



Different Ways of Knowing

University of Prince Edward Island
August 11 to 13, 2016

UMGRC Planning Committee: Brittany Jakubiec, Mary MacPhee, Christian Agatemor, Hannah Gehrels, Denise Happ, Kate Rundle, Logan MacIntyre, Valerie Campbell, Frederic Chatigny

Keynote speaker: Rebecca Thomas

Plenary Speaker: Julie Bull

Workshop facilitators: Leslie Cudmore, Tim Goddard, Gail Baikie, Sean Landsman, Mary MacPhee, Alaina Roach O'Keefe, Adam Fenech, Christina Murray, David Varis, Chasity Delorme

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Sponsorships:



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UMGRC Day 1: Workshops, August 11 2016
 McDougall Hall
 9:00 am – 3:45 pm

Information

Workshop sessions are open to the entire UPEI community, including undergraduate and graduate students, faculty, and staff. Registered UMGRC graduate student presenters will receive complimentary lunch at the Wanda Wyatt. Others wishing to have lunch can do so, and will be required to pay the lunch rate.

Schedule

8:30 am – 10:20 am	David Varis (Chaplaincy Centre) Understanding Indigenous knowledge, research, and engagement: Where to begin and following the good path	
9:00 am – 10:20 am	Adam Fenech (MCDH 328) Communicating your scientific research to the public	
10:30 am – 11:50 am	Mary MacPhee & Alaina Roach O’Keefe (MCDH 328) Balancing Life Along the Graduate Studies Journey	Sean Landsman (MCDH 243) Trial by fire: Lessons from my first semester teaching
11:50 am – 12:50 pm Lunch at Wanda Wyatt		
1 pm – 2:20 pm	Tim Goddard & Leslie Cudmore (MCDH 243) Building your academic CV	Gail Baikie (MCDH 328) Decolonizing critical reflection: A method for decolonizing the mind
2:30 pm – 3:50 pm	Christina Murray (MCDH 243) What is your story? Inquiring minds want to know! Unravelling the mysteries of narrative inquiry research	Chasity Delorme (MCDH 328) The importance of building relationships between Aboriginal and non-Aboriginal communities

Workshop Descriptions: **Morning Workshops.**

Understanding Indigenous knowledge, research, and engagement: Where to begin and following the good path (David Varis):

In light of the far-reaching recommendations emanating from the Truth and Reconciliation Final Report (2015) that the federal government has fully accepted, it is timely to re-examine what this means in relation to post-secondary education curricula. More specifically, as graduate students, have you been given culturally appropriate instruction around Indigenous ways of knowing, ways to conduct research with indigenous populations, and critical protocols that are required when engaging Aboriginal peoples? This two hour workshop will give you what you may have missed, and for those who have been fortunate enough to have received culturally appropriate instruction, it will provide an opportunity to practice what you learned. In future years, every Canadian citizen including newcomers, all public school and post-secondary students, public servants, and the majority of the workforce will receive instruction and teachings respecting Aboriginal peoples of Canada. This workshop will serve as a primer with emphasis on gaining a fundamental cultural competence, exploring, responding to questions, and providing you with a good path no matter your discipline or future career.

Communicating your scientific research to the public (Adam Fenech):

Traditional scientific training typically does not prepare scientists to be effective communicators outside of academia. However, funding agencies and research institutions are increasingly encouraging researchers to extend beyond peer-reviewed publishing and communicate their results directly to the greater public. As Albert Einstein once wrote: Most of the fundamental ideas of science are essentially simple, and may, as a rule, be expressed in a language comprehensible to everyone. This workshop will examine some real-world examples of communicating scientific research results to formal and informal audiences, with discussions around what makes for compelling scientific communications and how to make your research results resonate with the public.

Balancing life along the graduate studies journey (Mary MacPhee & Alaina Roach O'Keefe):

Becoming a graduate student can be exciting, daunting, and challenging on most days. During the dissertation journey, approximately 40-50% of students complete their course work but don't finish their research because of various reasons (Roberts, 2010). This session will provide participants with some information to help students complete their graduate work. By the end of this session, participants will develop an appreciation of how successful students stay motivated, critically reflect on the goal setting process, articulate ways to avoid procrastination, better understand how stress can help or hinder you, how to maintain mental, physical, and emotional health, and plan for a healthy future in academia.

Trial by fire: Lessons from my first semester teaching (Sean Landsman):

Many graduate students never get the opportunity to deliver an entire course on their own; most of our experience comes from TAing various courses or giving guest lectures. Yet, many of us intend to make teaching at least part of our eventual long-term careers, but with little experience, making the transition to "educator" may be difficult. In this talk I will share with you

my experiences as a first-time teacher at a post-secondary institution. I will discuss some of my successes and - perhaps more importantly - some of my failures. Topics will span lecture building, lecture delivery, general organization of courses, assessments, and teacher-student relationships. I welcome lots of questions and discussion!

Workshop Descriptions: Afternoon Workshops.

Building your academic CV (Tim Goddard and Leslie Cudmore):

Dr. Goddard will explain the structure and categories of his academic CV. He will also show, for comparison, CV formats required by specific agencies such as the World Bank, Inter-American Development Bank, and so forth. Ideally participants will have their own CVs with them and there will be a Q&A, and some discussion, around these. Leslie Cudmore will discuss tips for preparing and presenting a CV in the context of award and scholarship applications.

Decolonizing critical reflection: A method for decolonizing the mind (Gail Baikie):

We are all at risk for unwittingly perpetuating colonizing practices and will continue to do so unless we become mindful of dominant Eurowestern influences. We must then make intentional choices to change or decolonize our thinking and to act in a congruent manner. Decolonizing Critical Reflection is a method for examining intercultural encounters for what they reveal about the influence of Indigenous and dominant Eurowestern worldviews on the assumptions, values, and beliefs that frame how we interpret and respond to situations. Being more aware of these influences enables us to more intentionally suspend our own cultural framings and make choices that are decolonizing and more respectful of Indigenous ways of being. Participants will be provided with information about the Decolonizing Critical Reflection method. They will participate in a demonstration and engage in a discussion.

What is your story? Inquiring minds what to know! Unravelling the mysteries of narrative inquiry research (Christina Murray):

Narrative inquiry is a relational qualitative methodology that seeks to understand the storied lives of participants and the phenomenon that shape their lives. Recognizing that lives are always unfolding and shaped by place, time and encounters with others, narrative inquirers seek to illuminate the complexities of human experience through multiple data collection methods that invite sharing and collaboration in the co-creation of life narratives. Using Clandinin and Connelly's (2000, 2013) form of narrative inquiry this workshop will provide an introduction to narrative inquiry research. Through interactive dialogue and varied learning activities participants will gain a deeper understanding of research and ethical considerations that must be attended to when designing, engaging and disseminating narrative research.

The importance of building relationships between Aboriginal and non-Aboriginal communities (Chasity Delorme):

[Chasity Delorme](#) will be conducting this workshop in her role with the [National Aboriginal Caucus](#) (Canadian Federation of Students) This workshop will provide content regarding the importance of building relationships between indigenous and non-indigenous communities.

UMGRC Day 2: August 12 2016 McDougall Hall

Information

Presentations are open to the entire UPEI community, including undergraduate and graduate students, faculty, and staff. UMGRC presenters will receive complimentary lunch at the Wanda Wyatt. Others wishing to have lunch can do so, and will be required to pay the lunch rate.

Schedule, Friday August 12

Time	Activity	Presenters	Location
8:30 am – 11:30 am	UMGRC Registration	Matthew MacDonald	Market Street (MCDH)
9:00 am – 9:05 am	Welcome & Introduction of Keynote	Brittany Jakubiec	MCDH room 242
9:05 am	Keynote Speaker	Rebecca Thomas	MCDH room 242

Keynote Speaker: **Rebecca Thomas**



Rebecca Thomas is a Mi'kmaw woman living in Dartmouth Nova Scotia. She is the daughter of a residential school survivor whose family is rooted in Lennox Island First Nation, Prince Edward Island. Rebecca is outspoken when it comes to confronting Aboriginal stereotypes, as well as educating her colleagues and the general public about cultural safety and integrity. Through her work as coordinator for Aboriginal Student Services at the Nova Scotia Community College, and also as a Slam Poet, Rebecca encourages people to think before they speak. Having Captained the Nova Scotia Slam poetry team for the third year in a row she was able to bring her voice, along with three other Nova Scotians, to the national stage. Having been named HRM's most recent Poet Laureate, most of her work focuses on the relationships between Canada's First Peoples, their relationship with the federal government, and how First Nations' people are perceived publicly. Rebecca is on a life long journey to promote understanding and empathy for Indigenous people and marginalized communities.

Coffee Break 10 – 10:15 am

10:15 am – 11:15 am

Session 1 MCDH room 243 Chair: Valerie Campbell

- 1 – Roger Francis** (University of Calgary): Sexual fluidity: Navigating in social spaces
- 2 – Matthew Munro** (University of Prince Edward Island): Treating anxiety: Narratives from Atlantic Canadian Youth
- 3 – Gabriela P Sanchez** (University of Prince Edward Island): Counting on code switching: Talking mathematics to young students

11:30 am – 12:30 pm

Spotlight Session

Session 2 MCDH room 246 Chair: David Varis

- 1 – Diane Obed** (St Mary's University): Decolonizing education in Nunatsiavut: Inuit Knowledge resurgence
- 2 – Jennifer Mitchell** (University of Calgary), Nicholas Boettcher-Sheard, Camille Duque: Untelling and retelling: Narrating fragments of the research process towards a refined coherence

12:30 pm – 1:15 pm
Lunch at Wanda Wyatt

1:30 – 2:30 pm

Session 4 MCDH room 243 Chair: Brittany Jakubiec

- 1 – Michele Moffat** (University of Prince Edward Island): A discussion of ethical space from Poole to Ermine
- 2 – Chris Miller** (St Mary's University): Insiders and outsiders in Canadian public schools

1:30 – 2:30 pm

Session 5 MCDH room 328 Chair: Hannah Gehrels

- 1 – Sarah MacLeod** (University of Prince Edward Island): Transformative learning: A phenomenological examination of university students' experiences in a curiosity-focused classroom
- 2 – Nurgul Rodriguez** (University of Calgary): (Ad)dressing identity for transformative identities of immigrants with art installation: DESignal
- 3 – Valerie Campbell** (University of Prince Edward Island): Engaging youth in online research processes: Ethical concerns and challenges

2:45 – 3:45 pm

Session 6 MCDH room 246 Chair: Paula Tummon Flynn

1 – Liam Peck (Acadia University): Assessing annual vital rates of winter banded American Black Ducks in Atlantic Canada

2 – Frederic Chagny (University of Prince Edward Island): Assessing the side effects of lidocaine used as an analgesic on rainbow trout

3 – Kate Rundle (University of Prince Edward Island): Naphthenic acids derived from oil sands processed waters are respiratory uncouplers

2:45 – 3:45 pm

Session 7 MCDH room 243 Chair: Matthew MacDonald

1 – Matthew MacDonald (Vrije Universiteit Amsterdam): Punitivity in international politics and the Sino-Vietnamese war of 1979

2 – Jozef Konyari (University of Toronto/OISE): The normalization of militarism in Neo-Liberal times: A critical examination of public secondary schools in the province of Ontario

3 – Chris Miller (St Mary's University): Great awakenings as phases of American religious life

4 – 5:00 pm

Plenary Speaker: Julie Bull
MCDH 242

Plenary Speaker: Julie Bull



Julie Bull is an award winning researcher of mixed Inuit descent and is a member of NunatuKavut, Labrador. She teaches in the Aboriginal Studies Program at the University of Toronto, the School of Public Health and Social Policy at the University of Victoria, and is an invited lecturer and speaker at many events throughout Canada and around the world. Julie is active in both academic and grassroots Indigenous initiatives and sits on national committees working in the area of Indigenous health research and research ethics, such as the Secretariat on Responsible Conduct of Research. She remains connected to her home community in Labrador by sitting on the NunatuKavut Community Council Research Advisory Committee and continuing to

facilitate relationships between that community and academic researchers. She is also a mentor in the Indigenous Women in Community Leadership through the Coady International Institute at St. FX University.

Julie attended UPEI as an undergraduate student in the early 2000's and during her time there, was struck one day when she was discussing her honour's thesis with a lecturer on campus (which was looking at the contributing factors that make Indigenous students successful in university – the first of a long line of strength-based projects she's run since) and his response was 'but there are no Aboriginal people on PEI'. Julie's reputation as a change-maker kicked into overdrive and she spent the next three years bringing together the people she knew within UPEI and in the Aboriginal communities in the province to start doing this dance of reconciliation. Canada wasn't using that language yet: this was pre-Truth and Reconciliation Commission, pre-apology for Residential Schools, pre-any kind of meaningful national dialogue about these issues. Yet, even then, Julie saw a need that was two-fold: 1) Indigenous people needed to feel safe to 'come out' and share their cultures at university and to celebrate their knowledge systems, and 2) non-Indigenous people needed to learn about who Indigenous people are and the contributions we make to society. The result of those collective efforts under Julie's leadership resulted in the 1st annual *Connecting Aboriginal Cultures* in 2008. And in January of 2009, they proudly celebrated the opening of the Mawi'omi Aboriginal Student Centre at UPEI.

During her graduate research which was looking at the implications of national research ethics policy on Indigenous communities, Julie learned something far more valuable from the Elders she worked with: the importance of authenticity in relationships. In this talk, Julie draws on nearly two decades of working, studying, and volunteering in Indigenous communities in Canada by illustrating practical ways to build (research) relationships with Indigenous people. Her genuine approach to relationship building has become the cornerstone to her personal and professional life and it is this relational component that has garnered international attention. Based on the underlying principles of respect, relevance, reciprocity, and responsibility, Julie shares stories from her work and offers tangible ideas for how others can build and maintain relationships with Indigenous people. This dynamic presentation will include visuals, poetry, stories about resiliency and perseverance, and will highlight wise practices in research methods and ethics for research involving Indigenous people.

Please join us for the President's Reception, following the plenary presentation by Julie Bull.

5 – 6 pm

President's Reception
MCDH Market Street

Schedule, Saturday August 13

Time	Activity	Presenters	Location
8:30 – 10:30 am	UMGRC Registration	Valerie Campbell	Market Street (MCDH)
9:15 – 10:15 am Session 9 MCDH room 243 Chair: Paula Tummon Flynn			
<p>1 – Laura Taylor (University of Prince Edward Island): Effects of the Organophosphate Chlorpyrifos on the survival of the American Lobster (<i>Homarus americanus</i>)</p> <p>2 – Awatif Abdulmajeed (Dalhousie University): Aerobic methane emissions from different vegetative stages of pea plants grown under different experimental conditions</p> <p>3 – Clayton Harding (University of Prince Edward Island): Hybrid sol-gel polyaniline derivative coatings with increased self-healing properties</p>			
9:15 – 10:30 am Session 10 MCDH room 246 Chair: Kate Rundle			
<p>1 – Patricia Altass (University of Guelph), Selvi Roy (University of Prince Edward Island): Engaging possibilities: PhD student experiences with the Digital Economy Research Team</p> <p>2 – Chunyan Peng (University of Prince Edward Island): A case study of academic writing development of Chinese students in a Canadian university</p> <p>3 – Lili Liu (University of Prince Edward Island): Voices of high school students with learning disabilities on Prince Edward Island: Focusing motivation and challenges</p> <p>4 – Erma Appleby (University of New Brunswick): Valuing formative assessment in the high school classroom</p>			
10:15 am	Coffee Break	Chartwells (available throughout poster session)	
10:30 – 12:00 pm Poster Session MCDH Market Street			
12 pm – 12:45 pm Lunch at Wanda Wyatt			
1 – 2:00 pm Spotlight Session Session 11 MCDH room 243 Chair: Brittany Jakubiec			
<p>1 – Jonathan Lichtenberger (University of Prince Edward Island): Mechanisms for pesticide-induced cardiotoxicity in fish: An electrophysiological study</p>			

2 – Hannah Gehrels (University of Prince Edward Island): Planting for pollinators: How do habitat restorations affect plants and pollinators in urban areas?

1 – 2:00 pm

Session 12 MCDH room 246 Chair: Valerie Campbell

1 – Kami Harris (University of Prince Edward Island): What's in your gut, leftovers or lunch? Determining if tick gut contents are blood meal remnants or a result of interrupted feeding

2 – Travis James (University of Prince Edward Island): Following the fish: Tracking Atlantic Halibut (*Hippoglossus hippoglossus*) in the Gulf of St. Lawrence

3 – Babafela Awosile (University of Prince Edward Island): Relationships between selected broad-spectrum antimicrobial resistance and β -lactams cross resistance in *Staphylococcus pseudintermedius*, *Escherichia coli* and *Klebsiella* spp from dogs

2:15 – 3:15 pm

Session 13 MCDH room 243 Chair: Kate Rundle

1 – Bertrand Sodjahin (Athabasca University): Machine learning techniques to identify and model low nutrient response genes in *Pseudomonas aeruginosa* bacterium

2 – Mahsa Kiani (University of New Brunswick): Hybrid-world graph-based retrieval and its application in health research (*Skype Presentation*)

3 – Laird Ferguson (University of New Brunswick): Use of an unmanned aerial vehicle as an inspection tool for inaccessible infrastructure

2:15 – 3:30 pm

Session 14 MCDH room 246 Chair: Brittany Jakubiec

1 – Joelle Monaghan (Dalhousie University): Secondary analysis of self-rated health and health service use of female bisexual undergraduate students on maritime campuses

2 – Jenn Estey (University of New Brunswick): Developing and evaluating e-learning training materials for use in long-term care environments

3 – Margie Burns (University of Prince Edward Island): The families' experience of a loved one's targeted temperature management after cardiac arrest

4 – Ardith McGeown Plant (University of Calgary): An analysis of a public that increased the compulsory school leaving age (*Skype Presentation*)

3:30 pm – 4:00 pm

Wrap Up Session

MCDH 243

UMGRC Poster Presentations
Saturday August 13 2016
Market Street, McDougall Hall
10:30 am – 12:00 pm

P1 – Babafela B. Awosile (UPEI): Ceftiofur susceptibilities in *Salmonella enterica* and multi-drug resistant *Escherichia coli* isolated from cattle and pigs

P2 – Christopher Zinck (Mount Allison University): Determining the wildlife reservoir hosts of *Borrelia burgdorferi* and *Leptospira* spp. in New Brunswick

P3 – Vander Tavares (York University): English proficiency as a precursor of successful classroom peer interaction and ESL students' academic experiences

P4 – Andrea Kirby (Mount Allison University): Detection of *Borrelia burgdorferi* in *Ixodes scapularis* within the Maritime Provinces

P5 – Kim Macdonald (UPEI): Barriers facing PEI early years centres in implementing healthy eating guidelines

P6 – Paula Tummon Flynn (UPEI): The impact of the invasive green crab on a unique strain of Irish moss

P7 – Amanda Borton (University of Manitoba): Language and culture in the classroom: Connecting to students and families

P8 – Sushant Gavhale (UPEI): Combined Sry-Related HMG Box-4 (SOX4) and SOX11 signaling is required for normal renal development in vivo

P9 – Mariusz Radtke (University of New Brunswick): Multi-walled Carbon Nanotubes, Graphene and Carbon Nanohorns supercapacitors for effective energy storage in environment friendly supporting electrolytes. Effect of carbon structure on stability and capacitance

P10 – Ebtahal G. El-Ghezlani (UPEI): Novel cationic cyclopentadienyl iron based chromene complexes for biomedical applications

P11 – Stephane Labrosse (UPEI): Can the nurse practitioner (NP) role improve access to quality primary health care for PEI residents?

P12 – Robyn Conners (UPEI): Establishing the reliability of measures of postural sway and centre of pressure in a cohort of university aged active individuals

P13 – Frederic Chatigny (UPEI): Assessing the side effects of lidocaine used as an analgesic on Rainbow Trout

P14 – Hannah Gehrels (UPEI): Green Crab (*Carcinus maenas*) population modelling