


# CSSE Invites Submissions for the Annual Conference

Members of CSSE are invited to submit proposals to CSSE's 55th annual conference that reflect the rich array of research, teaching, learning, and scholarship in education.

CSSE's 55th annual conference dates are tentatively Saturday, June 5 (preconference day) to Wednesday, June 9, 2027. The conference will be held at the University of Saskatchewan with online presentations occurring in May for those unable to attend in person.

As a scholarly community, CSSE is committed to supporting members' work across diverse ontologies, epistemologies, and methodologies. This includes (and is not limited to) Indigenous knowledge systems, community-based research, arts-based research, participatory research, and other robust forms of scholarship that define our communities and educational spaces. We welcome empirical, theoretical, critical, and conceptual submissions from across the educational research landscape.

We particularly encourage bilingual presentations when possible (e.g., presenters speaking in one language with slides in another language; co-presenters each speaking one language; or a bilingual facilitator helping translate the Q&A session). Submissions may be made in English or French. CSSE welcomes proposals centering Indigenous languages and other languages as appropriate, but is only able to provide peer review in French and English.

CSSE welcomes community members from across the educational landscape. Teachers, practitioners, Elders, students, and other community members are especially welcome at CSSE. While conferences are often attended by scholars, ethical educational research necessarily involves many individuals within and beyond academic spaces.

Proposals based on research involving humans should align with the most recent **Tri-Council Policy Statement on Ethical Conduct**. Proposals that involve, affect, or represent specific communities, including and especially Indigenous communities, should also be rooted in **respectful research practices**..

Authors will be asked to declare the extent to which tools such as generative artificial intelligence/large language models were used in creating their proposals. CSSE expects all authors to disclose honestly and transparently any use of such tools in the course of research submitted to CSSE.

**Submissions are due Wednesday, October 14, 2026 (11:59 PM PST).** Proposals received after this date will not be considered.

The following financial supports are available to interested delegates:

- Reduced registration fees for students, K-12 educators, and retired or un(der)employed delegates.
- Delegates who are only able to attend CSSE's online session day register at a significantly reduced rate. Delegates who register for CSSE's in-person sessions also receive full registration to CSSE's online session day.
- CSSE provides a Travel Support Bursary to graduate student members of CSSE who register and attend the conference.

## To Submit a Proposal

- **Log in to the CSSE members' portal:**
  **https://www.assocsrv.ca/csse/index.asp?LANG=E**

- **Renew (or purchase) your CSSE membership.**
  The person submitting each proposal must have a current CSSE membership valid until the end of the conference. Your membership is **not** your registration for the conference. Registration for CSSE will open in January.

- **Access the submission platform.**
  Submitters will be directed to the submission platform from within the members' portal. The submission platform and members' portal are separate websites with separate login information. Only current members may access the submission platform.

- **Enter your proposal and supporting details to the submission platform.** The abstract word limit is 250 words, and the proposal (not including references) is 1000 words. Proposals must be received before the submission deadline. Proposals sent by any other means will be not accepted.

**This year, CSSE is using a new conference management platform called Fourwaves. If you have submitted previously to CSSE, your prior conference platform login information is no longer relevant.**

**Below is the links to video tutorial on how to submit a proposal with Fourwaves in English and French. Please watch the video tutorial before submission to help you through the steps for submitting a proposal.**

English Tutorial - https://youtu.be/2s3pDcvi3Ms
French Tutorial - https://youtu.be/bxJE4dJjBLg

# Types of Presentations

CSSE features multiple session formats that are intended to reflect the diversity of research and scholarship in education. Submitters should select the format that best reflects the goals of their proposal. Any of the listed formats may be used; the list is not exclusive.

When submitting your proposal, you will be asked to indicate whether you would like to present your work in person at the host institution (during the main conference days) or online via Zoom (during the online session day). Unless selected for an online presentation, all authors should be prepared to attend and present in-person. We appreciate that authors' personal and professional circumstances may shift the format(s) you are able to participate in. We will accommodate as many requests as we are able to support, and look forward to welcoming everyone to this year's conference.

## Multipaper sessions

A multipaper session features several individual papers, usually on similar or related subjects. Presentations are followed by audience participation and, in some cases, discussant comments. Each paper receives an equal share of the session time. For example, in a 75-minute session with 3 papers, each paper will receive 15-20 minutes to present their work, with discussion to follow.

*This is the most common format, as it allows a maximum number of presenters to participate. Most submissions will be assigned to this format.

## Symposia and panels

A symposium/panel session provides in-depth examination of specific topics, often from a variety of viewpoints. Audience participation may occur afterwards or throughout. The specific session format should align with the organizers' goals for the session (e.g., in-depth discussion of a single issue, a series of presentations on a related topic, interactive or artistic engagements, etc.). Organizers should indicate the chairperson and discussants for this type of session. Symposium/panel sessions are typically 75 minutes long. If you require more time, please note this explicitly in your proposal and in the "Comments for the Conference Manager" section at the end of the submission form.

## Roundtable sessions

A roundtable session is a small group discussion centered on one or more individual papers. Papers will be grouped together at tables in a large room. Each paper receives an equal share of the session time. For example, in a 75-minute session with 3 papers, each paper will receive 15-20 minutes for discussing their work, with broader discussion to follow. A roundtable is an excellent way to present and receive feedback on your research. Most roundtable presenters find this format creates opportunities for rich conversations.

## Poster sessions

A poster session is an informal presentation and discussion featuring the use of graphic or other multimedia material. Poster sessions typically last 75 minutes, with recurring small-group discussions as delegates visit each poster. Poster displays should be at most **4 by 4 feet** (1.22 by 1.22 meters) to maximize the number of posters that can be displayed in the poster gallery. Due to logistical constraints, CSSE is not able to accommodate video presentation equipment (e.g., a large screen) during poster sessions. If you require extensive equipment support, a multipaper session may be more appropriate.

### Arts-based sessions

Arts-based sessions, including but not limited to performances, installations, galleries, studios, and other formats, utilize a wide range of arts-based research methods. The specific session format should align with the organizers' goals for the session. Sessions are typically 75 minutes long. If you require more time, please note this explicitly in your proposal and in the "Comments for the Conference Manager" section at the end of the submission form. Please also include specific details about any space or technical requirements.

### Themed Discussions

Themed discussions are designed as an opportunity for colleagues to discuss a topic of interest. Colleagues and community members are invited to engage in academic discussions around a given topic, issue, concern, inquiry, or idea. Themed discussions should focus on conversation amongst all participants, not presentation. Submitters should identify at least 2 discussants who will attend the session to facilitate discussion with interested participants. Because the focus is on creating a decolonized space, this session type is not peer-reviewed. Instead, only an abstract is required. Abstracts should clearly outline the discussion topic and enable the Program Chair to ensure the topic and process(es) for discussion are not oppressive. As with all conference sessions, themed discussions should lift up or generate an "ethical space" (Ermine, 2007) and ensure Indigenous and equity deserving groups are appropriately represented. For example, if an Indigenous topic is being discussed, an Indigenous facilitator must be included.

### Professional development workshops (CCGSE only)

Professional development workshops are aimed at graduate students and early career scholars, and may address topics related to research, job searches, teaching, or any other topic that may be relevant during graduate study or in the first years of academic or non-academic positions. Because of their intended audience, Professional Development Workshops may only be submitted to the Canadian Committee of Graduate Students in Education (CCGSE).

## Format Changes

CSSE is not always able to accommodate submitters' presentation format requests, and reserves the right to change the format of a submission.

For example, a Program Chair may decide that a poster proposal would fit best within a multipaper session, or may be unable to accept a large number of symposia sessions within the space of their program. Any changes to presentation format will be included in the acceptance offers sent in late January/early February; please review that email carefully.

## Important Dates

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| October 14, 2026 | Deadline for submitting the proposals |
| October 15 to November 30, 2026 | Peer review of proposals |
| January 30, 2027 (tentative) | Proposal decision communicated to the authors |
| March 8, 2027 (tentative) | Draft program released |
| March 30, 2027 | Deadline for minor program revisions |

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| March 31, 2027 | Early Bird registration ends |
| April 30, 2027 (tentative) | Revised program released on CSSE website |
| May 25, 2027 (tentative) | Online conference day |
| June 5, 2027 | Preconference day |
| June 6 to June 9, 2027 | CSSE annual conference |

## What to Include in Your Summary

In general, the purpose of your submission is to provide reviewers and Program Chairs with enough information to understand your proposal and its relationship to other educational scholarship. Necessarily, the content of each proposal will vary depending on authors' paradigms, positionalities, and methodologies. Proposals where specific sections are not relevant or appropriate should instead include comparable sections relevant to your work.

**Most groups within CSSE use the criteria outlined here:**

**MULTIPAPER, ROUNDTABLE, AND POSTER SESSIONS**

Summaries should address the following topics in order, as applicable:

1. Purpose;
2. Perspective(s) or theoretical framework;
3. Methods and/or techniques;
4. Data source(s);
5. Results, conclusions, and/or interpretations; and
6. Educational importance of the study.

**SYMPOSIA AND PANELS**

Summaries should address the following topics in order, as applicable:

1. Purpose;
2. Perspective(s) or theoretical framework;
3. Methods and/or techniques;
4. Data source(s);
5. Results, conclusions, and/or interpretations; and
6. Educational importance of the study.

Depending on the nature of the session, authors will be asked to identify titles, authors and author affiliations for each of the individual presentations included in the symposium

**ARTS-BASED SESSIONS**

Summaries should address the following topics in order, as applicable:

1. Purpose;
2. Perspective(s) or theoretical framework;
3. Methods and/or techniques;
4. Data source(s);
5. Results, conclusions, and/or interpretations;
6. Educational importance of the study; and
7. Specific details about any space or technical requirements

**THEMED DISCUSSIONS**

Abstracts are not required for themed discussion submissions, but may be included at organizers' discretion. Submitters should identify at least 2 discussants who will attend the session to facilitate discussion with interested participants. Because their focus is on creating a decolonized space, this session type is not peer-reviewed. Instead, Program Chairs will review the list of themed discussions to ensure that:

1. At least 2 discussants have been identified for each session
2. There is enough space in the program to accommodate each session
3. Proposed topics and process(es) for discussion do not constitute oppression of equity-deserving populations

**PROFESSIONAL DEVELOPMENT WORKSHOPS (CCGSE ONLY)**

Summaries should address the purpose, scope, and intended audience(s) of the workshop. If applicable, the summary should also address the following topics in order:

1. Perspective(s) or theoretical framework;
2. Methods and/or techniques;
3. Data source(s);
4. Results, conclusions, and/or interpretations; and
5. Educational importance.

Proposals submitted to Canadian Philosophy of Education Society (CPES) and Canadian Association for the Study of Indigenous Education (CASIE) should include the following elements:

**Canadian Philosophy of Education Society (CPES) Submissions:**

- Problem or topic of interest;
- Relevant literature;
- Coherence and organization;
- Original question or argument; and
- Contribution to the field.

**Canadian Association for the Study of Indigenous Education (CASIE) Submissions:**

- Research context (positionality, relationship to Indigenous education);
- Research description (question/focus, theoretical framing, methodology/methods, findings/conclusions); and
- Significance to the field of Indigenous education.

## Submission Confirmation

You will receive an automated email confirmation once you have submitted your proposal. If you do not receive a confirmation within 24 hours, please email the Conference Manager at **conference-congres@csse-scee.ca**. While accidentally incomplete submissions are rare, we may not be able to accommodate your proposal if you do not complete your submission.

**Submission policies**

- **Each presentation may only be submitted to one group.** Overly similar proposals may be rejected at Program chairs' discretion.
- **Proposals should represent original work that has not been presented previously.** Submitters will be asked to confirm that the submission is not before another conference for consideration.
- **The person submitting each proposal must have a current CSSE membership valid until the end of the conference.**
- **A presenter may only serve as first author once per Association, including its Special Interest Groups (SIGs), for the entire conference.** That is, while you are allowed to submit different presentations to Associations and SIGs within CSSE, one author cannot serve as first author for multiple papers within a single Association, or for multiple papers within an Association and its constituent SIGs. A full list of Associations and SIGs can be found at the end of this document.
- **Proposals must be complete to be considered.** At Program chairs' discretion, proposals that are incomplete may be declined or returned to the author(s) for revision.
- **CCGSE (the Canadian Committee of Graduate Students in Education) only accepts Poster, Roundtable, and Professional Development Workshop proposals.** Graduate students may submit different proposals to both CCGSE and other groups within CSSE. Do not submit the same proposal more than once.
- **The first author of Poster and Roundtable submissions to CCGSE must be a graduate student.** Students are encouraged to present and publish their work both individually and with co-authors, including supervisors, colleagues, and other graduate students. If a paper cannot have a student listed as first author, it should not be submitted to CCGSE.
- **Program chairs have complete discretion to assign accepted proposals to the most appropriate format.** In addition to authors' preferences, session formats depend on available space, infrastructure limitations, and the number of proposals CSSE receives. For example, CSSE often receives proposals for more symposia, panels, workshops, and multipapers than we are able to accommodate. Any changes to presentation format will be included in the acceptance offers sent in late January/early February.

## Peer Review

All research-based proposals receive a masked review by at least 2 reviewers who are CSSE 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).

### General criteria for review

Just as the content of each proposal will vary, the focus of review will depend upon the nature of the proposal. Proposals based on research involving humans should align with the most recent **Tri-Council Policy Statement on Ethical Conduct**. Proposals that involve, affect, or represent specific communities, including and especially Indigenous communities, should also be rooted in **respectful research practices**. Research involving Indigenous communities and other **communities as defined by the Tri-Council Policy Statement** will be reviewed for the proposal's relevance and contribution to those communities' priorities.

Reviewers will be asked to provide feedback on the following criteria:

- Clarity of the proposal
- Appropriateness of citations grounded in relevant literature (or equivalent)
- Relevance and soundness of theoretical rationale (or equivalent)
- Rigour of methodology or research design
- Trustworthiness of results and conclusions
- Significance to the field

Additional criteria for symposia and Panel Sessions

- Coherence of the papers or presentations
- Quality of papers individually or collectively

Distinct criteria for Canadian Philosophy of Education Society (CPES) Submissions

- Problem or topic of interest;
- Relevant literature;
- Coherence and organization;
- Original question or argument; and
- Contribution to the field.

Distinct criteria for Canadian Association for the Study of Indigenous Education (CASIE) Submissions

- Research context (positionality, relationship to Indigenous education);
- Research description (question/focus, theoretical framing, methodology/methods, findings/conclusions); and
- Significance to the field of Indigenous education.

## Author Notification

Proposal decisions will be communicated to the authors of each proposal at the end of January. If, by mid-February, you have not received an email notifying you of the status of your submission, please contact the Conference Manager at **conference-congres@csse-scee.ca**.

### Presenter Guidelines

- **Presenters must register for the conference, be prepared to attend the conference, and make their presentations according to the program schedule.** If you are unable to attend, please notify the Program Chair of your Association or SIG as soon as possible.
- **CSSE membership is separate from conference registration.** All delegates attending the conference, including current members and presenting authors, must register for the CSSE conference. Registration rates are listed in the Membership and Registration section below.
- **Sessions will be scheduled throughout the entire conference.** Your session may be in the first timeslot on the first day, or the last timeslot on the last day of the conference. We cannot accommodate change requests based on presenters' individual schedules.

- **CSSE sessions are typically 75 minutes in length.** Symposia, panels, posters, visual art/performances, themed discussions, and professional development workshops use the full session length. Multipaper and roundtable presentations divide the session time equally between each presentation in the session. For example, a 75-minute multipaper session may include 3 presenting papers, with 15-20 minutes for each presentation, leaving 15 minutes for discussion. Symposia requiring two consecutive timeslots may be possible, at the discretion of the respective Program Chair.
- **Presenters should prepare their presentations with accessibility in mind.** General accessibility guidelines for presentations are available on the Web
- Accessibility Initiative website. More detailed guidelines will be shared closer to the start of the conference.
- **Except for roundtable and poster sessions, all sessions will occur in rooms equipped with a basic audio-visual package (i.e. computer, projector, and USB port).** Sessions in rooms holding >70 people will also be equipped with 1 microphone. We recommend authors bring their presentation on a USB drive. CSSE requests that presenters be reasonable in their demands for AV equipment. CSSE cannot guarantee additional equipment. CSSE reserves the right to charge presenters for costly demands.
- **Roundtable and poster sessions occur in large gallery spaces with no audio-visual equipment (e.g. an atrium, hallway, or gym).** Cables or running cords will not be permitted. Poster displays should be at most **4 by 4 feet** (1.22 by 1.22 meters) to maximize the number of posters that can be displayed in the poster gallery. Presenters are asked to bring copies of their presentations or summaries to enable participants to discuss the topic more effectively.
- **Some Associations (e.g. CERA, CAEP) ask presenters to submit a copy of the full paper for discussants' review before the conference begins.** Specific details will be communicated to affected presenters in advance.

## Responsibilities of Chair and Discussants

Presenters may be requested to act as chairs or discussants for sessions.

**Chair**

The Chair is responsible for monitoring the session. The success of a session often depends upon the Chair'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 Chair's most important responsibilities 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.

**Discussant**

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 Chair. Discussants are under no obligation to comment on papers they have not received prior to the conference.

## Official language use

The programme indicates the languages of presentation and discussion. In any given session, the title reflects the language(s) of presentation.

A bilingual session is defined as one in which presentations and discussions occur in two or more languages, along with support for accompanying languages. Sessions utilizing English, French, and Indigenous languages are the most common (though not only) form of bilingual scholarship. Support may take the form of presenter-supplied handouts, slides, summaries, or abstracts. Discussion often moves freely between languages. When possible, a bilingual facilitator will be assigned to attend bilingual sessions to help facilitate the discussion. If you would like support from CSSE graduate students with slide translation or in-person support for bilingual discussions, please email communications@csse-scee.ca by March 15, 2027.

## Membership and Registration

**CSSE membership is separate from conference registration. In total, there are 2 fees that support the conference and CSSE's broader activities:**

**CSSE Membership Dues.** These support CSSE's day-to-day operations (e.g., staffing, office space, support for graduate students and other scholarly activities). Current CSSE members are able to submit proposals to the annual conference, vote on decisions at the annual general meeting, and run for elected positions on the Executive and Board. You can check, renew, or purchase membership via the CSSE Members' Portal:

**https://www.assocsrv.ca/csse/index.asp?LANG=E**

**CSSE Conference Registration Fee.** This fee supports the cost of organizing CSSE's portion of the annual conference (e.g., staffing, translation, AV, catering). Registered delegates are able to attend sessions throughout the conference. Registration will be available beginning in January.

**Members of CSSE must also be members of at least one Association within CSSE.** You may purchase or renew your membership with as many groups as you wish. To be a member of a Special Interest Group (SIG), you must also be a member of that SIG's Association. Membership fees for Associations and SIGs typically range from $10 to $40.

**The person submitting each proposal** must have a current CSSE membership valid until the end of the conference. The submitter must also be a member of the group receiving the proposal. **Additional authors** should also purchase or renew their CSSE membership.

**Delegates who are not presenting** do not need to be members of CSSE in order to register for the conference. Delegates who register for the CSSE conference may attend any session offered by any group within CSSE.

## Structure of CSSE and Constituent Groups

The Canadian Society for the Study of Education is the largest organization of professors, students, researchers and practitioners in education in Canada. CSSE is the major national voice for those who create educational knowledge, prepare teachers and educational leaders, and apply research in the schools, classrooms and institutions of Canada. Founded in 1972, the bilingual CSSE is an umbrella organization consisting of several national constituent associations.

### ACDE, Association of Canadian Deans of Education

**Program Chair:** Katy Ellsworth (UBC)

### CACS, Canadian Association for Curriculum Studies

**Program Chairs:** Mickie Noble (Royal Roads), Jennifer MacDonald (Regina), Chantelle Caissie (Memorial), Diandra Singh (Crandall), Carolina Bergonzoni (Cape Breton)

**Description:** 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

*Special Interest Groups (SIGs) within CACS:*

- **ARTS, Arts Researchers and Teachers Society**
  **Program Chairs:** Melissa Bishop (Cape Breton), Sarah Zreim (McGill)
  **Description:** creative scholarly inquiry, arts-based research, artful curricula, arts education
- **CCPA, Canadian Critical Pedagogy Association**
  **Program Chair:** Lisa Taylor (Bishop's)
  **Description:** cultural studies, critical literacies, power/knowledge, social justice, democracy, experience, texts, subjectivities, social difference, engaged pedagogy
- **LLRC, Language and Literacy Researchers of Canada**
  **Program Chairs:** Jennifer Watt (Manitoba), Heather Phipp (Regina)
  **Description:** language, literacy, multiliteracies, multilingualism, reading, writing, children's & adolescent's literature, adult literacy learning, multimodal communication, digital literacies
- **SERG, Science Education Research Group**
  **Program Chairs:** Sarah El Halwani (Ontario), Ellen Watson (Brandon)
  **Description:** 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; art and aesthetics

in science education; Indigenous ways of knowing science; equity, diversity, inclusivity and decolonization in science education; science, technology, society and environmental interrelationships; and interdisciplinary STEM connections

## CAEP, Canadian Association for Educational Psychology

**Program Chairs:** Michael Fairbrother (St. Francis), Kyle Robinson (Regina)
**Description:** 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

**Program Chair:** Gemma Porter (Winnipeg)

*Special Interest Groups (SIGs) within CAFE*

- **CASE, Canadian Association of Sociology of Education**
  **Program Chairs:** Andrea Hill (Queen's), Christine Corso (Wilfrid Laurier)
  **Description:** The Canadian Association of Sociology of Education serves to enhance dialogue and networking among researchers interested in incorporating sociological methods and theories to the study of education. We are focused on the critical examinations of systems of schooling, from early childhood, K-12 to post-secondary, and the social forces that frame the relationship between schools and society. This scholarship intersects with a variety of research areas within and outside of education, but primarily considers how the policies and practices of all levels of schooling interact with inequality of societal experiences and the politics of knowledge.
- **CPES, Canadian Philosophy of Education Society**
  **Program Chair:** Tessa MacLean (Concordia)
  **Description:** Epistemology, postmodernism, pragmatism, critical pedagogy, ethics, liberalism, neoliberalism, dialogue, democracy, theory
- **CENCES, Canadian Educational Network of Contemplative Educational Scholarship**
  **Program Chairs:** Thomas Falkenberg (Manitoba) & Anna Rumjahn (Simon Fraser)
  **Description:** CENCES serves to enhance dialogue and networking among contemplative scholars interested in the conceptual and empirical study and practice of contemplative education in formal and non-formal educational settings.

## CASEA, Canadian Association for the Study of Educational Administration

**Program Chair:** Sachin Maharaj (Ottawa), Kirk Anderson (Memorial)
**Description:** 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

**Program Chairs:** Karen West (Alberta), Melanie Griffith Brice (Calgary) and Joaquin Munoz

(UBC)
**Description:** Indigenous (Turtle Island and Continental), Indigenous worldviews, knowledges, methodologies, histories, pedagogies and practices, Elders, story, oral traditions, land-based learning, cultural resurgence and reclamation, treaty relationships, TRC responses.

## CASJE, Canadian Association for Social Justice Education

**Program Chairs:** Shelly Mehta (George Brown), Mary Reid (Toronto), Emis Akbari (George Brown)
**Description:** We welcome racialized social justice researchers and allies that engage in social justice education to come together and critically question normalized practices, systems, power/privilege, and behaviours. Through our interdisciplinary network we encourage (un)traditional scholarly study informed by (non)traditional research in education done solely, in partnership, or in community about social justice education. We encourage our members to bring forth actionable ways to support marginalized communities through activism, engagement with community, policy change at different levels, addressing the TRC Calls to Action and the MMIWG2S Calls to Justice, and creating initiatives that advocate for equity, decolonization, diversity, inclusion, and accessibility. We support non-traditional methodologies that help bring forward different epistemologies, such as Indigenous, arts-based, narrative inquiry, and community centred methodologies. We acknowledge the labour-intensity of advocating, decolonizing, and creating systemic change through activism and cross-sector collaborations and partnerships and thus offer a healing space to come together and share the vision of creating a more equitable society for all where our voice is amplified for a collective voice for change.

## CAREC, Canadian Association for Research in Early Childhood

**Program Chairs:** Nancy van Groll (Capilano), Alex Berry (Calgary)

## CASWE, Canadian Association for the Study of Women and Education

**Program Chairs:** Hayley Brooks (Toronto), Tahmineh Farnoud (UVic)
**Description:** equity and inclusion in education/academia, gender identities and gender expression, leadership, feminism and intersectionality, critical and/or gender informed methodologies, Canadian contexts for women in education, feminism in education, hidden curriculum

## CATE, Canadian Association for Teacher Education

**Program Chair:** Mandeep Gabhi (Queen's)
**Description:** 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

*Special Interest Groups (SIGs) within CATE*

- **CAARE, Canadian Association for Action Research in Education**

**Program Chairs:** Christine Ho Younghusband (Prince George), Lincoln Smith (OISE)

- **ESTE, Environmental and Sustainability Teacher Education**
  **Program Chair:** Doug Karrow (Brock)
- **PHETE, Physical & Health Education Teacher Education**
  **Program Chair:** Sharan Srinivasa Gopalan (UVic)
  **Description:** physical education, health education, physical/health literacy, physical activity, healthy active living
- **SSTEP, Self-Study of Teacher Education Practices**
  **Program Chair:** Candy Jones (Brandon)
  **Description:** The role of the self in teacher education is studied in relation to professional practice
- **TATE, Technology and Teacher Education**
  **Program Chairs:** Wenting Rong (Brock), Matteo DiMuro (Brandon)
  **Description:** educational technologies in teacher education, digital literacy, teaching with technology, TPACK, online teaching and learning, technology professional development for teachers, teaching with digital tools (including Web 2.0 and Web 3.0 tools), learning with social networking, technology-enhanced teaching and learning, makerspaces, immersive technologies such as VR and AR for teaching and learning, AI in education

## CCGSE, Canadian Committee of Graduate Students in Education

**Program Chair:** Amanda Battistuzzi (Ottawa)

## CERA, Canadian Educational Researchers' Association

**Program Chairs:** Chris Sarkonak (Manitoba), Chia Jung (Ruby) Yeh (Carolina)
**Description:** methodological issues in qualitative, quantitative research, classroom and large-scale assessment, measurement and evaluation

*Special Interest Group (SIG) within CERA*

- **SIGEMM, Education and Mediation in Museums**
  **Program Chair:** Marie-France Bérard (UBC)

## CIESC, Comparative and International Education Society of Canada

**Program Chairs:** Aliya Kuzhabekova (Calgary), George Zhou (Windsor)
**Description:** comparative education, international education, global education, global citizenship, citizenship education, internationalization, globalization, multicultural/anti-racist education, development education, postcolonial theory

*Special Interest Group (SIG) within CIESC*

- **CERN, Citizenship and Education Research Network**
  **Program Chair:** Catherine Broom (UBC)
  **Description:** citizenship; global citizenship; teaching citizenship; citizenship education; citizenship education research; citizenship and language teaching; immigrant identities and education; social cohesion; belonging; nationalism and education

## QSEC, Queer Studies in Education and Culture

**Program Chairs:** Rebecca Holme (Winnipeg), Lee Airton (Queen's)

> **Description:** sexual minority, gender minority, sexual orientation, gender identity, queer pedagogy, queer culture, transformative educational practice, interdisciplinary, inclusive policymaking, equity and justice

More information on CSSE's constituent associations and SIGs is available on CSSE's web site: **https://csse-scee.ca/associations**

# Thank you for submitting to the CSSE 2027 Conference!

To remain up to date on conference developments, visit the CSSE conference website **https://csse-scee.ca/conference-2027**

and follow us on Twitter/X **@cssescee | #CSSE2027**

**Questions?**

**Email the CSSE Conference Manager**
**conference-congres@csse-scee.ca**