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implicitassociationtestsyesir

Yes, Sir! Implicit Biases of Intelligence Researcher Background

Neurodivergent Scale for Interacting with Robots (NSIR)

Researcher Background

Stephanie A. Sadownik, Curriculum Vita

Current Position: Occasional Teacher (SCDSB, YRDSB, OCDSB)

ABA 1 ABA 2. RBT. BMS. Orton Spec Ed. Guid. MACP PhD. PhD

TCPS QECO. IB MYP. IB DP. NCFE. MOODLE. PADI. ETFO OSSTF

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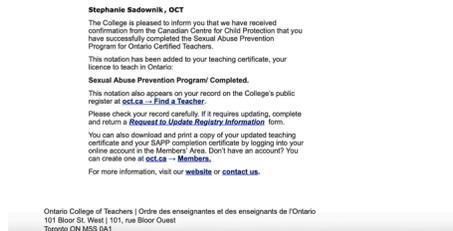
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Research Experience and Background

Dr. Stephanie A Sadownik began working initially with the Federal Student Work Experience Program, available to candidates enrolled in post secondary institutions as a Student Border Officer for the Alaska Marine Highway during the summer and Victoria Harbour during the school term in British Columbia and later with Canada Post in Victoria, BC. She has been an educator for over 28 years and has been an Ontario College of Teacher certified teacher since 2014 and is an active blood donor.

She received approval to be a Canadian Centre for Child Protection agent role in 2022,





through the Ontario College of Teachers.

Canadian Centre for Child Protection

204-560-0723

communications@protec

tchildren.ca

<https://www.oct.ca/public/media/press-releases/2021/20210824>

Dr. Sadownik has combined two disciplines for her collaborative PhD from University of Toronto (2018)

Curriculum, Teaching and Learning

Supervisors: Doug McDougall, Jim Hewitt, Kathy Marks Krpan



combined with



Knowledge, Media Design

Supervisors: Jim Slotta, Olivier St. Cyr, Jeff Boase

Her research is listed under University of Toronto sustainable doctoral thesis inventory.

Dr. Stephanie A Sadownik played for the University of Toronto Women's Varsity Waterpolo Team in 2014-2015. Other earleir varsity teams included: swimming, cross country, track and field. In 1996-1997, Dr. Sadownik was the team manager

of the UVIC Women's basketball team.

Research Interests

Google
Scholar

Dr. Stephanie A Sadownik's research considers problematic discourse, social media, human rights, motivation, engagement, education, equity, inclusion, Google Classroom, social surveillance, social, emotional well-being, self-regulation and at-risk students.

Dr. Sadownik's research considers the intersectionalities of students who identify as neurodivergent, autism, autism spectrum disorder, in addition to being inclusive of neuroqueer theory and neuroqueer pedagogy.

Graduate Assistantships

She has been a graduate assistant for both Dr. Earl Woodruff, Faculty of Applied Psych and Dr. Cosmin Munteanu, Faculty of Human Computer Interaction.

Together, with University of Toronto, Dr. Sadownik organized Ministry of Education discussions regarding math anxiety. This visit led to a written publication and photograph of the visit and work with Dr. Charles Pascal.

Professional Learning Communities

To understand the leadership framework in Ontario, Dr. Sadownik undertook training and qualification for the Principal Qualification Program. The program introduces candidates to Superintendents such as Dan Wu and Ontario College of Teachers Investigations

teams who speak candidly about their work.

University of
Victoria Co-op
program offered
positions with

United Nations
Institute for Training
and Research in
Geneva, Switzerland

Supervised in

PQP Part
1 by Lara
Chebaro

and

PQP Part
2 by Lisa
Jeremic

Other AQs: Spec Ed, Guidance, Math P/J, Math I/S, Comp Sci
I/S, Social Sci I/S; Counselling Practicum: Evaluation

Reference – Earl Bass Spec Ed Reference – Christine Duquette

Reference – Cayla Sahadath Guidance Reference – London

Reference – Fraser Academy. Reference – Tom Hegbloom

Reference – Tony Key Reference – Jake Protivnak

Reference – Sandra Quan D'Eramo. Reference – William Kershaw

Candidates undergo a Leadership Practicum in which they shadow a working administration team in a school and lead staff development and recruitment for mandates. Dr. Sadownik's practicum took place during the Renewed Math Strategy (RMS) in Ontario during 2017-2018 and she worked with Matthew Webbe and Vincent Chen to help staff who volunteered to incorporate technology into their mathematics classroom with prepared tasks.

School District – Post Secondary – Government Relationships

Dr. Sadownik orchestrated a partnership between the Applied Psychology department graduate student group, Dr. Earl Woodruff and the Toronto District School Board for professional learning opportunities and study recruitment for TDSB staff at OISE.

Recently, Dr. Sadownik was offered an Elementary Mathematics Problem Solving chair position at the World Educational Research Association (WERA) 2022 Conference in San Diego, CA,

Post doctoral research (2018-2023) consisted of research on human rights, privacy acts, storage of confidential data, surveillance of vulnerable and marginalized populations through technology agreements, school policies and education acts and within school cultures, police cultures and public data bases.

Dr. Sadownik became an affiliate research associate to Dr. John Park with the UN university.

Sample Paper– Self-Reported Efficacy

Sample Poster– 1) Do These Glasses Make Me Look Smart?

2) KMDI

Sample Table – Inclusion Criteria

Sample Conference – InPACT; InPACT; InPACT; Fields Institute; PMENA; WERA; PMENA; SSHRC; CSEDU

Sample Research – Protocol 45197; 43835; REB23-0025

Sample Consultation – Comp Studies AQ, BC Sustainability

Sample UNESCO work – Creative Cities Application Lethbridge

Sample TCPS – 2022 tcps2_core_certificate 2022

Skills/Competencies

- Data Science (R Studio), Computer Programming (Python), Microsoft Office Suite

- Qualitative Research methods- semi-structured interviews, focus group, meta-analysis
- Quantitative Research methods- correlation, chi-square, ANOVA
- Mathematics Problem Solving, Mathematical processes, Dialectical discourse
- Statistical Software: [JASP](#) , [R Studio](#), [SPSS](#)
- Database Design: [ERD](#), [Visual Paradigm](#), [Excel](#), [MedAccess](#), [Moodle](#)
- Coding Software: [NVivo](#)

Websites

- [Sustainability Food](#)
- [Implicit Association Tests- Yes, Sir!](#)
- [iNaturalist](#)
- [Prezi: 1\). Amnesty International. 2\) Laughing White Men](#)
- 3) [Technology Adoption in Learning Organizations](#)
- [ORCID Connecting Research and Researchers](#)
- [Google Scholar- Dr. Stephanie A Sadownik](#)

Most of her research ideas come from her experience with classroom teaching and best practice as well as personal interests like photography and sports.

Current research trends point towards autistic students love of and skill with photography ([Charalampopoulou et al., 2025](#)).

Education

Master of Arts in Counselling Psychology

Yorkville University, Fredericton, New Brunswick (2023-2025)

[Transcript](#). [Student ID](#)

Bachelor of Science, Mathematics, Data Science, Psychology

University of Victoria, Victoria, BC (2019-2025)

Computer Programming Languages: Python, R Studio, SQL,
XML, HTML Database Design: ERD, Visual Paradigm, Excel,

MedAccess, MoodleCoding Software: NVivo

Transcript. Student ID

Doctor of Philosophy in Curriculum, Teaching, Learning and Knowledge and Media Design

University of Toronto, Toronto, Ontario (2014-2018)

Transcript. Student ID

Doctoral Committee: Doug McDougall (advisor), Jim Hewitt, Kathy Marks Krpan

Published thesis: Under Construction: Developing Mathematical Processes and Discourse Through Dialogue in Computer Supported Collaborative Learning Environments

<https://utoronto.scholaris.ca/items/5b355141-f4fd-4c9a-aa09-b314ef196a13>

Master of Arts in Educational Leadership,

University of Victoria, Victoria, BC, (2012-2013)

Masters Advisor: Catherine McGregor

Published thesis: ThingsIHate:You: A study of problematic social media discourse and how we as leaders can teach to mitigate the harmful practices and effects on today's children

Bachelor of Education in Elementary Education

University of Victoria, Victoria, BC (1994-1997)

University of Lethbridge, Lethbridge, AB (1992-1994)

Mathematics, and Drama

Teaching Experience

Funded Research

2016-2018- Principal Investigator- Cosmin Munteanu SSHRC Insight grant. Ethical Dilemmas During Field Studies of Emerging and Disruptive technologies.

Publications

Munteanu, C., & Sadownik, S. (2016). Ethical Dilemmas During Field Studies of Emerging and Disruptive Technologies- Is our current state of knowledge adequate? A report under the SSHRC Knowledge Synthesis Grant on: How can emerging technologies be leveraged to benefit Canadians?

[Munteanu_EthicsEmergingTech_CompleteReport_2016-SSHRC-KS.pdf](#)

Book Chapters

Munteanu, C., & Sadownik, S. (2019). Field Studies of Assistive Technologies for Marginalized Users. In Ageing and Digital Technology: Designing and Evaluating Emerging Technologies for Older Adults. <https://link.springer.com/book/10.1007/978-981-13-3693-5>

Sadownik, S. (2015). [Social Media in the Classroom, In Proceedings from the International Conference for Bridging Gaps-Higher Education, Media and Society.](#)

Peer-reviewed Proceedings

[Sadownik, S.A. \(2024\). Exploring Pea Protein Burger Consumption on Campus. Fourteenth International Conference on Food Studies Place Matters: The Valorization of Cultural, Gastronomic and Territorial Heritage.](#)

Sadownik, S. (2023). Can Teacher Awareness, Attitude and Identity Increase Technology Vulnerability?, Critical Race Technologies, Digital Media Pedagogies, and Online Education. American Education Research Association Annual Meeting “Interrogating Consequential Education Research in Pursuit of Truth” Chicago, IL.

Sadownik, S.A (2023). “Learning to Dance is Harder” : Aging Teachers' Post-Pandemic Perspectives of Teaching Online During COVID-19. Examining the Impact of COVID-19 on Education Systems around the World. American Education Research Association Annual Meeting “Interrogating Consequential

Education Research in Pursuit of Truth” Chicago, IL.

Sadownik, S (2022). Considerations for Program Planning of Pre-Service Mathematics Teachers.14th International Conference on Computer Supported Education.

Sadownik, S. (2022). It's Inappropriate Because You Can See It: Regulating, Pruning, and Understanding Revealed Thinking in Schools. World Education Research Association: Cultivating Equitable Systems, San Diego, CA

Sadownik, S. (2022). Toxic Environment or Conflict of Interest- Issues of Surveillance in Education. World Education Research Association 2022: Cultivating Equitable Systems San Diego, CA.

Sadownik, S. (2022). Emotional Language: Pedagogy of the Oppressed, 50 years on. International Psychological Applications Conference and Trends 2022 (InPACT 2022)

Sadownik, S. (2022). Consequences of Impression Management: When Looking Good Online is More About Sadism Than Truth. International Psychological Applications Conference and Trends 2022 (InPACT 2022). Portugal

Sadownik, S. (2022). Polyamorous Trios in Family Law and Schools: What is Normal for Students in Today's Classroom? International Psychological Applications Conference and Trends 2022 (InPACT 2022). Portugal.

Sadownik, S. (2019). Combining Teacher and Peer Status to Improve Online Communication. AERA 2019 Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence

Sadownik, S. (2019). The Effectiveness of Collaborative Group Assessment on Student Engagement in Mathematics. AERA 2019 Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence

https://convention2.allacademic.com/one/aera/aera19/index.php?program_focus=view_paper&selected_paper_id=1433865&cmd=online_program_direct

Sadownik, S. (2019). Under Construction: Developing Mathematical Processes and Discourse Through Dialogue in Computer Supported Collaborative Learning Environments. Fields Institute of Mathematics -Proceedings of the Putting Women into the Equation, Toronto. <http://www.fields.utoronto.ca/talks/Under-Construction-Developing-Mathematical-Processes-and-Discourse-Through-Dialogue-Computer>

Sadownik, S. (2017). Creating a Social Ecological Model for Elementary Mathematics homework Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, p. 1341.

<https://www.pmena.org/pmenaproceedings/PMENA%2039%202017%20Proceedings.pdf>

Sadownik, S. (2015). Social Media in the Classroom. 3rd Annual Justice, Crime and Deviance: Regional Graduate Research and Networking Conference

Samaras, S. (2014). Project L.I.N.K.S. British Columbia Teachers' Federation: Winter Issue 2014

Samaras, S. (2013). Social Media in Education Congress 2013- Canadian Communications Association

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