



## Undergraduate Research Award Opportunities 2020

**Dr. Peng Liu**  
**Assistant Professor, Faculty of Education**  
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### **Project: Understanding the development of Indigenous student leadership in Canada**

At many universities and colleges, educating students about leadership and teaching them how to be leaders have become priority objectives (Astin, 1993; Cress, Astin, Zimmerman-Oster & Burkhardt, 2001; Dempster & Lizzio, 2007). Students can and do increase their leadership skills during the college years (Pascarella & Terenzini, 2005; Campbell, Smith, Dugan & Komives, 2012). However, there is a lack of sufficient research on how indigenous college student leadership is developed, particularly how indigenous college student leadership is developed in the Canadian context (Ibarra, Wittman, Petriglieri & Day, 2014). The specific objectives of the study are:

1. Understanding the development of Indigenous student leadership;
2. Exploring the factors influencing the development of Indigenous student leadership.

Ten Indigenous student leaders with varying college learning experiences at the University of Manitoba will be purposively invited to be part of the research process.

**Dr. Sandra Kouritzin**  
**Professor, Faculty of Education**  
**Contact:** [Sandra.Kouritzin@umanitoba.ca](mailto:Sandra.Kouritzin@umanitoba.ca)

### **Areas of Research Interests:**

- Workload Creep in Canadian Universities
- Changing academic identities: Students and professors
- English language institutes in a neoliberal era
- Indigenous language revitalization

**Dr. Charlotte Enns**  
**Professor, Faculty of Education**  
**Contact:** [Charlotte.Enns@umanitoba.ca](mailto:Charlotte.Enns@umanitoba.ca)

**Areas of Research Interests:**

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. Ee-Seul Yoon**  
**Assistant Professor, Faculty of Education**  
**Contact:** [Ee-Seul.Yoon@umanitoba.ca](mailto:Ee-Seul.Yoon@umanitoba.ca)

**Research Project:**

Dr. Ee-Seul Yoon is currently undertaking a research project on the changing landscape of K-12 school finance in Canada. She is seeking a self-motivated applicant who can conduct library-based research on a range of finance related topics, such as student enrolment, per-pupil funding, capital funding, grants, GDP growth rate, Gini coefficient among others.

Specific skills required for those who are interested in applying include those related to:

- Retrieve and work with Statistics Canada's various data sets
- Conduct web-based document and library research
- Know basic statistics (e.g. simple and multiple regression)
- Use Excel and/or SPSS for data analysis
- Be able to problem-solve independently
- Possess effective writing and speaking skills
- Create and present a poster after completing the project

Undergraduate students who are interested in economics, finance, politics, and education are encouraged to apply. Please send (1) a one-page cover letter, (2) a copy of undergraduate transcript, and (1) one academic reference contact information to Dr. Ee-Seul Yoon ([Ee-Seul.Yoon@umanitoba.ca](mailto:Ee-Seul.Yoon@umanitoba.ca)).

**Dr. Francine Morin**  
**Professor, Faculty of Education**  
**Contact:** [Francine.Morin@umanitoba.ca](mailto:Francine.Morin@umanitoba.ca)

### **Research Projects:**

(1) *Understanding the Impacts of an El Sistema-Inspired After-School Orchestral Program on Children and their Community* is a community-based action research study that I am leading on the prairies in collaboration with the Winnipeg Symphony Orchestra, Seven Oaks, and Winnipeg School Divisions. This multi-phase, longitudinal evaluation research study began in 2012 and explores the role of music in teaching for social justice by examining a) the impacts of participation in an intensive after-school orchestral program on the personal-social, academic, and musical development among children 6 to 15 years old from low socio-economic backgrounds in three school sites; b) the impacts of the music program on family, community, and partnering institutions; and c) the pedagogical features and methods used in the program. The two school divisions partnered with their local symphony orchestra to launch the after-school program for school children that uses music as a means for social transformation and is based upon the renowned El Sistema orchestral programs of Venezuela. The program leaders began by targeting string instruments (violin, viola, and cello) and have now added woodwinds and brass instruments. Now in year eight, the program operates five days per week for three hours a day throughout the school year at no cost to participants. Children study with lead music specialists, professional musicians, and other musical guests. The weekly schedule includes: sectional rehearsals, full orchestra rehearsals, choir, performances, as well as other arts and special activities. The young musicians perform at various concerts throughout the year for diverse audiences and purposes. At the end of each program year, my RAs and I examine extensive data collected from the children participating in the program at all school sites. We undertake exit conversations and conduct assessments of children's musical development, self-concept, ethnic identity, emotional awareness, and sense of belonging. We observe patterns in the young musicians' program and school attendance as well as track their achievement in mathematics and reading. We survey parents and hold focus groups with them. We hold focus groups with classroom teachers and teaching musicians, and in-depth interviews with lead music specialists, school leaders, and institutional leaders.

(2) I am an External Collaborator on a larger-scale SSHRC-funded study with colleagues from Simon Fraser, Brock, and Laval Universities under the direction of Dr. Susan O'Neill from SFU called *Understanding Artistic Learning and Youth Arts Engagement in a Digital Age*. The research literature now suggests that arts education is critical to youth's overall development and preparation for the creative economy in an uncertain world. To compete in the global economy, it is recognized that several critical, unique learnings or "habits of mind" result from an arts education such as collaboration, communication, critical thinking, and creativity that are essential for youth development. Despite making a strong case for why our children need the arts, students' participation in school arts programs tends to decline as they progress into higher grade levels. Arts education researchers hypothesize that there may be a mismatch between students' arts learning experiences at school and the arts activities that keep them engaged outside of school, albeit using digital technologies. There is a gap in the literature about this potential mismatch and how young Canadians' interest in arts learning can be sustained beyond elementary school; therefore, there is need to know more about their learning trajectories in the arts. More than 2000 Grade 8 and 9 students across 23 Manitoba schools have been surveyed as part of the this study. The university research partners are now planning to conduct individual interviews with youth and analyze students' video journals that capture arts learning over time in four Canadian provinces. This multimethod approach holds promise for contributing to the development of an integrated theory of transformative arts engagement which can further inform curriculum developers and policy makers when planning meaningful, engaged artistic learning opportunities for youth in the 21<sup>st</sup> century.

**Dr. Nadine Bartlett**  
**Assistant Professor, Faculty of Education**  
**Contact:** [Nadine.Bartlett@umanitoba.ca](mailto:Nadine.Bartlett@umanitoba.ca)

**Research Project:**

Working with Nadine Bartlett and other research assistants, the URA will examine the use of physical restraint and seclusion with children with disabilities in schools. In the absence of provincial guidelines, restraint and seclusion are practices that are being employed in Manitoba's schools in response to students' behaviours that are deemed challenging or unsafe. The URA will assist with conducting a literature review to identify evidence-based alternatives to restraint and seclusion in schools. The URA also will assist with data collection (e.g., interviews and surveys) of stakeholders to obtain perspectives on these practices as well as data analysis.

**Inclusive Education (IE) Area Group within the Faculty of Education**

**Contacts:**

[Nadine.Bartlett@umanitoba.ca](mailto:Nadine.Bartlett@umanitoba.ca)  
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**Research Project:**

The Inclusive Education (IE) area group is made up of four full time faculty members and one full time instructor. The faculty members include Nadine Bartlett, Charlotte Enns, Rick Freeze and Zana Lutfiyya. We each engage in our own research and have worked together on a number of projects and initiatives including the IE Professors' Round Table (a working group of professors in IE and Disability Studies at the University of Manitoba (UM), as well as Brandon University, Université de St Boniface and the University of Winnipeg) and Campus Life (an initiative at the UM that supports individuals with intellectual disabilities to attend university as auditing students). There are a number of research activities that a successful Undergraduate Research Award (URA) recipient may take part in between April and August 2020. These include:

*Vision of Literacy 2020 Summer Institute.*

From August 5-August 20, 2020, with our colleagues from Université de St Boniface and Brandon University, we will offer a summer institute for in-service teachers from across the province. *URA role:* under the direction and with the involvement of IE area group faculty members, complete an annotated reading list on inclusive literacy. This review will primarily be in English. If the URA is fluent in French, s/he may be asked to review and annotate materials in that language as well. The URA will be able to attend and take part in some of the Summer Institute, but not for academic credit.

*Inclusive Education Manitoba Text.:*

Rick Freeze is taking the lead on editing a text on inclusive education for Manitoba educators. Participants include faculty members and graduates students from Education, Disability Studies and Social Work at the UM, along with members of the IE Professors' Round Table. *URA role:* under the direction of Rick Freeze, assist with literature reviews for some of the chapters, and compile chapters from authors.

*Student Services Association Manitoba (SSAM) website content.*

Along with our colleagues in schools across the province who are responsible for student services, we are developing a list of empirically based and relevant educational practices. These will be posted on a joint website, accessible educators across the province. *URA role:* under the direction and with the involvement of IE area group faculty members, assist in identifying and annotating relevant materials. Clearly, there is overlap in the work of these three projects. The successful URA recipient will receive acknowledgement that s/he contributed to all three projects.