

**Welcome to**

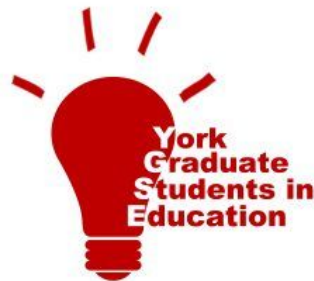
***EDUCATION IN ACTION***

**April 12-13, 2019**

**Winters College**

**YORK UNIVERSITY**

**York Graduate Students in Education**



**education**



## THANK YOU TO OUR SPONSORS:

- Dr Lyndon Martin and the Faculty of Education



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## **THANK YOU ALSO TO:**

- **Dr Qiang Zha**
- **Graduate Program in Education**
- **Dr Aparna Mishra Tarc**
- **Graduate Council in Education**
- **Dr Farra Yasin and Josefina Rueter Veiga, YGSE  
Chairs, and Conference and Budget Proposal  
Writer**

# KEYNOTE SPEAKERS



**Dr Qiang Zha** is an associate professor at Faculty of Education, York University, Canada. He holds a PhD (Higher Education) from the Ontario Institute for Studies in Education (OISE) of the University of Toronto and a MA (Comparative Education) from the Institute of Education, University of London. He has written and published widely in journals such as *Compare*, *Higher Education*, *Higher Education Policy*, *Higher Education in Europe*, *Harvard China Review*, and as books or book chapters. In 2004, he was a co-recipient of the inaugural IAU/Palgrave Prize on Higher Education Policy Research. His most recent books include a co-authored book (with Ruth Hayhoe et al) *Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education* (Comparative Education Research Centre, University of Hong Kong and Springer, 2011), and three edited

volumes *Education and Global Cultural Dialogue* (co-edited with Karen Mundy, Palgrave Macmillan, 2012), *Education in China. Educational History, Models, and Initiatives* (Berkshire Publishing, 2013), *Canadian Universities in China's Transformation: An Untold Story* (co-edited with Ruth Hayhoe and Julia Pan, McGill-Queen's University Press, 2016), and *China's University-Industry Partnership, Cooperative Education, and Entrepreneurship Education in a Global Context* (co-edited, Routledge, 2017). He is currently working on a new book titled *Massification and Diversification of Higher Education in China: An Exploration of State, Market and Institutional Forces*, which is to be published by Routledge.



**Dr Aparna Mishra Tarc** received her doctorate from York University in 2007 and joined the Faculty at York in 2009. She was formerly an elementary school teacher in the Philippines, Vietnam and Canada. In her recent book, *Literacy of the Other: Renarrating Humanity*, she articulates a psychic theory of literacy through late modernist literature that returns to the maternal relationship through which the self is forged against dependency of the m/other. Here as we try to

communicate our inner lives prelinguistically through feeling, we also learn to read the world through the m/others interpretative processes. Tarc is the author of many articles in the field of education that examine the role of pedagogy in the sexual and/or subject formation of a person through queer, postcolonial, and psychoanalytic frameworks. Dr Tarc is currently working on a book-length project on the profound place of pedagogy in the writing of J.M. Coetzee to be released in 2019.

# LETTER FROM THE COORDINATOR

Our conference is finally here!

Coordinating this conference has been an unparalleled experience for me. I have taken so much from working with YGSE's amazing chairs, Farra and Josefina, I have met some lovely people, and I have learned lessons both the easy way and the hard way. The sometimes stressful, but always satisfying, and utterly invaluable, experience of being Conference Coordinator has coloured what has become both my final Master's year and my final year in Education. No man is an island, however, as John Donne knew too well, and so I must give my thanks to those who have helped me more than even I know, and give credit where credit is due! I wish to say a massive thank you to Farra and Josefina, without whom I would have never had this opportunity in the first place, and who supported me, kept me on track, and ensured I was never lost along the way. Thank you as well to the YGSE committee as a whole, who have been funny, friendly, helpful, and have shown me how to see familiar ideas from new perspectives. A big final thank you goes to my Conference Volunteer Committee! Thank you to Farra Yasin, Sara Ashley, Henna Banwait, Nancy Bell, Tristan Castro Pozo, Kenneth Aidelojie, Josefina Rueter-Veiga, and Wali Ahmed, for being sounding boards throughout and for graciously volunteering their time throughout the conference to be ready for anything.

As we consider the direction the world has taken in the last few years, it becomes more and more apparent that we all need to be addressing questions of politics, of democracy, and of power, even and especially when we do not feel comfortable doing so. Our theme of education in action is timely precisely because there is no one meaning of the phrase or the concept. It is different for every single person here and every single reader. To me, it means taking a stand and speaking your truth, it means the grassroots movements we encourage in education, it means living authentically, and above all else, it means not being afraid to admit when someone else is right and being able to acknowledge another viewpoint. Our capacity for change and understanding has always been, and continues to be, our greatest strength, and I stand firm in my high expectations of humanity and my optimism that we will all one day meet them.

Thank you and welcome to the 15th annual York University Graduate Conference in Education!

Yours,

# TABLE OF CONTENTS

Graduate Conference in Education Mission .....	7
Conference Schedule .....	8
<b>Presentations: April 12.....</b>	<b>12</b>
Session 1: Dadaab Cohort	
1. <i>Why the Female Drop-out Rate is Higher than the Male Dropout Rate in Secondary Schools in Ifo Refugee Camp in Dadaab, Kenya.....</i>	<i>12</i>
2. <i>Corporal Punishment in Refugee Secondary Schools: Case of Ifo Camp.....</i>	<i>12</i>
3. <i>Exploring Examination Malpractices Among Refugee Students in Secondary Schools in Ifo Camp, Dadaab, Kenya.....</i>	<i>13</i>
4. <i>The Impact of Introducing School Based In-service Training in Ifo Primary Schools to Academically and Professionally Support Untrained Teachers.....</i>	<i>13</i>
Session 2A: Decolonisation	
1. <i>Looking Deeper into History: Decolonising Education in the Middle East.....</i>	<i>14</i>
2. <i>Modern Colonialism, or A Way Forward? Japan's Ainu.....</i>	<i>14</i>
3. <i>Reclaim: The Role of Education in Addressing Settler Colonialism.....</i>	<i>15</i>
Session 2B: Alternative Pedagogies	
1. <i>Children's Natural Use of Mindfulness and Empathy in Social Pretend Play.....</i>	<i>15</i>
2. <i>Shadow Puppetry as Radical Pedagogy.....</i>	<i>16</i>
Session 3A: Pedagogical Design	
1. <i>Instructors' Beliefs around Blended Learning and their Blended Practices: a Review....</i>	<i>16</i>
2. <i>Transforming Education Through Inclusive Pedagogy and Universal Instructional Design.....</i>	<i>17</i>
3. <i>Anxious Transitions Into Postsecondary Education.....</i>	<i>17</i>
Session 3B: Missing and Marginalised Voices	
1. <i>The Missed Education of Young People Who Are Homeless.....</i>	<i>18</i>
2. <i>Missing Voices: A Survey of Research on the Experiences of Queer Students.....</i>	<i>18</i>
3. <i>The Importance of Reintegrating Survivors of Human Trafficking Into Society Through Vocational Training.....</i>	<i>19</i>
Session 4A: Access & Equity	
1. <i>Track Placement and Mobility: Are Students Stuck in Their Initial Tracks?.....</i>	<i>19</i>

2. <i>Funding and Fundraising: Exploring the Correlation and Implication on Education</i> .....	20
Session 4B: Transforming Environments	
1. <i>Environmental Education: Bringing an Indigenous Eco-Justice and Social Justice Worldview Back to Reconciliation</i> .....	20
2. <i>Pigagogy: Care and Schooling at a Farm Sanctuary</i> .....	21
3. <i>Learning in the Realm of Metissage</i> .....	21
<b>Presentations: April 13</b> .....	<b>23</b>
Session 1A: Addressing Difficult Topics with Children	
1. <i>Grieving In The Company Of Books: Stories That Help Children Say Goodbye</i> .....	23
2. <i>Moving Holocaust Memory into the Elementary Classroom</i> .....	23
3. <i>Children's Literature in the Elementary Classroom</i> .....	24
Session 1B: Issues in Post-Secondary Education	
1. <i>Jamaican-Canadian Women And Notions Of Success: Personal Encounters And Life In My Own Skin</i> .....	24
2. <i>Exploring Critical Pedagogy in PSE Outside the Comfort of Theory: Practices and Challenges in an Era of Market-driven Education</i> .....	25
Session 2A: Reflecting on Methodology	
1. <i>Critical Pedagogy: Theory and Practice through Postmethodology</i> .....	25
2. <i>Exiting Human Trafficking: Lessons from a National Community Based Study</i> .....	26
Session 2B: New Canadians	
1. <i>Schooling Experiences of Resettled Refugee Youth</i> .....	26
2. <i>Advocating Equity for New Canadians</i> .....	26
Session 3: Gender	
1. <i>"Would I Choose my Gender or Teaching?": Stories from Gender Non-Binary Beginning Teachers</i> .....	27
2. <i>Where is the Love in Revolution?</i> .....	27

# GRADUATE CONFERENCE IN EDUCATION MISSION

Graduate students play a vital role at York University as an innovative group of researchers, educators, and mentors. Every year the the YGSE hosts a student-run, graduate research conference. This conference provides the university with the opportunity to showcase the strengths and contributions made by graduate students, and build collegiality amongst graduate students and the faculty.

This year's featured theme is "Education in Action" and we invite graduate students to share their research in relation to this theme. This model allows for intersectionality, optimal collaboration, and interdisciplinary dialogue.

The Graduate Conference in Education has been a part of the Faculty of Education for the past 16 years. The conference provides an important collaborative space to engage Faculty and students in dialogue and address important issues in Education.

This conference realises our commitment to support academic excellence and innovation in graduate student research practice by providing a space for knowledge mobilisation, community building, and professional development.

## **OUR MANDATE:**

1. **Share innovative research, knowledge, and resources:**
  - o Highlight important contributions York Graduate Students in Education are making to the field of knowledge and research
  - o Provide a space where York Graduate Students dialogue on the research experience and research processes
  - o Raise awareness of the Faculty of Education's interdisciplinary and intersectional nature
2. **Create networks of collaboration:**
  - o Provide the opportunity for graduate students to meet, network, share ideas, plan for collaborations;
  - o Share research with neighbouring faculties and universities;
  - o Support community building between faculty and the wider York community to enhance the experience of graduate students in education.
3. **Support professional practices associated with academic work**
  - o Provide opportunities for graduate students to present in front of a supportive audience;
  - o Encourage innovative and inclusive ways to disseminate research
  - o Build a space to support and encourage journal publication practices



## SCHEDULE

Friday, April 12, 2019			
8:00 AM – 9:00 AM	<p><u>Dadaab Cohort Presentations</u> ROOM: WC 117</p> <p><b>Chair: Don Dippo</b></p> <p><i>Why the Female Drop-out Rate is Higher than the Male Dropout Rate in Secondary Schools in Ifo Refugee Camp in Dadaab, Kenya - Abdullahi Aden &amp; Arte Saman</i></p> <p><i>Corporal Punishment in Refugee Secondary Schools: Case of Ifo Camp - Okello Mark Oyat</i></p> <p><i>Exploring Examination Malpractices Among Refugee Students in Secondary Schools in Ifo Camp, Dadaab, Kenya - Robert Ocan Leomoi</i></p> <p><i>The Impact of Introducing School Based In-service Training in Ifo Primary Schools to Academically and Professionally Support Untrained Teachers - Abdikadir Bare Abikar</i></p>		
9:00 AM – 9:30 AM	<p>Breakfast &amp; Registration ROOM: MC 050A</p>		
9:45 AM – 11:15 AM	<p>Keynote Panel: <b>Aparna Mishra Tarc, Qiang Zha</b> ROOM: MC 050A</p>		
11:30 AM – 12:45 PM	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Decolonisation</u> ROOM: WC 117</p> <p><b>Chair: Aparna Mishra Tarc</b></p> <p><i>Looking Deeper into History: Decolonising Education in the Middle East – Nadia Younes</i></p> <p><i>Modern Colonialism, or A Way Forward? Japan’s Ainu – Justyn Mahanger</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Alternative Pedagogies</u> ROOM: MC 050B</p> <p><b>Chair: Vidya Shah</b></p> <p><i>Children’s Natural Use of Mindfulness and Empathy in Social Pretend Play – Jenna Santyr</i></p> <p><i>Shadow Puppetry as Radical Pedagogy – Tristan Castro Pozo</i></p> </td> </tr> </table>	<p><u>Decolonisation</u> ROOM: WC 117</p> <p><b>Chair: Aparna Mishra Tarc</b></p> <p><i>Looking Deeper into History: Decolonising Education in the Middle East – Nadia Younes</i></p> <p><i>Modern Colonialism, or A Way Forward? Japan’s Ainu – Justyn Mahanger</i></p>	<p><u>Alternative Pedagogies</u> ROOM: MC 050B</p> <p><b>Chair: Vidya Shah</b></p> <p><i>Children’s Natural Use of Mindfulness and Empathy in Social Pretend Play – Jenna Santyr</i></p> <p><i>Shadow Puppetry as Radical Pedagogy – Tristan Castro Pozo</i></p>
<p><u>Decolonisation</u> ROOM: WC 117</p> <p><b>Chair: Aparna Mishra Tarc</b></p> <p><i>Looking Deeper into History: Decolonising Education in the Middle East – Nadia Younes</i></p> <p><i>Modern Colonialism, or A Way Forward? Japan’s Ainu – Justyn Mahanger</i></p>	<p><u>Alternative Pedagogies</u> ROOM: MC 050B</p> <p><b>Chair: Vidya Shah</b></p> <p><i>Children’s Natural Use of Mindfulness and Empathy in Social Pretend Play – Jenna Santyr</i></p> <p><i>Shadow Puppetry as Radical Pedagogy – Tristan Castro Pozo</i></p>		

	<i>Reclaim: The Role of Education in Addressing Settler Colonialism –</i> Natasha Prashad	
12:45 PM – 2:15 PM	FACULTY-STUDENT LUNCH AND SOCIAL ROOM: MC 050A	
2:30 PM – 3:45 PM	<p>Pedagogical Design ROOM: WC 117</p> <p><b>Chair: Margaret Karrass</b></p> <p><i>Instructors' Beliefs around Blended Learning and their Blended Practices: a Review – Taru Maholtra</i></p> <p><i>Transforming Education Through Inclusive Pedagogy and Universal Instructional Design – Andrew Molas</i></p> <p><i>Anxious Transitions Into Postsecondary Education - Alison Correia</i></p>	<p>Missing and Marginalized Voices ROOM: MC 050B</p> <p><b>Chair: Mara-Elena Nagy</b></p> <p><i>The Missed Education of Young People Who Are Homeless – Sabina Mirza</i></p> <p><i>Missing Voices: A Survey of Research on the Experiences of Queer Students – Arthur Burrows</i></p> <p><i>The Importance of Reintegrating Survivors of Human Trafficking Into Society Through Vocational Training – Mikhaela Gray</i></p>
4:00 PM – 5:15 PM	<p>Access &amp; Equity ROOM: WC 117</p> <p><b>Chair: Farra Yasin</b></p> <p><i>Track Placement and Mobility: Are Students Stuck in Their Initial Tracks? – Ferrisaa Abdulkarim</i></p> <p><i>Funding and Fundraising: Exploring the Correlation and Implication on Education – Michelle Milani</i></p>	<p>Transforming Environments ROOM: MC 050B</p> <p><b>Chair: Josefina Rueter Veiga</b></p> <p><i>Environmental Education: Bringing an Indigenous Eco-Justice and Social Justice Worldview Back to Reconciliation – Meng Xiao</i></p> <p><i>Pigagogy: Care and Schooling at a Farm Sanctuary – Christopher Bentley</i></p> <p><i>Learning in the Realm of Metissage – Doug Anderson</i></p>

5:30 PM– 7:30 PM	Networking Dinner Event Location: Shopsy's York Lanes
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Saturday, April 13, 2019		
10:00 AM – 11:15 AM	<p><u>Addressing Difficult Topics With Children</u> ROOM: WC 117</p> <p><b>Chair: Sara Ashley</b></p> <p><i>Grieving In The Company Of Books: Stories That Help Children Say Goodbye</i> – Elisha Gauthier</p> <p><i>Moving Holocaust Memory into the Elementary Classroom</i> – Ashley Gyamati</p> <p><i>Children's Literature in the Elementary Classroom</i> – Rabia Khokhar</p>	<p><u>Issues in Post-Secondary Education</u> ROOM: MC 050B</p> <p><b>Chair: Mirco Stella</b></p> <p><i>Jamaican-Canadian Women And Notions Of Success: Personal Encounters And Life In My Own Skin</i> – Pritania Sewell</p> <p><i>Exploring Critical Pedagogy in PSE Outside the Comfort of Theory: Practices and Challenges in an Era of Market-driven Education</i> – Rida Faisal</p>
11:30 AM – 12:45 PM	<p><u>Reflecting on Methodology</u> ROOM: WC 117</p> <p><b>Chair: Lorin Schwarz</b></p> <p><i>Critical Pedagogy: Theory and Practice through Postmethodology</i> – Nancy Rostom</p> <p><i>Exiting Human Trafficking: Lessons from a National Community Based Study</i> – Isaac Coplan</p>	<p><u>New Canadians</u> ROOM: MC 050B</p> <p><b>Chair: Samia Abdel Tawwab</b></p> <p><i>Schooling Experiences of Resettled Refugee Youth</i> – Sofia Noori</p> <p><i>Advocating Equity for New Canadians</i> – Abbey Duggal</p>

<p>12:45 PM – 1:45 PM</p>	<p>LUNCH ROOM: MC050A</p>	
<p>1:45 PM – 3:00 PM</p>	<p><u>Gender</u> ROOM: WC 117</p> <p><b>Chair: Farra Yasin</b></p> <p><i>"Would I Choose my Gender or Teaching?": Stories from Gender Non-Binary Beginning Teachers – Lee Iskander</i></p> <p><i>Where is the Love in Revolution? – Kaajal Balkaran</i></p>	
<p>3:00 PM – 5:00 PM</p>	<p>KEYNOTE CLOSING ADDRESS: <b>YUGSA</b> SOCIAL (RAFFLE) - Food/Drinks to be Provided ROOM: MC050A</p>	

## ABSTRACTS

**April 12, 2019**

### **DADAAB COHORT**

**FROM DADAAB (4:00pm to 5:00pm) TO TORONTO (WC 117) 8:00am to 9:00am**

**Zoomlink: <https://yorku.zoom.us/my/jrueter>**

### **Why the Female Drop-out Rate is Higher Than the Male Dropout Rate in Secondary Schools in Ifo Refugee Camp in Dadaab, Kenya**

**Abdullahi Aden & Arte Saman**

The frequency of high school girls' dropout in Ifo refugee camp in Dadaab, Kenya, increases along with academic years. There should be relationship factors that perpetuate girls dropping out of learning such as the school environment, home, and community culture. This paper is seeking to find out the barriers or factors that force girls to quit studies and recommend pathways for girls to attain equal opportunities in education. The study adopted both qualitative and quantitative instruments of data collection, using two different sets of semi-structured questions to interview two current form four girls, two dropouts and secondary sources from the school data management system to generate relevant information. This research proposal will explore what causes girls to quit learning and which level and age of learning has the is highest dropout rate. This research also investigates how girls feel about secondary schools in the camps. Findings generated from data analysis and a review of school dropout literature will inform causes of girls' drop out, and design actions for intervention effectively tailored towards modifying education policies and provide equal opportunities for high school girls in the refugee camp in Dadaab, Kenya.

### **Corporal Punishment in Refugee Secondary Schools: Case of Ifo Camp**

**Okello Mark Oyat**

The study investigates the use of corporal punishment in secondary schools, specifically Towfiq Secondary School in Ifo Camp, Dadaab. While refugee secondary schools are funded by United Nation High Commission for Refugees (UNHCR), and schools implemented by International Non-Governmental Organizations (INGOs) the trend of corporal punishment continuously persists. The research makes a comparative study of education for the 21<sup>st</sup> Century and the barbaric use of corporal punishment on refugee children. How corporal punishment work enhances learning and why it is still being seen as an effective tool in the learning process of a refugee child, by teachers, is worth exploring. It is the basis for motivation of this research in schools where very many stakeholders are involved. Using one specific refugee secondary school as a case study, the research intends to bring to light to this hidden practice and will use relevant literature review to analyse its findings. It is the hope of the researcher that the findings will provide an action plan to bring to an end or raise awareness of the use of this punishment.

## **Exploring Examination Malpractices Among Refugee Students in Secondary Schools in Ifo Camp, Dadaab, Kenya**

**Robert Ocan Leomoi**

The trend and the impacts of examinations cheating are really puzzling in Dadaab because every school plans for this vice. This practice has drastically lowered the quality of education in the refugee camps. Further, most students cannot express themselves both in written and spoken English. Regrettably, due to academic fraud, those very students are promoted to the next grades without attaining the desired knowledge and skills which are enshrined in the national curriculum. Unfortunately, some of those students exit education in the second year because they cannot cope with secondary education. I am now concerned about this malpractice which is negatively influencing the learning of our children. Its effect therefore, has incited my feeling to investigate on the vice and search for the possible answers to the following questions which I recorded: Why do students in Ifo secondary school (Dadaab, Kenya) cheat on examinations?; What causes examination malpractices in Ifo secondary school?; Who organises examination malpractices in secondary schools in the refugee camps?; Are there ways to control examination cheating in secondary schools within Dadaab refugee camps?

## **The Impact of Introducing School Based In-Service Training in IFO Primary Schools to Academically and Professionally Untrained Support Teachers**

**Abdikadir Bare Abikar**

In March 2012, I was employed as an untrained incentive Mathematics and English Language teacher for grades 7 and 8 learners at the Friends Primary School located in the Ifo Refugee Camp, Dadaab. I, unfortunately, entered this role without any professional teacher- training or teaching experience. My highest level of education prior to accepting this position was the completion of my secondary studies. As a high school graduate, I was only confident with the content of the curriculum but not the strategies for teaching. For a full academic year, I taught without any formal training that would have better prepared me for this daunting task. The current situation that exists is that the majority of teachers in Friends Primary School in IFO are untrained. After going through the BHER Teaching Training certificate, I am concerned about these teachers' lack of knowledge and skills. This topic is worthy of consideration because I believe that in order to improve the unskilled training professions in our primary schools, we need to introduce school-based in-service training for our schools to better train and professionally prepare teachers who have not had the chance to pursue further in-depth training past their secondary education. My study is primarily focused on showcasing how the quality of a teacher truly determines the achievement of a school and the quality in knowledge and experience of students that it produces. I will be conducting my research through using interviews. The participants will be selected in consultation with the school administrators to identify teachers interested in further training. In total, I will be interviewing four participants. I am going to analyze my data through using a personal narrative analysis. The type of work that will be

done in this project is gaining a better understanding on the experiences, work life and skill set of untrained teachers and showcasing how proper teacher training would be able to better support them in and outside of the classroom.

## **DECOLONISATION**

**Room WC 117 11:30 to 12:45pm**

### **Looking deeper into history: decolonising education in the Middle East**

**Nadia Younes**

For this conference, I am proposing to present on pertinent literature which I have become familiar with in developing the framework of my doctoral research. Specifically, I want to highlight the role colonialism has played in the conceptualisation of formal education in the modern Middle East, and specifically in Lebanon. My attempts to interrogate what it might look like to decolonise education for Palestinian refugees in Lebanon were initially shortsighted. My unwillingness to look deeper in history can be traced back to the assumption that the education system institutionalised under colonialism constituted the starting point of education in the region. Therefore, I will consider: How was education envisioned in the Middle East prior to the drawing of European colonial borders and employments of colonial administrations in the mandate states of Sykes-Picot? What was public education during the Ottoman Empire and how did that change during the mandate period? What was the role of missionary education in furthering imperial interests in the region? And most importantly, for the purposes of this paper, I will be answering: what would it look like to decolonise education for a refugee population living in a post-colonial state in the Middle East?

### **Modern Colonialism, or A Way Forward? Japan's Ainu**

**Justyn Mahanger**

The Ainu are an Indigenous group in Japan, primarily residing in the country's outskirts of Hokkaido. The Ainu are all too familiar with the effects of colonisation and assimilationist practices and there have been a number of changes within the country. In 2008, a new sense of hope within Japan's Indigenous communities emerged after the country ratified the United Nations Declaration of Indigenous Peoples. Overall, this paper will assess whether Japan's acceptance of the United Nations' Declaration of Indigenous People a form of colonisation or decolonisation? This paper is divided into three sections. Politically, this paper will evaluate the Japanese government policies; in order to uncover if the government is instituting the legal changes necessary to be in compliance with the UN's guidelines. Economically, this paper will discuss ethnic tourism as a means of cultural resurgence that continues to provide financial benefits to impoverished Ainu settlements within Hokkaido. Socially, this paper investigates whether cultural resurgence within Ainu communities is worth

pursuing. The Ainu suffer from impoverished living conditions and have minimal opportunities to access education. Lastly, this paper will discuss Benedict Anderson's Imagined Communities as a theoretical framework to further discuss these findings.

### **Reclaim: The Role of Education in Addressing Settler Colonialism**

**Natasha Prashad**

As the discriminatory thinking of the European empire lives on, this paper argues for a need to re-interpret settler colonialism as a cycle of ongoing ideological rupturing of the Indigenous identity. This paper employs understandings from Patrick Wolfe and Glen Coulthard of settler colonialism as a physical process of oppression, to then expand on the implicit mindset of European superiority governing the relationship between Canadians and Indigenous peoples in curriculum and the retelling of the story of Canada. Furthermore, this paper utilises Frantz Fanon's concept of the colonised intellect and the division of the colonised world to examine the use of education as a tool of colonial oppression, but also to theorise a positive re-purposing of education that embodies a transformation of the slanted politics of recognition Indigenous groups face. Ultimately, in the pursuit of reconciliation and justice, the Indigenous identity must be extricated from the ongoing constructive force of colonial thinking and instead be grounded in meaningful engagement with the actual voices of the community.

### **ALTERNATIVE PEDAGOGIES**

**MC 050B 11:30-12:45pm**

#### **Children's Natural Use of Mindfulness and Empathy in Social Pretend Play**

**Jenna Santyr**

Children's social pretend play is a natural mode, in which children communicate the emotional and cognitive understandings of their inner and outer worlds. Children use play for a variety of reasons, most commonly to learn and construct meaning. Although the emergence and development of social pretend play has been well documented, it is still relatively unclear how children are able to understand, share and integrate one another's imaginative constructions. Social pretend play presents a unique communicative experience within the context of human relations, and one that I believe can be explained by examining children's natural capacities for mindfulness and empathy. Focusing on the theories of Lev Vygotsky I will demonstrate how children's social pretend play serves as a powerful tool for learning, and is intrinsically dependent on the strengths of empathy and mindfulness. I will also discuss how children's affinity for skillful behaviour/upaya kasula is grounded in their clear understanding of the non-reified nature of the empathetic human being and its interconnectedness with the world. Instead of looking at how mindfulness exercises



benefit young children; we need to focus on how mindfulness practices can be valued within a larger educational context.

**Shadow Puppetry as Radical Pedagogy**  
**Tristan Castro Pozo**

This practitioner's narrative explores a teaching approach on shadow puppetry at the Central Technical School's Special Education Department with students participating in a workplace co-op program. Even though shadow puppetry bears a learning potential, it could be considered a marginalized methodology in the Special Ed classroom. This narrowing of artistic potential in the school system is compatible with an aim to prepare mild-disability students for an internship that is urging them to become functional in the workplace. However, shadow puppetry can offer an alternative to teacher-centered classes and physically inactive students, since shadow puppetry is not just a tool for read-alouds or for teaching text-centered theatrical genres, but the conceptual use of light and shadows can encourage students' voices and body expressions. As explored through this teacher's narrative, shadow puppets unveils personal narratives in the life of marginalized teenagers. This narrative engages artist educators with new strategies that help students to explore and conceptualize their own identities. As literacy work, shadow puppetry collides with the industrial world; since shadows are not subordinated entities, learning shadow puppetry is an exploration into metonymic messages and non-linear narratives that defy students' deficiencies of communication to unveil their shuttered emotions.

**PEDAGOGICAL DESIGN**  
**WC 117 2:00-3:15pm**

**Instructors' Beliefs Around Blended Learning and their Blended Practices: A review**  
**Taru Maholtra**

Blended learning offers a combination of online and face-to-face forms of instruction and is quite prevalent in higher education (Bonk & Graham, 2006). Research studies in this area have looked at different aspects of blended learning from students' and teachers' perspectives (Abukari, 2014; Brown, 2016; Scott, 2014). Of these, research on university teachers' beliefs and attitudes around blended learning is particularly insightful specifically, those that talk about the relationship of teachers' beliefs on the nature of knowledge and their conceptions around teaching and learning in a blended mode to their attitudes and blended practices (Nespor, 1987; Siciliano, 2016). Along with these, university teachers' beliefs in blended learning may be also shaped by their beliefs about technology, their experiences, or the subject disciplines they teach (Owens, 2012). Yet, there are only a few studies that aim at reviewing this extant literature in K12 and even fewer in higher education (Hew & Brush, 2007; Sadaf,

Newby & Ertmer, 2012). Understanding these beliefs may help understand instructor classroom practices and may guide and influence student learning. This paper will review the related literature, identify gaps, and explore research areas that need further exploration.

## **Transforming Education Through Inclusive Pedagogy and Universal Instructional Design**

**Andrew Molas**

In this presentation I demonstrate the benefits of restructuring our lectures and syllabi through the implementation of active learning strategies, inclusive pedagogy, and universal instructional design. I argue that incorporating these elements into our teaching helps transform our traditional, lecture-based undergraduate courses into more comprehensive and engaging learning experiences for our students. Inclusive pedagogy is a method of teaching that incorporates dynamic practices and learning styles, multicultural and diverse content, and varied means of assessment with the goal of promoting student success. Rather than providing a one-size-fits-all model of teaching and learning, this approach focuses on the needs of every student and ensures that the proper learning conditions are in place for all students to achieve their full potentials. Moreover, inclusive pedagogy allows us to recreate our syllabi in order to better reflect the diversity of our students and better represent traditionally marginalised and silenced groups in higher education. Similarly, universal instructional design promotes creating an inclusive, respectful learning environment for students by encouraging the use of technology and numerous modes of presentation to enhance student learning. As a result, universal instructional design gives opportunities for students to demonstrate their understanding of course content in a variety of ways.

## **Anxious Transitions into Postsecondary Education**

**Alison Correia**

It is important for post-secondary institutions to provide support programs for students with anxiety to help transition into their first year. Students experience many challenges such as bigger class sizes, increased workload, changes in support networks and financial stability. This paper suggests that the inclusion of family at orientation, peer mentorship, and academic advising are critical in supporting a student with anxiety in their academic journey. In keeping these supports in mind, this paper proposes that the ideal transition addresses psychosocial concerns and issues, acquiring effective learning strategies and becoming familiar with the environment.

## **MISSING AND MARGINALISED VOICES**

**MC 050B 2:00-3:15pm**

### **The Missed Education of Young People Who Are Homeless**

**Sabina Mirza**

My research aims to understand how homelessness impacts a young person's academic engagement/achievement. Education is a topic at the core of many debates, and figures centrally in our understanding of what can lead to opportunity, success and a happy life. However, homeless youth face social exclusion on numerous fronts; many come to the streets having to forego education, and have difficult experiences at school. In our common approaches to supporting homeless youth, Canadian aid agencies provide emergency supports such as shelter, food and counseling. Most agencies work with young people to help them become independent; the focus shifts to self-sufficiency (training for the job market, to earn an income), and education is deemed a part of the young person's past. This paper focuses on the personal narratives of youth to understand how homelessness has impacted their educational experiences, in order to explore how we might better support them in accessing/engaging in education. I suggest that Canadian institutional responses and supports need to be re-oriented to prioritise education as a central strategy to support homeless youth; this may allow them to remain in school, help them move forward with their lives, and prevent them from winding up on the streets.

### **Missing Voices: A Survey of Research on the Experiences of Queer Students**

**Arthur Burrows**

Education in Ontario works largely to reproduce existing inequities of the distribution of power in its many forms. As identified by scholars (most notably Joseph Stiglitz), such inequities are a threat to the functioning of democracy. A current trend in combating these imbalances is research which centers the voices of marginalised people, but whose voices are such efforts able to capture? The proposed presentation will provide an examination of scholarship surrounding queering classrooms/queer pedagogy to identify missing voices and suggest avenues for future research. It will explore the effects of heteronormativity and cisnormativity on researchers' ability to recruit queer and trans students as informants and the resulting over-representation of a small group of queer and sometimes trans student voice. It will also examine an associated reliance on teachers' reports on students they believe to be queer and/or trans and the limitations of such an approach, often unacknowledged in the research. The presentation will examine the potential advantages and disadvantages of efforts to ensure the centering of a broader

selection of queer and trans voices through qualitative research with queer and trans adults.

### **The Importance of Reintegrating Survivors of Human Trafficking Into Society Through Vocational Training**

**Mikhaela Gray**

A one month study was completed in India in December 2017 to help address the gaps in research on human trafficking and education. Decolonizing methodologies and narrative inquiry was the lens through which I collected the stories of the survivors and hope to share their experiences authentically through this research. My research analysis was informed by theories that examine how social class, gender equity and education are conditions through which individuals can be subjected to more or less risk in regards to human trafficking. These concepts were explored through critical theory and feminist theory. This proposed presentation will provide an overview of human trafficking in India, share the experiences of women who have survived being trafficked, as well as provide an understanding of survivors' ideas about what they consider to be preventative and community integration needs and strategies post their trafficking experiences. The relationship between access to education and trafficking, as well as the role of vocational training in reintegrating survivors into society will be discussed. Finally, through looking to India for best practices on supporting survivors of trafficking, implications for Canada and an outline of concrete actions Canadians can take to help combat the issue will be shared.

### **ACCESS & EQUITY**

**WC 117 3:30 to 3:45pm**

#### **Track Placement and Mobility: Are Students Stuck in Their Initial Tracks?**

**Firrisaa Abdulkarim**

The practice of tracking or streaming students in high school has a long history in Canada. As proponents of tracking will argue, organising students into more homogenous classrooms, where abilities are uniform, benefits both teachers and students. In a tracked system, teachers can better select an appropriate pace to cover material and students can better select courses that match their abilities and interests. However, opponents of tracking argue that these classes not only differ in pace, instruction or academic level of the material, but also that these classes differ in their students' demographic characteristics. Using Statistics Canada's Youth in Transition Survey, which is a nationally representative longitudinal survey, I examine to what extent demographic background factors influence initial track placement in three provinces – Ontario, Alberta, and British Columbia. I also examine how flexible the tracking system is in these provinces. More specifically, I run a multi-nominal logistic regression only on those who took all-applied courses in grade 10 to examine the

likelihood of switching one or all their courses to an academic level. Results indicate that demographic factors, such as socioeconomic status, are strong predictors of track placement and that regional differences exist in how students are tracked.

### **Funding and Fundraising: Exploring the Correlation and Implication on Education**

**Michelle Milani**

Why has school fundraising become so pervasive over the past 25 years? What is the correlation between Ontario's school funding formula and Ontario's school fundraising policy? What are the implications of school fundraising on critical democratic education? The purpose of the paper is to explore how socio-political and economic contexts within the province of Ontario during the Progressive Conservative era led by Mike Harris resulted in a shift in how elementary and secondary public schools were funded by government. Additionally, the paper aims to highlight how the shift in school funding influenced school fundraising practices and its implications on critical democratic education. The paper adopts a critical approach to policy analysis. A critical historiographical methodology is employed within the study as this approach aims to "trace the processes of educational change and to expose the possible relationships between the socio-educational present and the socio-educational past" (Kincheloe, 1991, p. 234). Findings show that the implementation of Ontario's funding formula introduced by the Progressive Conservative government resulted in alternative ways to support public education costs, including the practice of fundraising. The paper also finds that school fundraising practices undermine critical democratic values including social justice, inclusion, equity, and the common good.

### **TRANSFORMING ENVIRONMENTS**

**3:30 to 4:45pm**

### **Environmental Education: Bringing an Indigenous Eco-Justice and Social Justice Worldview Back to Reconciliation**

**Meng Xiao**

I would like to explore how adopting Environment Education (EE) based on the Indigenous Eco-justice and social justice can positively play a significant role in the process of reconciliation. I see this as beneficial to rebuilding the sustainable and respectful relationship between the Indigenous and non-Indigenous. Therefore, in this paper, I will explore 3 significant concepts that highlight the Indigenous Eco-justice and social justice perspective in the process of reconciliation: the self-determination of Indigenous communities, Indigenous women's empowerment and most significantly, Indigenous youth education. Specifically, in the third section, I will illustrate why EE towards Indigenous youth education is an effective way to practice TRC on reconciliation. This can be significantly helpful to practice the Indigenous Eco-justice

and social justice worldview on rebuilding the respectful and sustainable relationship between the Indigenous and non-Indigenous. Firstly, Land-based EE can be an effective way to promote the self-determination of Indigenous communities. Secondly, Water-based EE can be a practical solution for Indigenous women's empowerment. In addition, Art-based EE can play an important role in Indigenous youth education. In doing so, I would like to explore EE, as a way of reconstructing an Indigenous worldview, can strengthen the reconciliation between Indigenous and non-Indigenous communities.

**Pigagogy: Care and Schooling at a Farm Sanctuary**  
**Christopher Bentley**

This doctoral dissertation reassesses the possible roles of certain nonhuman animals within contemporary educational arrangements. Through this examination, I propose shifts to move away from the anthropocentric commitments of traditional schooling and towards something which resembles multispecies educational arrangements. I wish to do so by investigating teaching and learning care for and with formerly factory farmed animals at farm sanctuaries. Specifically, I am curious about what relationships of care can offer pedagogy which takes seriously the lives and experiences of other animals as well as our (possible) relationships to them. I hypothesise that multispecies educational arrangements have the potential to provide noticeable benefits for the health and well-being of humans and nonhuman participants.

My investigation takes place at a farmed animal sanctuary in rural Ontario. Here, a number of high-school students have undertaken work study programs with the organization; in their program, these students are tasked with a number of care responsibilities for the sanctuary's animal residents. I investigate moments when care between species at the sanctuary enfranchises new opportunities for students to understand animal others as well as opportunities to augment these relationships for the sake of health and wellness.

**Learning in the Realm of Metissage**  
**Doug Anderson**

This presentation provides an overview of the promise of Indigenous place-based learning for people of all cultural backgrounds, with a focus on urban environments. Ethical and pedagogical implications will be laid out in relation to ongoing developments in the field. While acknowledging the diversity of Indigenous worldviews, some broad common characteristics of these views in relation to holistic learning environments will be identified. Special emphasis will be placed on refining broad assumptions about how and where these broad indigenous characteristics both correspond with and challenge various Canadian learning contexts. Specific examples will be given (based on the presenter's work and research) of how Indigenous knowledge may come to work in learning processes with other cultural forms of knowledge. This area of common educational cause lies in the realm of

"Metissage." This realm holds great promise for supporting diverse learners and educators in approaching a higher understanding of one another, themselves and the world around them. Finally, connections and implications in the information being presented will be briefly explored regarding "nation-to-nation" relationships with Indigenous peoples, currently so poorly understood and almost never realised in Canada.

**April 13, 2019**

**Addressing Difficult Topics with Children  
WC 117 10am to 11:15am**

**Grieving In The Company Of Books: Stories That Help Children Say Goodbye  
Elisha Gauthier**

Children's literature is a powerful tool for educators to support children in conceptualising death, expressing feelings of grief and confronting uncertainty as they mourn. Educators are required to respond accurately to questions about death while maintaining a concrete awareness of the manifestation of grief, in accordance with the stages of development. The following research investigates the value of picturebooks and young adult novels as honest and compassionate companions for educators, working alongside each other to inform a very difficult topic. These books confront death or seek to clarify mourning rituals by utilising specific techniques such as anthropomorphism and double subjectivity. These techniques provide a transition into the acceptance of death and an opportunity for educators to teach and reflect. I examine the questions children have about death, the role of the educator, including the use of bibliotherapy and classroom interventions as well as the vital elements of books that provide optimal support for a grieving child. My research was further informed by a literary analysis of picture books and young adult novels, expanding the facets of Children's literature that provide insight and promote resilience. The research reflects the profound value of picture books and adolescent novels when used cohesively with discourse.

**Moving Holocaust Memory into the Elementary Classroom  
Ashley Gyamati**

"Moving Holocaust Memory into the Elementary Classroom" explores the potential of introducing Holocaust education to students at the elementary level through movement that scaffolds dance to help them understand difficult concepts such as implications of extreme racism, social justice issues in the real world. The goal of this research paper is to review the current scholarly literature regarding the possibilities for students to engage with historical events through different multimodalities fostering "engaged witnessing" in Holocaust education. The critical literacy framework of engaged witnessing, developed by Lori Gubkin, Associate Dean and professor at the School of Arts and Humanities at California State University, is used to suggest the benefits of using the arts as multimodalities that goes beyond the use of language to communicate the events that took place in the Holocaust. While there are significant studies that integrate Holocaust education through music and theatre arts, there are limited amounts that include dance. This paper outlines the potential benefits there are for educators to incorporate dance as a modality that allows students to learn



about historical trauma in meaningful, non-objectifying ways that do not put students at risk of personal trauma and still legitimise the testimonies of survivors.

### **Children's Literature in the Elementary Classroom**

**Rabia Khokhar**

Children's literature is a fundamental part of an elementary school classroom. It can also be a tool for social justice and an age appropriate entry point into critical conversations with young students about their world. To truly create a classroom that is based on aspects of social justice, inclusion and equity, teachers must be critical in their selection of literature they share with students. By critically assessing and evaluating literature, teachers can ensure that they honor, validate and share authentic multiple perspectives with their students. Teachers can use literature to help their students dismantle stereotypes and move beyond the one sided hegemonic narratives. Teachers should bring literature in the classroom that falls into three categories: mirrors (reflect students authentically), windows (show lived realities different than student's own) and sliding glass doors (foster new understandings and solidarities). In this presentation, I want to share a critical checklist created through a lens of social justice that teachers can use to assess literature for their classrooms. It is important that teachers engage in this practice because the stories we share with our students matter and can have a profound impact.

### **ISSUES IN POST-SECONDARY EDUCATION**

**MC 050B**

#### **Jamaican-Canadian Women and Notions of Success: Personal Encounters and Life in my Own Skin**

**Pritania Sewell**

In this presentation, I outline Black women's journey in academia and notions of success. My research will take an auto-ethnographic case study approach to qualitative inquiry. Six case studies of educated/successful Black Jamaican-Canadian women will be presented with the view of exploring the participant's reflections on post-secondary qualifications, success in the Canadian context, coping in unfamiliar spaces and exploring what success means to them. Statistics show that a considerable number of Black women are successful in academia when compared to Black men. The number of successful Black Jamaican women warrant research that will provide insight on their notion of success and their contribution to academia and society as a whole. Statistics show that Black females conferred with 68% of associates degrees, 66% of bachelor's degrees, 72% of master's degrees, 62% of first professional degrees and 67% of doctoral students (The National Center for Education Statistics, 2011).

**Exploring Critical Pedagogy in PSE Outside the Comfort of Theory: Practices and Challenges in an Era of Market-driven Education**  
**Rida Faisal**

This paper would like to take on a two-fold task: to explore what critical pedagogy looks like in practice and to understand its implications for assessment in a university environment where assessments (or some form of quantifiable outcome) are mandated and the instructor is ultimately constrained by such regulations. What do assessments that are steeped in ideals of critical pedagogy look like? What happens when principles of critical pedagogy come into conflict with learner expectations of their course of study (i.e.: the student engages with their education as a consumer)? The vital need for critical pedagogy in the 21st century marked by political populism, neoliberalism, the rise of the far-right, climate change, and unparalleled income disparity cannot be downplayed. The meaning of education needs to be thought and rethought in light of what it will mean for students who will no longer be able to afford to be insular and acquiescent. A set of pressing questions emerges against a backdrop of higher education being run as corporations, students being viewed and viewing themselves as customers/consumers.

**REFLECTING ON METHODOLOGY**

**WC 117 11:30am-12:45pm**

**Critical Pedagogy: Theory and Practice through Postmethodology**  
**Nancy Rostom**

Should theory in education be left up to the teachers facilitating in the classrooms or left to the theorists? The ongoing debate to whether theory has any place in the classroom is one that greatly affects the mindsets of educators and non-educators alike. However, why are theory and practice regarded as separate concepts? Considering a post-methods approach, if theory should be left for the teachers to conduct, how would that change the role and simultaneously challenge the role of teachers? Theory is crucial in changing our current education system to embrace a more critical pedagogical ideal. So why is method considered different from theory if method is derived from theory? This proposal is meant to highlight the perspective of having theory and practice coincide and question how this might impact a classroom setting. Post-methodological concepts advocate for an agency of change and social transformation. Having this at the forefront of thought for modelling a new education system is essential. If we can rebuild our education system to embrace these theories and have shared opinions from the multitude of roles in education, then perhaps the line between theory and methods will align in a manner that will revolutionise education.

**Exiting Human Trafficking: Lessons from a National Community-Based Study**  
**Isaac Coplan**

Human trafficking for sexual exploitation is when someone is coerced, threatened or is forced into the sex industry without consent. While this research focused on services for HT survivors of all ages, there is a mounting concern about an increased prevalence of young people experiencing exploitation. In the past two years, researchers from a Toronto based youth multi-service organization have crossed the country, visiting 8 cities including Vancouver, Winnipeg, Thunder Bay, Niagara, Toronto, Montreal, Halifax and St. John's. In total, the research project included interviews and focus groups with over 200 participants, including 50 survivors, with lived experience of Human Trafficking. This panel presentation will focus on sharing challenges, learning, and opportunities associated with community-based research and large qualitative projects.

**NEW CANADIANS**  
**MC 050B 11:30am-12:45pm**

**Schooling Experiences of Resettled Refugee Youth**  
**Sofia Noori**

With the federal government's recent commitment to support the resettlement of an additional 40,000 refugees from countries like Syria the existing adolescent refugee population will continue to grow in Canada's foreseeable future. It is imperative to gain a better understanding of their experiences of migration and in particular, how they perceive themselves integrating (or not) in Canadian society as new settlers and/or members of racialised minority groups. I intend on developing an understanding of how adolescent refugees' experiences of war, displacement, and their new minority status may impact their identity formation with regards to ethnicity, race, and gender especially in the public school setting. Through a critical analysis of the Dost family children's experience, I will shed light on the narratives of this Canadian population, how they navigate through the formal education system available to them, and how can their story inform our strategies and policies for new refugees.

**Advocating Equity for New Canadians**  
**Abbey Duggal**

Cultural retention can be achieved by teachers reinforcing and making connections with students' heritage, values, and traditions which ultimately is beneficial in fostering a sense of pride and inclusion. This study investigated the following research questions: How and why do teachers and principals in four urban, Ontario high poverty schools support elementary students' academic and social learning? How

does the Ontario policy backdrop constrain and/or support the work and capacities of teachers, vice principals, and principals to advance social and academic learning? How does Policy Program Memorandum 119 (Ontario's Equity and Inclusive Strategy, 2009) reflect and inform the enactment of inclusive education by teachers, vice principals, and principals? Educators who have the knowledge and understanding of working with at-risk Syrian Refugee students living in poverty were studied to learn what successful strategies are used for students to be successful in reaching social and academic inclusion.

## **Gender**

**WC 117 1:45-3:00pm**

### **"Would I choose my gender or teaching?": Stories from gender non-binary beginning teachers**

**Lee Iskander**

The very idea of "the teacher" is deeply gendered, making teaching troubling terrain for those who are not heterosexual or cisgender (Blount, 2005; Kahn & Gorski, 2016). Although a small body of literature addresses the issues facing gay and lesbian beginning teachers (Evans, 2002; Steigler, 2008), the experiences of transgender and non-binary beginning teachers have yet to be explored. Drawing from a more broadly-framed qualitative study of the workplace, professional, and community relationships of gender non-binary teachers in Canada and the United States, this paper presents findings drawn from non-binary teachers' stories of practice teaching and transitioning into the profession. The study includes sixteen participants (5 Canadian, 11 American) who self-identify as non-binary and involved one 90-minute in-depth, semi-structured interview with each participant. Participants describe how they navigate maintaining a sense of physical and emotional safety, coping with unsupportive colleagues, and feeling unexpected in their programs and schools. At the same time, they find support from queer and trans colleagues and faculty, their students, and each other. These teachers' experiences make explicit the otherwise implied demand for gender normativity in teachers.

### **Where is the Love in Revolution?**

**Kaajal Balkaran**

Many social movements have articulated love as a catalyst for change. Throughout different epochs, love has shown up in many different contexts, and the word love has been doing many different things. By critically examining how love functions, how it gets mobilised, both in order to obscure violence and as a force of political transformation, I will show that love "does" something. The lens in which I take up this research is through critical race feminism, which informs and shapes my understanding of all that I encounter within these various bodies of literature. A presentation of the key concepts that are relevant to how love functions and how it's

mobilised, both in order to obscure violence and as a force of political transformation, will be put forward. The objective of this research is to move beyond binary thinking when tracing and politicising the word love. The importance of doing so is to forge a new path in an attempt to “complicate” the word love in its politicisation. Subsequently, the purpose of this research is taking such complexity in what the word love “does” as a starting point for a curious “following around” of the work of love.