



University
of Manitoba

Faculty of Education

**Undergraduate Research Award (URA)
Opportunities:
Researchers' Projects
2025**

Name: **Dr. Lauren Goegan**

Email: lauren.goegan@umanitoba.ca

Title: **Gearing up for Education, Achieving Real-world Success (GEARS)**

Description: GEARS is a collaborative research project in partnership with the University of Manitoba and the University of Alberta. We are designing and testing a video game to support the transition to postsecondary education for individuals with LD and ADHD. We are seeking a URA to assist with game development and initial data analysis for the project.

Name: **Dr. Jennifer Watt**

Email: Jennifer.Watt@umanitoba.ca

Title: **We Interrupt This Programming: Exploring Gender-based Sexual Violence in School Through Critical Media Literacies**

Description: This research project focuses on exploring how gender-based sexual violence affects students' experiences of K-12 schooling, especially considering how experiences may be different for students who experience the intersection of various forms of oppression and privilege. This project will identify promising curriculum, policies, practices, and community resources that can contribute to supporting student survivors and teaching students about sexual consent, gender equity, and healthy relationships. I look forward to working with URA student(s) who will contribute to feminist critical media analysis and the development of curricular and advocacy resources. The URA(s) will also be invited to engage in their own critical media

literacy inquiry and/or action-based project within this topic that connects to developing capacity of teacher education students in addressing gender-based sexual violence in schools.

Name: **Drs. Kathryn Riley and Lucy Delgado**

Email: kathryn.riley@umanitoba.ca, lucy.delgado@umanitoba.ca

Title: **Decolonizing Physical Literacy**

Description: This project is a community collaboration with Elders/Knowledge Keepers and middle-years teachers and students (Indigenous and non-Indigenous) in Winnipeg. Through an anti-colonial and feminist praxis, this project seeks to disrupt universalizing/colonial models of physical literacy and develop culturally relevant and meaningful physical literacy that supports the wholistic health and wellbeing for diverse children and youth.

Name: **Dr. Sreemali Herath**

Email: sreemali.herath@umanitoba.ca

Title: **Towards inclusive and reciprocal pedagogical practices for all Canadian learners: Insights from refugee journeys**

Description: This research project focuses on the education of children of refugee backgrounds. It aims to explore how asset-based pedagogies can be built based on the experiences refugee children bring to the class.

Name: **Dr. Merli Tamtik**

Email: merli.tamtik@umanitoba.ca

Title: **Transforming Public School Governance: A Knowledge Synthesis Project**

Description: Are you passionate about school leadership and shaping the future of public education? Join this research project that tackles critical challenges in school governance. Public

schools have long faced criticism for unclear authority lines and slow decision-making, leading to a decline in public trust. This knowledge synthesis project evaluates the state of existing research on school governance in Canada, focusing on various governance models across provinces and their impact on decision-making, accountability, and public trust. As a URA, you will engage in conducting literature review and synthesizing research, gaining valuable insights and skills to advance your career in educational leadership and administration.

Name: **Dr. Xiaoxiao Du**

Email: Xiaoxiao.Du@umanitoba.ca

Title: **Multiple Literacies Learning and Teaching in Manitoba: Perceptions and Practices**

Description: Dr. Xiaoxiao Du is investigating multiple literacies in Manitoba especially teacher perspectives and practices. How do teachers view multiliteracies? How do teachers support students' multiple literacies learning at school? She is seeking an applicant who is interested in language and literacy and can help with survey and interview research.

Name: **Dr. Lucy Delgado**

Email: Lucy.Delgado@umanitoba.ca

Description: The Truth and Reconciliation Commission's Report in 2015 included Calls to Action 62, 63, and 64, which outline a need for comprehensive inclusion of Indigenous content in K-12 classrooms and in teacher training. There is inconsistency across and within divisions and teacher education programs, and many teachers who have been in the field for decades received little if no education on Indigenous peoples, histories, cultures, and contexts in their own university careers. This project assesses how Indigenous and Two-Spirit/Indigiqueer perspectives are represented in Manitoba classrooms, and the impact of this representation on students, staff, and administrators.

Name: **Dr. Amir Michalovich**

Email: amir.michalovich@umanitoba.ca

Description: Students are welcome to choose one of the following projects to engage in over the course of the URA:

Digital media production with teachers of newcomer youth: Perceptions, practices, and challenges

This qualitative case study explores the perceptions, practices, and challenges of in-service teachers of newcomer youth in Winnipeg through teachers' digital media production (e.g., digital stories, video podcasts). As a URA, you will contribute to the qualitative analysis of data (e.g., interviews, focus groups) and can expect to gain valuable research skills and pedagogical knowledge related to digital media production and newcomer youth education.

Orienting newcomer adults to Indigenous perspectives and histories in Canada through digital storytelling

This qualitative case study explores the possibilities of digital storytelling (3–4 min videos combining a variety of digital media, such as images, sounds, voiceover, to tell a story related to personal experiences) for the orientation of adult newcomers in Manitoba to the perspectives and histories of Indigenous peoples in Canada. As a URA, you will contribute to the qualitative analysis of data (e.g., interviews, focus groups) and can expect to gain valuable research skills and an in-depth understanding of digital storytelling pedagogies, particularly in the context of orientating newcomers to Indigenous perspectives and histories.

Name: **Dr. Bruno de Oliveira Jayme**

Email: Bruno.Jayme@umanitoba.ca

The selected student will choose ONE of the following research projects to develop over the tenure of URA. The student will be affiliated to the research group called: H.E.Arts (Holistic Education through the Arts) coordinated by Dr. Bruno de Oliveira Jayme. The student will be invited to audit the courses on community art and visual thinking in May. The student will have full access to the art studio and will develop one of the projects from scratch and will be a co-

author in the final publication (a peer-review journal OR a book chapter) of the project.

**Project 1: The democratic dimension of the arts and the artistic dimensions of democracy:
The aesthetics of decolonizing art education**

Purpose: 1) Examine the Democratic Dimension of Art: To explore how community created art interventions in museums and galleries impact the visibility of different cultures and voices, emphasizing the role of art in shaping democratic discourse and participation. 2) Investigate the Artistic Dimension of Democracy: To analyze how art serves as a medium for political expression and social change, focusing on the relationship between aesthetic practices and democracy. 3) Explore Aesthetic Democracy in Art Education: To articulate the principles of aesthetic democracy and how they can inform the decolonization of art education, fostering inclusive practices that recognize and value diverse artistic expressions.

Project 2: Mosaics and kinetic sculptures as multimodal and rhizomatic practice in arts education

Purpose: Investigate how rhizomatic approaches to multimodal literacies facilitates the construction of students' visual thinking and identity explorations in art classes. There are two case studies ought to be explored: 1) Collaborative mosaic: Through mosaic-making process participants explore their identities while producing a shared visual narrative. The assemblage of personal stories in the final piece of the mosaic fosters community engagement, supporting the development of collective citizenship. Through the juxtaposition of individual stories and expressions, the mosaic also defies conventional aesthetic norms, serving as a vehicle for knowledge democracy. 2) Kinetic sculpture: Students created blind contour drawings of their peers without looking at their papers, leading to abstract, layered forms that were transferred into kinetic art pieces. These sculptures metaphorically depict the interconnectedness of individuals, highlighting both personal and collective identities. Both case studies question established norms of literacy and expression. The collaborative mosaic and kinetic sculpture expand the notion of what literacy can be, challenging conventional modes of communication and fostering creative inquiry.
