40th Annual

Conference

Canadian Society for the Study of Education
Société canadienne pour l'étude de l'éducation

2012

W a t e r l o o

CSSE · SCÉÉ

Call for Presentations
XL Annual Conference 2012
Wilfrid Laurier University and the University of Waterloo

Chair, Programme Committee, Julie Mueller
Our 40th Annual Conference will be held 27 to 30 May at Wilfrid Laurier Uniersity and the University of Waterloo. Members of CSSE are invited to submit documents relative to their presentation by 15 November 2011 (23h59 Eastern). Proposals received after this date will not be considered.

This conference is being planned in close collaboration with the Canadian Society for the Study of Adult Education (CASAE) and the Canadian Society for the Study of Higher Education (CSSHE) so that individuals attending one of these three conferences will also have the opportunity to attend sessions at one or both of the other gatherings.

Important Dates

15 November 2011 – Deadline for submission of proposals.

16 November 2011 to 6 January 2012 – Associations and SIGs develop their preliminary programme by reviewing the proposals received.

3 February 2012 (tentative) – Development of programme.

Week of 6 February 2012 (tentative) – Sending of acceptance or rejection of proposal by Association or SIG coordinator.

16 March 2012 (tentative) – Programme placed on CSSE Web site.

26 May 2012 – Preconferences

27 – 30 May 2012 – CSSE Annual Conference. Printed conference programme available at CSSE registration desk.

Types of presentations
CSSE encourages the use of participative sessions; the following formats may be used (but not exclusively):

(a)   **Multiple single-paper Presentation Session** is a summary session comprised of several individual papers followed by audience participation and possible discussant comments; this is the most common format, as it allows a maximum number of presenters to participate. These sessions are typically used by members of the programme committee to organize single presentations received on similar or related subjects; most papers will be assigned to this format;

(b)   **Symposium/Panel Session** provides for an in-depth examination of specific problems or topics, often from a variety of viewpoints followed by audience participation. A variety of formats may be included, for example, dramatic, visual and musical renderings, panels, and group discussions; organizers should indicate the chairperson and discussants for this type of session;

(c)   **Small Round Table Session** includes a series of small group discussions each centered upon a prepared paper by each table organizer;

(d)   **Poster Session** is an informal presentation and discussion featuring the use of graphic or other multimedia material.

For symposium/panel sessions that are organized with multiple presentations within the session, each presentation within the session will have the first-author rule applied.

Proposal Summary

The summary must be double-spaced, 11 point or greater, sans-serif font. The summary must be no more than three pages with an accompanying reference list.

The summary must present specific information based on the type of proposal being submitted and detailed as follows:

Single Paper, Roundtable and Poster Sessions. The summary should address the following in the order specified and as applicable:
(a) purpose;
(b) perspective(s) or theoretical framework;
(c) methods and/or techniques;
(d) data source(s);
(e) results, conclusions and/or interpretations; and
(f) educational importance of the study.

The abstract should be between 100 and 150 words.

Symposia/Panel Format Sessions. The summary may be in one of the following two forms:
• A unified summary of all the papers or presentations that addresses the information requested in the preceding instructions for "Paper or Roundtable Sessions;" **OR**
• An overview of the session followed by summaries of each individual presentation containing
(a) purpose;
(b) perspective(s) or theoretical framework;
(c) methods and/or techniques;
(d) data source(s);
(e) results, conclusions and/or interpretations; and
(f) educational importance of the study.

The abstract should be between 100 and 150 words.

Eligibility
1. A presentation may be submitted to only one constituent Association or SIG within CSSE.
2. The submitter of the presentation must be a member of CSSE and the respective Association at the time of submission and at the time of the conference.
3. Presenters must register for the conference and be prepared to attend the conference and to make their presentations in person. In the event of unforeseen circumstances and you are unable to attend, you are asked to notify the respective coordinator as soon as possible. Presenters of round table and poster sessions are requested to bring copies of their presentations or summaries of their projects to the sessions. Doing so will enable participants to discuss the topic more effectively.
4. **With the exception of graduate students who may be first author for an Association or SIG as well as multiple CCGSE presentations, presenters are allowed to be first author once per Association including its SIGs for the entire CSSE conference.** You are allowed to submit different presentations to Associations and SIGs within CSSE.
5. **Graduate students** may submit proposals to the general call for presentations and symposiums for the CSSE conference and they may submit proposals specifically to the Graduate Student (CCGSE—Canadian Committee of Graduate Students in Education) roundtable and poster session. **Do not submit the same proposal.**

General Information
i) 75-minute and 90-minute time periods will be used throughout the conference. Generally there will be three or four single presentations in a session. Symposia requiring two consecutive time periods may be possible, at the discretion of the respective programme coordinator.
ii) Presenters may be requested to act as chairpersons or discussants for other sessions.
iii) Presentation equipment such as LCD projectors and computers are generally provided by the host university. It is recommended that authors bring their presentation on a USB drive. CSSE requests that

presenters be reasonable in their demands for AV equipment. CSSE cannot guarantee equipment other than overhead projectors and screens. CSSE reserves the right to charge presenters for costly demands.

iv)   General inquiries should be addressed to the CSSE national office: Mr. Tim Howard at csse-scee@csse.ca

Responsibilities of chairpersons and discussants

The CHAIRPERSON is responsible for monitoring the session. The success of a session often depends upon the CHAIRPERSON's ability to restrict the time of speakers' presentations and temper the discussions from the floor in order to allow sufficient time for interaction within the presentation. Some of the most important responsibilities of the CHAIRPERSON are to:

Open the session at the scheduled time and set the context with a few brief introductory remarks;
Introduce the participants before their presentations;
Maintain strict time limits for each speaker and discussant;
Moderate panel or floor discussions; and,
Adjourn the session in time to allow the room to clear before the next session begins.

DISCUSSANTS are to prepare, in advance, appropriate analytical or critical commentaries of the significance and contribution of the papers presented in a session. Time constraints on the length of the discussions are established by the chairpersons. DISCUSSANTS are under no obligation to comment on papers they have not received prior to the meeting.

Review of Proposals and Criteria

All proposals receive a masked review by at least 2 reviewers who are Association members and who have presented their work at previous conferences and/or who have published relevant peer-reviewed research. Proposals must mask the identity of the author(s). Citing one's own work is permissible, and is often necessary and useful, but authors must be careful to not reveal their identity. At the discretion of the respective Association programme coordinators, proposals that provide obvious clues to an author's identity may be rejected or returned for revision.

General criteria for review
1.   Significance to the field
2.   Relevance and soundness of theoretical rationale
3.   Rigor of methodology
4.   Trustworthiness of results and conclusions
5.   Appropriateness of citations grounded in the relevant literature
6.   Clarity of proposal

Additional criteria for symposia and alternative format sessions
1.   Coherence of the papers or presentations
2.   Quality of individual papers or collectively

Official language use

The programme indicates the languages of presentation and discussion. In any given session, the order of titles reflects the language of presentation.

A bilingual session is defined as one in which presentations and discussions occur in either French or English. Presenters are encouraged to provide accompanying documentation such as handouts, overheads, summaries and/or abstracts in both languages. Discussion moves freely between either language, French or English, without translation.

CSSE New Scholar Fund

The New Scholar Fellowships provide partial support for travel to the CSSE annual conference, registration, and accommodation.

Applicants for Fellowships must be full-time, tenure-track Assistant Professors in Education in an academic unit in Canada and must submit a copy of their full paper following CJE editorial policy shortly after the conference for blind adjudication by the CSSE New Scholar Advisory Board.

There are two streams:
- single-authored presentations with a word count of less than 7,000 words, and
- multi-authored presentations with the new scholar listed as the first author with a word count between 8,000 to 10,000 words.

Names of the CSSE Associations and SIGs with Coordinators and Descriptors:

Associations	Special Interest Groups (SIG)
ACDE (Association of Canadian Deans of Education) Alice Pitt (York)	
CACS (Canadian Association for Curriculum Studies) Robert Nellis (Red Deer College) *[diverse research into curriculum as a complex structure supporting learning and teaching: arts-based research; children and youth; culture; digital technologies and cultures; diversity; gender; globalization; identities; innovation and educational change; literacy practices; media and popular culture; sexualities; theory and philosophy]*	**ARTS (Arts Researchers and Teachers Society)** John Guiney Yallop (Acadia) *[creative scholarly inquiry, arts-based research, artful curricula, arts education]* **CCPA (Canadian Critical Pedagogy Association)** Sara Matthews (Wilfrid Laurier) *[cultural studies, critical literacies, power/knowledge, social justice, democracy, experience, texts, subjectivities, social difference, engaged pedagogy]* **LLRC (Language and Literacy Researchers of Canada)** Lyndsay Moffat (UBC) *[language, literacy, multiliteracies, multilingualism, reading, writing, children's & adolescent's literature, adult literacy learning, multimodal communication, digital literacies]* **RÉÉFMM (Regroupement pour l'étude de l'éducation francophone en milieu minoritaire)** Marianne M. Cormier (Moncton) **SERG (Science Education Research Group)** Astrid Steele (Nipissing) *[science education and research; science teaching and learning; science education curriculum; nature of science; environmental education; professional development for science teachers; scientific inquiry & problem-based learning; philosophy and sociology of science education; science and literacy; science and technology]*
CAEP (Canadian Association for Educational Psychology) Deborah Butler (UBC) *[cognitive and learning sciences, child, adolescent and adult development, inclusive education, motivation and engagement, social-emotional learning and development, learning in diverse contexts (in and out of schools), metacognition and self-regulation, teaching and assessment practices, technologies and learning, healthy schools and at-risk youth]*	
CAFE (Canadian Association of Foundations of Education) Michael O'Sullivan (Brock)	**CPES (Canadian Philosophy of Education Society)** Trevor Norris (OISE/UT) *[Epistemology, postmodernism, pragmatism, critical pedagogy, ethics, liberalism, neoliberalism, dialogue, democracy, theory]*
CASEA (Canadian Association for the Study of Educational Administration) Bonnie Stelmach (Saskatchewan) and Ken Brien (UNB) *[leadership, policy, administration, school effectiveness, school improvement, educational organization, professionalism, gender roles in administration, principals, teacher education]*	
CASIE (Canadian Association for the Study of Indigenous Education) Rainey Gaywish (Manitoba) *[indigenous, elders, traditional knowledge, process pedagogy, story, aboriginal, indigenous knowledge, oral tradition]*	
CASWE (Canadian Association for the Study of Women and Education) Indrani Margolin (UNBC) and Sarah Bonsor Kurki (Victoria) *[equity and inclusion in education/academia, gender identities and gender expression, leadership, feminism and intersectionality, critical*	**QSEC (Queer Studies in Education and Culture)** André Grace (Alberta) *[sexual minority, gender minority, sexual orientation, gender identity, queer pedagogy, queer culture, transformative educational practice, interdisciplinary, inclusive policymaking, equity and justice]*

and/or gender informed methodologies, Canadian contexts for women in education, feminism in education?, hidden curriculum]	
CATE (Canadian Association for Teacher Education) Mark Hirschkorn (UNB) *[teacher education; teacher education reform; teacher education governance; teacher education and diversity;* *teacher education program design; teacher education and social justice; teacher education philosophy; teacher education pedagogy]*	**CAREC (Canadian Association for Research in Early Childhood)** Mary-Louise Vanderlee (Brock) **PHETE (Physical & Health Education Teacher Education)** Catherine Casey (Manitoba) *[physical education, health education, physical/health literacy, physical activity, healthy active living]* **SSTEP (Self-Study of Teacher Education Practices)** Julian Kitchen (Brock) *[The role of the self in teacher education is studied in relation to professional practice]* **TATE (Technology and Teacher Education)** Candace Figg (Brock) *[teacher education, teaching with technology, TPACK, online teaching and learning, technology professional development for teachers, teaching with digital tools, learning with social networking, laptop educational initiatives, technology-enhanced teaching and learning, teaching and learning with Web 2.0 tools]*
CCGSE (Canadian Committee of Graduate Students in Education) Danielle Beckett (Brock)	
CERA (Canadian Educational Researchers' Association) Monique Herbert (OISE/UT) and Martha Koch (OISE/UT) *[methodological issues in qualitative, quantitative research, classroom and large-scale assessment, measurement and evaluation]*	**SIGEM (Education and Museums)** Maryse Paquin (UQTR)
CIESC (Comparative and International Education Society of Canada) Kumari Beck (SFU) *[comparative education, international education, global education, global citizenship, citizenship education, internationalization, globalization, multicultural/anti-racist education, development education, postcolonial theory]*	**CERN (Citizenship and Education Research Network)** Trevor Gulliver (Bishop's) *[citizenship; global citizenship; teaching citizenship; citizenship education; citizenship education research; citizenship and language teaching; immigrant identities and education; social cohesion; belonging; nationalism and education]*

More information on the above groups is available from the CSSE Web site at http://www.csse-scee.ca/associations.