



**BRANDON
UNIVERSITY**



BU CARES
RESEARCH CENTRE

2020-2021 Annual Report



BU CARES is an applied research centre established in 2008 and housed in the Faculty of Education at Brandon University. BU CARES helps identify and answer research questions generated collaboratively with community partners, develop faculty and graduate student research capacity, facilitate connections between university researchers and community members, and promote research related to rural and Indigenous education.

For more information, please visit our website: www.BrandonU.ca/BU-CARES

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Introduction

This annual report is submitted per the Brandon University Senate policy governing *Research Centres, Institutions, and Groups – Policy and Procedures*. This annual report details the initiatives and activities of the centre and its personnel, research accomplishments, graduate training, and other research-related activities, and financial information for the 2020-2021 year.

This year has seen a growth in community requests for research projects. This speaks to an increasing awareness of the presence of BU CARES and our work in the community. For example, in response to Covid-19, many students in the province were medically advised to learn from home, and a consortium of seven different rural school divisions in the province was formed. BU CARES was contacted to facilitate an action research component for this unfolding initiative. That project, spearheaded by Dr. Cathryn Smith of the Education Faculty, is now underway and recently released an interim report. BU CARES was also able to assist with additional funding for this project by partnering with Tech Manitoba, whose mandate is to support digital learning in the province.

Similarly, a collaboration with Brandon's Local Immigration Partnership (BLIP) has led to the *Community Voices* initiative, which is a series of community consultations around the topics of inclusivity, belonging, and anti-racism. Funding for this project was provided by BLIP and also by a BURC new investigator grant.

Another collaboration, this time with Manitoba Teacher's Society (MTS), has allowed for funds to support the further development of the podcast initiative, now renamed *Leaning In and Speaking Out: The Research Connection Podcast*. We released 22 episodes this year on a wide range of topics. The print-based *Research Connection* put out 33 briefs this year, highlighting BU research from multiple disciplines.

BU CARES was also able to provide support for multiple other projects, including making connections in the community, providing access to software and training, and help with recruiting participants. Recently, one such project, led by Sheelagh Chadwick, highlighted the great [toll on music teachers](#), with 47% percent of respondents saying they had considered early retirement or a change in career this year.

In addition to software access and training, helping to make connections, or facilitating recruitment and knowledge mobilization, this year we also began offering Research Assistant support for the short-term research needs of our members. We currently employ six research assistants who are engaged in a variety of projects and have secured funding for several others who support faculty in their projects directly.

While the research room for students is closed due to the pandemic, and much in-person research has been halted, we continue to see active engagement through our website, social media

presence, online presentations, publications, webinars, and events. Our website has received 1793 pageviews from seven countries, and we have 837 followers on our social media pages.

The research initiatives at BU CARES serve rural and Indigenous educators and community members both by building collaborative partnerships for specific topics and by widely sharing our knowledge and research findings. This year, the Covid-19 pandemic has shown the importance of further exploring concepts like belonging in online spaces, the need to address digital divides in rural and northern communities, homelessness in rural areas, and social issues like racism. BU CARES, in collaboration with others, is currently supporting projects in all of these areas.

Highlights

Working with community and government partners enables BU CARES to **Conduct Research** on issues of relevance to rural and Indigenous communities:

- Two completed projects, including (1) Friendly Manitoba? A Brandon Case Study on Welcoming Newcomers Outside the ‘Big City’, and (2) Climate Conversations: A Duo-ethnography from ‘Both Sides’ of the Climate Debate
- Five ongoing projects, including (1) Stronger Together: Interagency Cooperation to Address Homelessness and Mobility in Rural Areas; (2) Digital Policies and Practices in Select Rural Manitoba School Divisions; (3) Belonging, Pride, and Mental Well-Being: Perspective of Brandon University Students; (4) Community Voices: Inclusivity and Anti-Racism; and (5) Viral Vitriol: Using Online Platforms to Promote Peace

BU CARES is also able to **Support Research** through short-term research assistance, software access, or facilitation of community partnerships:

- Four ongoing projects, including (1) Using Collaborative Teacher Teams to Develop Promising Practices in Uncertain Times; (2) Rural Remote Learning in Westman; (3) Cree Immersion Program Report; and (4) Status of Women Committee research on Covid-19 Impacts on Marginalized Genders
- Three completed projects, including (1) Pre-service Teachers’ Experiences During the Pandemic; (2) Survey of Manitoba Music Teachers’ Experiences During the Pandemic; and (3) PENT Program Survey

BU CARES partners with outside **Funding Sources**, with just over \$120,000 new funding secured this year for current and future projects.

Building **Community Connections** and **Mobilizing Knowledge** allows BU CARES to share research findings and to learn from others.

- Four peer-reviewed journal articles
- One publically available research report
- One non-peer-reviewed article
- Two presentations
- One facilitated panel discussion
- One open house
- Two workshops
- Two radio interviews
- 33 *Research Connection* publications
- 22 *Leaning in and Speaking Out* podcasts
- Website and Social Media:
 - Facebook 120 followers
 - Youtube 16 subscribers
 - Twitter 510 followers
 - Instagram 213 followers

AKECH JACOB MAYUOM

“
Working for BU CARES has taught me that research does not have to sit on the shelf and collect dust. Research can be used in creative and meaningful ways to bring about change in our communities and society. It has been a joy to be part of some of these exciting projects.
 ”

Supporting **Students** in their research endeavors builds future capacity and furthers knowledge.

- Six Research Assistants employed directly at BU CARES, and two others employed by faculty members through funding facilitated through BU CARES connections
- Three YouTube tutorials on How to Use NVivo Analysis Software

Advisory Board

Advisory board members for the 2020-2021 year:

Ms. Michelle Bessette
 Dr. Patricia Douglas
 Dr. Heather Duncan
 Dr. Jacqueline Kirk
 Dr. Cathryn Smith
 Dr. Burcu Yaman Ntelioglou

Dr. Marc Casavant (resigned mid-year)
 Ms. Rebecca Okemow
 Mr. Kevin Tacan
 Mr. Jason Gobeil
 Ms. Candice Waddell
 Ms. Leah LaPlante

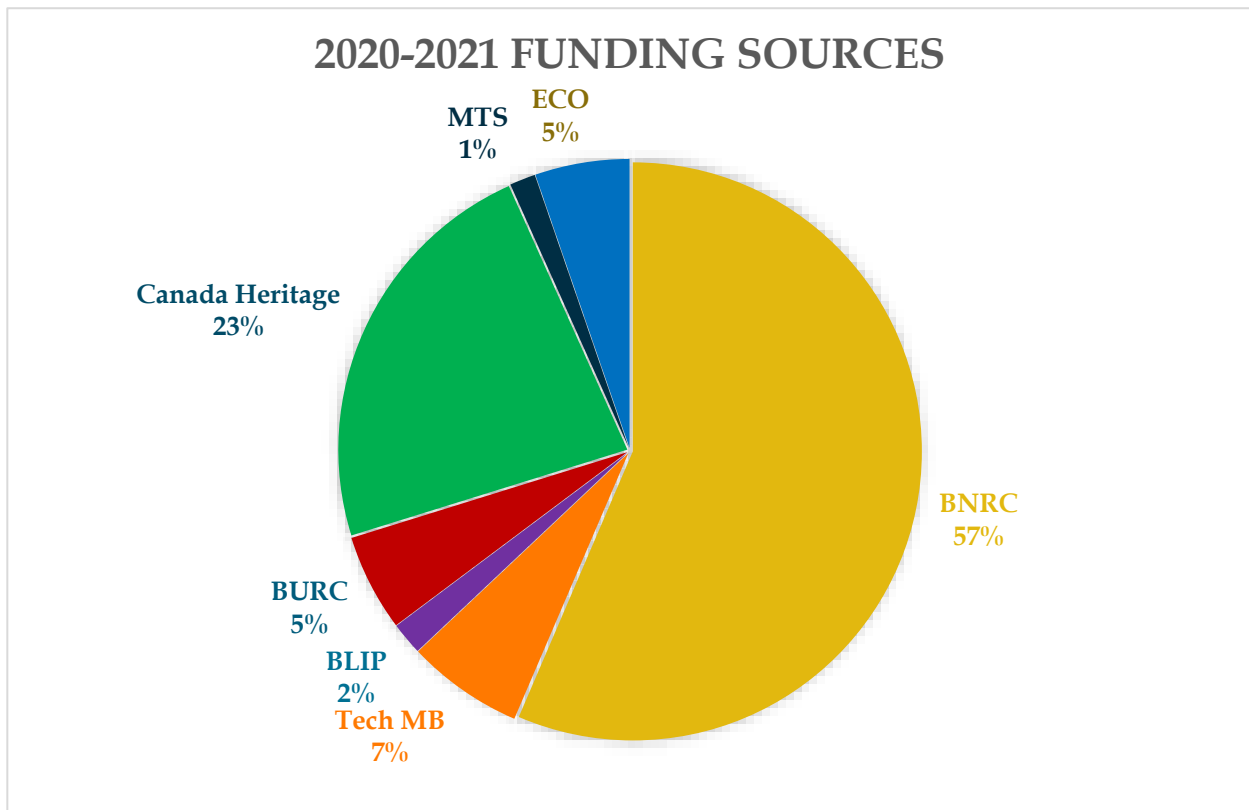
Finances

April 1, 2020 – March 31, 2021

Research Project Funds (Brandon Neighbourhood Renewal Corp.)	\$78,044
Research Project Funds (Tech Manitoba)	\$9000
Research Project Funds (Brandon Local Immigration Partnership)	\$2500
Research Project Funds (Brandon University Research Committee)	\$7500
Research Project Funds (Canada Heritage)	\$31,894
Knowledge Mobilization Funds (Manitoba Teachers' Society)	\$2000
ECO Canada Co-op Funding	\$7300
Total	\$120,938

* Other funds have been secured through BU CARES' connections for projects managed directly by members:

Tech Manitoba \$12,000



Completed Research Projects

Friendly Manitoba? A Brandon Case Study on Welcoming Newcomers Outside the ‘Big City’

Rural areas in Manitoba are becoming more culturally and linguistically diverse, but research on integration remains mostly focused on urban areas. Understanding the role that smaller communities and educational institutions can play in providing an environment of welcome will contribute to increased retention rates and a deeper understanding of rural immigration. This case study was led by Michelle Lam and has resulted in two peer-reviewed journal articles and another was accepted for publication.

Climate Conversations: A Duo-ethnography From Both Sides of the Climate Debate

This project explored the role of critical conversations by analyzing emails back and forth between two people on opposite sides of the climate crisis debate. The goal was to focus on ways that people from different viewpoints can engage with and learn from each other, and to identify factors that either encourage or discourage these critical conversations. This project was led by Michelle Lam and has resulted in one conference presentation and one peer-reviewed journal article (submitted).



GRACE STONE

“

Working with BU CARES is an experience I'll carry with me for the rest of my life. It has been an amazing opportunity to build my professional skills, learn from diverse knowledge, and collaborate with supportive and caring people.

“

Current Projects

Community Voices: Inclusivity & Anti-Racism

This research project, funded through Brandon Local Immigration Partnership (BLIP) and Brandon University Research Committee (BURC), and developed in partnership with Brandon Friendship Centre, Brandon Neighbourhood Renewal Corp., Immigration Refugees and Citizenship Canada, and Westman Immigrant Services, and in consultation with the Interdisciplinary Immigration Research Network, is a series of community consultations around the topics of belonging, inclusivity, and anti-racism. The purpose is to explore local perspectives of what it means to belong, to identify barriers to belonging within Brandon and Westman, and to imagine future possibilities of collaboration, supporting, and working towards a community without racism.

Viral Vitriol? Using Online Platforms to Promote Peace

This 2-year project, funded by Canada Heritage, is a multi-stage project. The first stage was comprised of a provincial interview exploring Manitobans' perspectives of and experiences with racism. Drawing on this data, the second stage was comprised of creating scripts based on common experiences, and then testing them with diverse focus group participants. The final stage will be filming and launching the videos on social media and analyzing the comments and discussion they prompt.

Stronger Together: Interagency Cooperation to Address Homelessness and Mobility in Rural Areas

The purpose of this project is to understand rural homelessness, mobility and migration, current support structures in place, and opportunities afforded by increased inter-agency collaboration and communication within rural communities. This project is led by Dr. Candy Skyhar.

Belonging, Pride, and Mental Well-being: Perspectives of Brandon University Students

This project explores the experiences of students at BU about their sense of belonging, mental health, and well-being, especially focused on the pandemic. The goal is to identify areas for improvement and strategies to enhance and develop resources and supports within BU. This project is led by Nadine Smith.

Digital Policies and Practices in Select Rural Manitoba School Divisions

This research project, developed through Tech Manitoba funding, examines the digital realities for rural education in Manitoba by exploring the current digital policies, programming and practices in Manitoba's rural school divisions. This research provides local context and an inventory of digital education policies, programming and practices across rural Manitoba, along with a set of insights regarding the current state of digital policies and practices in Manitoba's rural education system. This project has resulted in an interim report, available on the BU CARES website.



The collaboration with professional researchers and the research experiences that I have gained here have shifted my mindset about research. The process is an amazing learning opportunity that will be useful in my studies.

MOYA MILLINGTON
Research Assistant

Knowledge Mobilization

Refereed Publications from CARES Members

(Names in **Bold** are BU CARES Members)

Abdollahi, S., Soltani, S., de Souza, R. J., **Forbes, S. C.**, Toupchian, O., & Salehi-Abargouei, A. (2021). Associations between maternal dietary patterns and perinatal outcomes: A systematic review and meta-analysis of cohort studies. *Advances in Nutrition*, *nmaa156*. <https://doi.org/10.1093/advances/nmaa156>

Amiri, M., Raeisi-Dehkordi, H., Sarrafzadegan, N., **Forbes, S. C.**, & Salehi-Abargouei, A. (2020). The effects of canola oil on cardiovascular risk factors: A systematic review and meta-analysis with dose-response analysis of controlled clinical trials. *Nutrition, Metabolism and Cardiovascular Diseases*, *30*(12), 2133–2145. <https://doi.org/10.1016/j.numecd.2020.06.007>

Antonio, J., Candow, D. G., **Forbes, S. C.**, Gualano, B., Jagim, A. R., Kreider, R. B., Rawson, E. S., Smith-Ryan, A. E., VanDusseldorp, T. A., Willoughby, D. S., & Ziegenfuss, T. N. (2021). Common questions and misconceptions about creatine supplementation: What does the scientific evidence really show? *Journal of the International Society of Sport Nutrition*, *18*(13). <https://doi.org/10.1186/s12970-021-00412-w>

Antonio, J., Candow, D. G., **Forbes, S. C.**, Ormsbee, M. J., Saracino, P. G., Roberts, J. (2020). Effects of dietary protein on body composition in exercising individuals. *Nutrients*, *12*(6), 1890. <https://doi.org/10.3390/nu12061890>

Bagheri, R., **Forbes, S. C.**, Candow, D. G., & Wong, A. (2020). Effects of branched-chain amino acid supplementation and resistance training in postmenopausal women. *Experimental Gerontology*, *144*, 111185. <https://doi.org/10.1016/j.exger.2020.111185>

Bagheri, R., Hooshmand Moghadam, B., Ashtary-Larky, D., **Forbes, S. C.**, Candow, D. G., Galpin, A. J., Eskandari, M., Kreider, R. B., & Wong, A. (2020). Whole egg vs. egg white ingestion during 12 weeks of resistance training in trained young males: A randomized controlled trial. *Journal of Strength and Conditioning Research*, *35*(2), 411–419. <https://doi.org/10.1519/jsc.0000000000003922>

Beigrezaei, S., Yazdanpanah, Z., Soltani, S., Rajaie, S. H., Mohseni-Takaloo, S., Zohrabi, T., Kaviani, M., **Forbes, S.C.**, Baker, J. S., & Salehi-Abargouei, A. (2021). The effects of exercise and low-calorie diets compared with low-calorie diets alone on health: A protocol for systematic reviews and meta-analyses of controlled clinical trials. *Systematic Reviews*, *10*(1), 120. <https://doi.org/10.1186/s13643-021-01669-7>

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- Beeman, C.**, & Blenkinsop, S. (in press). Cassandras of a second kind. *Journal of Environmental Education*.
- Beeman, C.**, (2021). Wilding liability in education: Introducing the concept of wide risk as counterpoint to narrow-risk-driven educative practice. *Policy Futures in Education, 19*(3), 324–338. <https://doi.org/10.1177%2F1478210320978096>
- Candow, D. G., **Forbes, S. C.**, Kirk, B., & Duque, G. (2021). Current evidence and possible future applications of creatine supplementation for older adults. *Nutrients, 13*(3), 745. <https://doi.org/10.3390/nu13030745>
- Douglas, P.**, & Martino, A. S. (2020). Introduction: Disability studies in education—Critical conversations. *Canadian Journal of Disability Studies, 9*(5), 1–19. <https://doi.org/10.15353/cjds.v9i5.688>
- Douglas, P.**, & Martino, A. S. (Eds.). (2020). *Canadian Journal of Disability Studies, Special Issue on Disability Studies in Education—Critical Conversations, 9*(5).
- Douglas, P.**, Runswick-Cole, K., Ryan, S., & Fogg, P. (2021). Mad mothering: Learning from the intersections of madness, mothering and disability. *Journal of Literary and Cultural Disability Studies, 15*(1), 39–56. <https://doi.org/10.3828/jlcds.2021.3>
- Ellis, T. F., Kouritzin, S., **Lam, M.**, Azzahrawi, R., Kolomic, E., Osiname, A., Sagenes, E., & Saleheen, S. (2020). Revisiting radical diversity: A philosophy of inclusion premised on the selective rejection of origins. *Globalisation, Societies and Education, 18*(1), 1–11. <https://doi.org/10.1080/14767724.2020.1711709>
- Farrell, A. J.**, & **Skyhar, C. L.** (2021). Mothers, monsters and dolls: Shifting identities of early career women in academe. In E. Lyle & S. Mahani (Eds.), *Sister scholars: Untangling issues of identity as women in academe* (pp. 149–158). DIO Press.
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- Lam, M.** (2021). *Friendly Manitoba? A Brandon case study on welcoming newcomers outside the big city.* <https://mspace.lib.umanitoba.ca/xmlui/handle/1993/35327>
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- Paiva, J. M., Souza, C., Valle, V. O., **Forbes, S. C.**, Pereira, R., & Machado, M. (2020). Creatine monohydrate enhanced fixed and planned load reduction resistance training without altering ratings of perceived exertion. *Journal of Exercise and Nutrition*, 3(3), 11.
- Pakulak, A., Candow, D. G., Totosty de Zepetnek, J., **Forbes, S. C.**, & Basta, D. (2021). Effects of creatine and caffeine supplementation during resistance training on body composition, strength, endurance, rating of perceived exertion and fatigue in trained young adults. *Journal of Dietary Supplements*, 1–16. Advance online publication. <https://doi.org/10.1080/19390211.2021.1904085>
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- Sarshin, A., Fallahi, V., **Forbes, S. C.**, Rahimi, A., Koozehchian, M. S., Candow, D. G., Kaviani, M., Khalifeh, S. N., Abdollahi, V., & Naderi, A. (2021). Short-term co-ingestion of creatine and sodium bicarbonate improves anaerobic performance in trained taekwondo athletes. *Journal of International Society of Sports Nutrition*, *18*(10), 1–9. <https://doi.org/10.1186/s12970-021-00407-7>
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- Skyhar, C. L.** (2020). Thinking outside the box: Providing effective professional development for rural teachers. *Theory and Practice in Rural Education*, *10*(1), 42–72. <https://doi.org/10.3776/tpre.2020.v10n1p42-72>
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- Skyhar, C. L., & Nantais, M.** (2020). Promoting numeracy through a Family Math Night. *BU Journal of Graduate Studies in Education*, *12*(2), 44–48. <https://www.brandonu.ca/master-education/files/2020/10/BU-Journal-of-Graduate-Studies-in-Education-2020-vol-12-issue-2.pdf>
- Smith, C. (2020).** Development and application of the Social Justice Teacher Leader Self-Assessment (SJTLISA) instrument. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2020.1808707>

Other Publications, Articles, Reports and Briefs

- Denborough, D., **Douglas, P.** & Rice, C. (2021). Re-storying autism: An interview with Patty Douglas and Carla Rice. *International Journal of Narrative Therapy and Community Work* 46(2), 23-31.
- Douglas, P.**, Orsini, M., & Klar, E. (2021, April 21). 5 ways to challenge systemic ableism during Autism Acceptance Month. *The Conversation*.
- Kirk, J., & Lam, M.** (2021). Stories from the airwaves: Lessons about leading and learning from a four-part podcast series on education and the pandemic. *Canadian Association of Principals*. <https://cdnprincipals.com/stories-from-the-airwaves/>
- Nantais, M., Kelly, W., Kirk, J., Lam, M., Ofwono, N., & Spence, S.** (2021, March). *Digital policies, infrastructure, procedures, and practices of select rural and Northern Manitoba school divisions: Interim brief phase one*. BU CARES. <https://www.brandonu.ca/bu-cares/files/2021/03/Digital-Policies-and-Practices-in-Rural-Divisions-Interim-Brief-March-26-1.pdf>
- Smith, C.** (2021). Professional learning and the teacher-led learning team: Developing capacity as designers and facilitators of adult learning. In J. Nickel, & M. Jacobsen (Eds.), *Preparing teachers as curriculum designers* (pp. 247–277). Canadian Association for Teacher Education (CATE). https://cate-acfe.ca/wp-content/uploads/2021/01/Preparing-Teachers-as-Curriculum-Designers_ebook_FINAL.pdf
- Stouffer, J.** (2020). Paws proficiency assessment of writing: A system to unify and enhance the assessment of daily classroom writing. Prairie Spirit School Division.
- Terry, M., & Malik, A.** (2020a). *Factors that affect grade nine students in northern Canada*. (ERIC Resources Information Center No. ED603633)
- Terry, M., & Malik, A.** (2020b). *Factors that affect grade nine students in northern Canada*. Research report to Frontier School Division, MB. [249 single-line spaced pages]
- Terry, M., Malik A, & Chohan, B.** (2020a). *Factors that affect grade nine students in Rawalpindi, Pakistan*. (ERIC Resources Information Center No. ED603620)
- Terry, M., Malik, A., & Chohan, B.** (2020b). *Factors that affect grade nine students in Rawalpindi, Pakistan*. Research report to Pakistan International Schools in Rawalpindi, Pakistan. [153 single-line spaced pages]
- Thompson, N., **Smith, C., Skyhar, C., & Farrell, A.** (May 11, 2020). *Conversations with Manitoba Teachers who identify as women in their first five years of service, educators of colour, Indigenous and/or LGBTQ + educators*. Report submitted to Manitoba Teachers' Society (MTS). Winnipeg, Manitoba, Canada: MTS.
- Underwood, K., **Lawrence, B., & Douglas, P.** (2020, May). *Reconciling interests of children and economies during the COVID-19 pandemic: Learning from families in Brandon, Manitoba*. [Policy brief no. 9]. Inclusive Early Childhood Service System. <https://www.ryerson.ca/inclusive-early-childhood-service-system/findings/publications/>

Research Connection and Podcast

Research Connection is a weekly publication that features a 2-page summary of a research project from Brandon University. It provides information about the impact of Brandon University's academic research, creative activities, and expertise.

BU CARES is responsible for administering this publication, which is supported by the Office of Research Services.

In 2020-2021 we released **33** *Research Connection* publications.

This year we expanded on an initiative launched last year, the *Research Connection Podcast*. We have rebranded the podcast under a new name: *Leaning in and Speaking Out* and have secured funding from Manitoba Teacher's Society and the Research Support Fund to help cover the costs of editing the podcast. We recorded and released **22** podcasts, which are hosted on the BU CARES website, and then automatically released on iTunes, Spotify, and Google Play Music. Each podcast episode features a minimum of two guests – one academic and one community member. The goal is to form connections between academics and communities, to share knowledge in both directions, and to demonstrate mutually beneficial conversations.

Workshops and Events

BU CARES was an organizer for the 3 Minute Thesis event held in April of 2021, which was an opportunity for students to share their research and compete for prizes. Although held virtually this year, one student, Laura Janiaski, will represent BU in the Western Regionals.

BU CARES also hosted an online workshop entitled *Project Management for Researchers*. This workshop was open to both students and faculty, and equipped attendees with tools to effectively plan and carry out the many components of a research project.

BU CARES also participated in Indigenous Celebration Month by hosting a virtual Open House and by using #BUCARES ACTION to promote Indigenous-led research and initiatives on our social media platforms to highlight our commitment to engaging with Indigenous peoples in respectful and reciprocal relationships.

Thank you to all who have contributed to the work of BU CARES over the past year:

- The advisory board for their advice, insight, support, and collaborations.
- Christiane Ramsey for her careful attention to detail, consistent coordination and communication in preparing the Research Connection and scheduling podcasts, and editing expertise.
- Student research assistants Stephanie Spence, Natasha Emmy Ofwono, Moya Millington, Akech Mayuom, Denise Humphreys, and Grace Stone for their consistency and dedication to completing tasks even during the pandemic.
- Podcast guests who dedicated their time and expertise to the *Leaning in and Speaking out Podcast*.
- Contributing authors who highlighted their research in the *Research Connection* publication.



**BRANDON
UNIVERSITY**



BU CARES
RESEARCH CENTRE

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270-18th Street, Brandon, MB R7A 6A9