming: Post-Secondary Student Stress and Institutional Responsibility; Sarah McAllister (she/her)</p> <p>Family-Involved Interventions Addressing</p>	<p>Enseignement, leadership et formation face aux enjeux contemporains de l'école</p> <p>Pratiques déclarées d'enseignants de l'élémentaire en Ontario francophone qui tiennent compte de la sensibilité lexicale aux moments d'enseigner le lexique;</p>	<p>Artificial Intelligence and the Transformation of Learning</p> <p>Exploring Pre-service Teachers' Perceptions of Students' Generative Artificial Intelligence Use in Ontario Secondary Classrooms; Avery Matthews (he/him) & Siham Benzohra (she/her)</p>

	<p>School Absenteeism: A Rapid Review; Kiera Young (she/her)</p> <p>Leveraging Social Networking Services (SNS) for Environmental Education: Pedagogical Values, Theoretical Perspectives, and Practical Applications; Xin Huang (she/her)</p>	<p>Patricia Sobngwi Moguem (elle)</p> <p>Politiques éducatives de l'Ontario et réalités de terrain : défis et perspectives pour les directions d'écoles de langue française; Amira Massaabi (elle)</p> <p>La posture réflexive dans l'édification de l'agir enseignant en formation initiale; Nisrine Abou Abdellah (elle) & Carole Fleuret</p> <p>Développer l'agentivité climatique des élèves en contexte d'éducation systémique à la durabilité et au changement climatique à l'ère de l'Anthropocène; Dieu Le Grace Mbiatcha (il/lui)</p>	<p>AI and Current Pedagogies: It's Time for a Change; Henry Phan (he/him)</p> <p>A Mirror of Desire: Understanding ChatGPT Therapy; Anuveer Kaur (she/her)</p>
14h30 - 14h45	Pause santé Health Break		
	LMX 218	LMX 240	LMX 251
<p>14h45 - 15h45 Présentations de recherche Research Presentations (12-15 minutes)</p>	<p>Equity, Identity, and Inclusive Education</p> <p>"Everyone Deserves to be Accepted and Included for Who They Are": How FSL Teachers are Creating Inclusive Spaces for 2SLGBT Students; Ryan Furlong (he/they)</p> <p>Amplifying Voices: Experiences of Teacher Candidates of Colour in</p>	<p>Teacher Education, Professional Identity, and Reform</p> <p>Beyond the TA Role: Expectations, Realities, and Reflections; Angela Walsh (she/her) & Kate Tretiakova (she/her)</p> <p>Preservice Elementary Teachers' Perceptions of Integrated STEM Education; Marwa Ali (she/her)</p>	<p>Digital Culture, Media, and Knowledge in Contemporary Society</p> <p>From Gameplay to Mathematical Practice: Informal Learning in Commercial Gaming Communities; Yutao Zhao (he/him)</p> <p>Correlates of Smartphone Use; Kyla Leong-Poi (she/her)</p>

	Online Canadian Higher Education; Vivien Slezak (she/her) Indigenous Women in STEM: A Dynamic Systems Perspective on the Relations Between Identity and Persistence; Samantha Mackie (she/her)	Education Reform: The Call to Action by Model School Principals; Ivana Farquharson (she/her)	Misinformation, Post-Truth, and the Need to Reshape Trust Networks in Education; Kevin Gu (he/him)
15h45 - 16h00	Pause santé Health Break		
16h00 - 16h45 Panel étudiant Student Panel	Centre de ressources (LMX 203) Resource Centre (LMX 203)		
	<p>Inclusion vécue : Perspectives étudiantes sur ce qui favorise un sentiment d'appartenance en milieu postsecondaire Student Perspectives on What Fosters a Sense of Belonging in Post-Secondary Settings</p> <p>Sarah McAllister, Jean Clarck Marc Charles, Johémie Délinois, Amna Hassan Raja, & Sydney Cogan-Grahn</p>		
16h45 - 17h00	Mot de clôture Closing remarks		