Dr. Xiaoxiao Du, Assistant Professor, Faculty of Education  
Contact: xiaoxiao.du@umanitoba.ca  
Project: Multiple Literacies Learning and Teaching in Manitoba: Perceptions and Practices in the Early Years  
Dr. Xiaoxiao Du is investigating multiple literacies learning and teaching in Manitoba. What do children do with literacies at school? How do teachers support children's literacies learning at school? She is seeking an applicant who is interested in language and literacy especially early literacies (K-5) and who can conduct a systematic analysis of the existing literature and resources.

Dr. Charlotte Enns, Professor, Faculty of Education  
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Project: Finding Belonging for First Nations Deaf Students  
My research focuses on the language and literacy development of deaf students. Specifically, I am currently conducting research in partnership with the Manitoba First Nations Education Resource Centre to assess and provide culturally appropriate programming for deaf students in First Nations schools throughout Manitoba. This work includes assessment of spoken, signed and written language abilities, developing appropriate teaching goals, creating materials to support learning, and monitoring progress. The intersectionality of culture (Deaf), race (Indigenous), and community (northern, rural, urban), all factor into the decisions and expectations that guide the process of improving the education and lives of these First Nations deaf students.

Dr. Melanie Janzen, Associate Professor  
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Project: An Examination of the Constructs of Children and Teaching Over Time  
In this project, the student will be trained and supported in conducting an analysis of the Journal of Childhood Studies, a journal of the Canadian Association for Young Children (CAYC). The journal, which dates back to 1974, is a peer reviewed, open access digital journal that aims to provide researchers and practitioners with a transdisciplinary space to cultivate experimental, creative, and alternative approaches to, and conceptualizations of, childhood. The research analysis will illustrate the ways in which conceptions of children have changed over time with the aim of producing a co-authored publication.
Dr. Yi Li, Associate Professor, Faculty of Education
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Project 1: Becoming New Citizens in Manitoba: A Narrative Inquiry into International Students’ Experiences

Due to labour shortage and an aging population, the Canadian government has implemented new policies to increase immigration through different pathways. International student graduates can apply for permanent residence in Canada through the “Canadian Experience Class”. This project aims to understand the impact of this new immigration policy on the life making decisions of international students, and how our universities can best teach and support, attract and retain them, so they feel that Canada is a fulfilling place to immigrate, to work, and to compose lives.

Project 2: Supporting Multi-language Development in the Early Years in Manitoba Schools

Jim Cummins (2012) used “linguistic graveyards” (p. ix) to describe the home languages loss for children born into multilingual and multicultural Canadian families and only to become monolingual English speakers through schooling. How can teachers and parents work together to adopt “linguistically appropriate practice” (Chumak-Horbatsch, 2012, 2019) to support the languages and literacies development of emergent bi/multi-lingual students in Manitoba schools?

Dr. Peng Liu, Assistant Professor, Faculty of Education
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Project 1: System Improvement in a Decentralized Education System: A Case from Manitoba, Canada

Manitoba, one of the provinces of Canada, is now experiencing an unprecedented system reform for the purpose of improving system effectiveness. Lower literacy and numeracy scores compared with other provinces in Canada have characterized this decentralized education system in recent years. Bill 64 has been proposed as a new system improvement strategy to enhance system effectiveness in Manitoba. This study is aimed to explore the strategies and challenges in improving education system in Manitoba. URA is expected to have the skills in literature search and writing.

Project 2: Understanding Turnaround School Research in Canada

Turnaround schools are existed in the North America context. They refer to the schools which have received the interference from the government in order to improve the performance of the schools. “Turnaround” is a measure to transform the low-performing schools.

This proposed project aimed to understand the causes of low performing schools in Canada, while making efforts in knowing the values and approaches to improve low performing schools in Canada from governance and school management perspective. URA is expected to have the good skills in literature search and academic writing.
Project 3:  
**Comparison of strategies in facilitating the development of student leadership in Canada and China: a teacher’s perspective (Second stage)**

This study will examine Canadian and Chinese teachers’ unique perspectives on student leadership in order to explore commonalities and differences in effective ways to develop student leadership both in Canada and China. It is helpful to hear the voices of Canadian and Chinese teachers to help cultivate more future student leaders. Interviews will be conducted by the Principal Investigator and research assistant as the major research tool to collect data. Students will get chance to learn how to conduct research and literature review.

Project 4:  
**Understanding roles and effects of literacy coach in Canadian Education**

Although literacy coaching is gradually becoming an important mean to improve student learning in Canadian context, but the research about their roles and effects are obviously insufficient in literature (Dole & Donaldson, 2006; Lynch & Ferguson, 2010). These lead this research to focus on understanding the roles and effects of literacy coaches in Canadian Education. Students will get chance to learn how to conduct research and literature review.

Dr. Robert Mizzi, Associate Professor, Faculty of Education

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Project:  
**Mapping (Un)Safer Spaces on University Campuses**

Working with Dr. Robert Mizzi and other research assistants, the URA will assist in research seeking to explore and understand how multiply-marginalized students navigate university campuses within the current EDI context (Equity, Diversity, and Inclusion). Aiming to identify how campus geographies influence the behaviours of students who experience two or more forms of oppression this research will analyze how equity, diversity, and inclusion discourses on campuses shape intersectional inclusivity for students while exploring the ways in which mapping and related constructs contribute to the experiences of multiply-marginalized students.

Dr. Mizzi is a current Canada Research Chair (CRC) in Queer, Community, and Diversity Education and a foremost scholar in the fields of adult education, having served as both President of the Canadian Association for the Study of Adult Education (CASAE) as well as the Editor for the Canadian Journal for the Study of Adult Education. His research expertise is focused on; Equity, Diversity, and Inclusion in Organizations; Teaching and Leading for Diversity; 2SLGBTQ-Inclusive Policies and Programs, as well as Working in International and Cross-Cultural Contexts. An internationally recognized researcher, Dr. Mizzi’s work has led to a 2022 induction into the International Adult and Continuing Education Hall of Fame.
Dr. Beryl Peters, Assistant Professor, Faculty of Education
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Project: Design and transform K-12 learning spaces with the arts: A pedagogy of multiliteracies

Dr. Peters is leading a critical participatory action research study with the goal to identify and analyze current approaches and promising practices for designing inclusive, equitable Kindergarten to Grade 12 multiliteracy learning spaces with the arts. The research study is ongoing to June 30, 2022 with data analysis planned for July to August 2022. A conceptual model for designing multiliteracy learning spaces with the arts is in development based on data from online questionnaires and virtual interviews with teachers to date. The conceptual model will be implemented in K-12 classrooms in collaboration with classroom teachers from January to June 2022.

The research study involves collaboration with co-researchers, teachers, arts specialists, K-12 students, and other research assistants for data collection and analysis of anonymous online questionnaires, teacher interviews, K-12 student focus groups, and for collecting and analyzing data from classroom implementation of the conceptual model. Library research focuses on multiliteracies, arts education, and multiliteracy teacher education. The work context includes virtual workspaces as well as in-person work with research partners and in K-12 classrooms.

Dr. Dawn Sutherland, Professor, Faculty of Education
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Project: The Importance of Informal Environments in Future Science Teacher Professional Learning

Faculties of education across Canada are responsible for teaching prospective elementary teachers how to teach science. Professors with this mandate often face difficulties because most prospective elementary teachers in the elementary stream do not have a strong science background and often have not experienced an inspiring science education. It is challenging to engage future teachers in rich discussion about teaching science when the focus of science methods courses often becomes developing confidence and teaching self-efficacy in science curriculum, content and learning.

Informal education environments such as lunchtime, after school and summer bridging programs are excellent opportunities for future science teachers to receive unconstrained science teaching professional development and explore and have more contextual and rich conversations about science teaching. In informal environments prospective teachers can take more risks in instruction and are not bound by a curriculum so they can also use a more emergent form of instruction, one that is based on student interest.

This research will
1. explore the impact of teacher candidate's participation in informal science teaching opportunities in their comfort and self-efficacy in teaching science as professional elementary teacher.
2. explore the development of teacher candidate's understanding of science instruction while participating as an instructor in an informal science teaching opportunity
3. explore the development of teacher candidate's understanding of science instruction and how it may differ depending on the type of informal science teaching opportunity.

A student researcher would be involved in the observation and documentation of the teaching of science in instructors in the CSI program.

This research is in collaboration with the Boys and Girls Club of Winnipeg who run CSI, a summer bridging program.
Dr. Merli Tamtik, Associate Professor, Faculty of Education  
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Project: Leading Schools in Times of Crisis

This URGP-funded project focuses on changes in school leadership during COVID-19 pandemic. Informed by the crisis leadership literature (Harris, 2020; Netolicky, 2020; Pollock, 2020) and institutional theory (DiMaggio & Powell, 1983; Oliver, 1991), this project aims to examine how different environmental pressures may have led to different leadership adaptations of school administrators. We are seeking to work with a highly motivated student who is willing to work independently by taking an active lead in this research project. Tasks performed during URA period involve, but are not limited to, conducting literature review, summarizing interview transcripts, analyzing qualitative data through coding and writing drafts on the findings. This position requires commitment of 10 hours per week and can be done remotely with regular Zoom meetings with the project lead.