

**PROGRAM**



*re:*

**The 18th annual York University Graduate Student  
Conference in Education**

**March 24th - 26th, 2022**

# Table of Contents

<b>Table of Contents</b>	<b>1</b>
<b>Conference Committee</b>	<b>2</b>
<b>Acknowledgements</b>	<b>3</b>
<b>Conference Theme</b>	<b>4</b>
<b>How to Access the Conference</b>	<b>6</b>
<b>Technical Difficulties &amp; Questions</b>	<b>6</b>
<b>Code of Conduct</b>	<b>7</b>
<b>Presentation Formats</b>	<b>8</b>
Paper	8
Panel	8
Salon	8
Galle-re:	8
<b>Keynote Speakers</b>	<b>9</b>
<b>Professional Development Workshop</b>	<b>11</b>
<b>Special Events</b>	<b>15</b>
<b>Networking Opportunities</b>	<b>17</b>
<b>Post-Conference Journal</b>	<b>18</b>
<b>Conference Schedule</b>	<b>19</b>
<b>Panel Sessions</b>	<b>23</b>
Paper Sessions	23
Panel Sessions	37
Salon Sessions	42
Galle-re:	45
<b>Presenter Biographies</b>	<b>47</b>

This conference was conceptualized, planned, and facilitated by an amazing team of volunteers from the graduate program in the Faculty of Education at York University. This year's team worked together for several months to put this conference together. When you come across them in your Zoom sessions, please thank them for all their hard work.

Your conference coordinators for this year, Marika Kunnas and Jenna D'Andrea, would like to thank our committee wholeheartedly for all their commitment, hard work, and enthusiasm in organizing this conference!

Special thanks goes out to Sheetal Prasad for all of her hard work sending out emails, designing our logos, and helping out with all our technical and design elements for this conference.

Our sincerest appreciation to Myrtle Sodhi for handcrafting the beautiful thank you notes and to Tesni Ellis for curating the galle-*re*: works.

Thank you to all team members:

Mohamed Abdi

Meezan Eglen

Tesni Ellis

Alicja Frankowski

Lisa Johnson

Sonia Martin

Luca Montana

Safra Najeemudeen

Ari Paranthahan

Sheetal Prasad

Christopher Premdas

Myrtle Sodhi

Kristy Smith

Gabrielle Warren

The co-coordinators and the graduate conference committee would like to thank the amazing York University community who came together to help us put on this event.

We would like to thank the following departments and groups for their generous donations for this conference:

- Faculty of Graduate Studies
- Graduate Program Office at the Faculty of Education
- Graduate Program Director, Aparna Mishra Tarc
- Faculty of Education Dean's Office
- York University Graduate Students Association
- York University Graduate Students in Education

Without your support, this event would not have been possible.

*We—all of us on Terra—live in disturbing times, mixed-up times, troubling and turbid times. The task is to become capable, with each other in all of our bumptious kinds, of response. Mixed-up times are overflowing with both pain and joy—with vastly unjust patterns of pain and joy, with unnecessary killing of ongoingness but also with necessary resurgence. [...] Our task is to make trouble, to stir up potent response to devastating events, as well as to settle troubled waters and rebuild quiet places. [...] In fact, staying with the trouble requires learning to be truly present, not as a vanishing pivot between awful or edenic pasts and apocalyptic or salvific futures, but as mortal critters entwined in myriad unfinished configurations of places, times, matters, meanings. (Haraway, 2016, p.1)*

*We need to ruin what ruins. (Ahmed, 2017, p. 40)*

*To build from the ruin, our building might seem ruined; when we build, we ruin (Ahmed, 2017, p. 232).*

The pandemic has left a mark on all of us in disproportionate ways. The prospect of *re:opening* from the pandemic, with all of its assumptions, complexities and uncertainties, has caused us to pause and consider what *re:opening* actually means.

We offer the prefix *re:*, meaning both “again” and “back” (Oxford University Press, 2021), as a way to consider our relations with/in histories and futures. The *:* after *re* intensifies this relationality by “amplifying what has come before it” (histories) and “directing us to the information following it” (futures) (Grammarly, 2021). The preposition *re:*, meaning “in the matter of,” “concerning” (Oxford University Press, 2021) draws us to the urgency of what matters and what concerns us in the now. Thus, we conceptualize *re:* as a liminal space/time between pasts and futures, a bumpy space where disaggregated research practices, theoretical frameworks and methodologies meet, resist and transform. Taking the preposition *re:* as a proposition, we engage Donna Haraway’s provocation to stay with the trouble of what concerns us and of what matters in conversation with Sara Ahmed’s incitement to build and ruin from/with/in this liminal space/time of *re:*.

What does it mean then to re:open from a pandemic, “to build from the ruin” (Ahmed, 2017)? What histories are entangled with our futures, what do we ruin when we build? What risks do we take and what vulnerabilities do we expose? How do we work in situated ways that do not erase histories or smooth out futures? How do we “ruin what ruins”?

As we move toward what is being called a *re:opening*, we ask the question - as *re:searchers*, educators, thinkers, scholars, storytellers, makers, and creators - what is our re:spons-ability to come together in a conference space? We invite you to think with *re:* as an intersection of histories and a re:remembering of ethical orientations toward futurities and how this brings us to our current dwellings in this liminal space/time of *re:.*

*re:* calls us to situate our work in the ruins, thinking with and through the following questions:

1. What does it mean to re:engage in a world that is built on foundations of oppression?
2. How do we re:imagine education (pedagogies, practices, teaching/learning) in the ruins and deliberate ethical possibilities for livable futures?
3. How can we re:envision our notions of and relations with “community” in pasts, presents and otherwise futures?

This year's conference will happen entirely online via Zoom. To access our conference, all you need to do is consult the final schedule (attached to this document). Each presentation, workshop, drop-in, or event will have an associated link. Click on the link, and you will be able to enter that session. You will only be able to enter one Zoom session at a time.

Please note that when you try to join each presentation, you will be added to a waiting room. **Only attendees registered for the conference will be admitted** to the presentation about 1-2 minutes before its scheduled start time. This is to give presenters time to ensure there are no technical difficulties. We encourage presenters to [change your Zoom name prior to accessing](#) the conference links so that you are admitted smoothly.

Please note that recording (audio, visual, pictures) is strictly prohibited due to privacy and confidentiality.

**\* In order to ensure the safety and confidentiality of all presenters, please do not share the Zoom links with anyone \***

### **Calling In**

You will be able to call in if you wish to join via phone instead of via the Zoom application. These phone numbers will be distributed with our final program the night before the conference. [Consult Zoom for more information.](#)

---

## Technical Difficulties & Questions

If you have any technical issues during the conference, please

- [Click here for Zoom Support](#)
- Ask the moderator of your session
- Email us at [gradconf@edu.yorku.ca](mailto:gradconf@edu.yorku.ca)

Our conference strives to be inclusive, respectful and equity-minded. It is our expectation that all presenters and attendees will interact with one another in a respectful and professional way.

We will not tolerate any discrimination of any kind and any instances of discrimination will result in being expelled from the conference. Instances of discrimination include, but are not limited to words or actions that are sexist, homophobic, transphobic, racist, ableist, elitist. Everyone in our conference has a right to be respected and valued.

Given that this is an online conference, we must remind you that recording (audio and/or visual) and taking photos are strictly prohibited.

If anything arises that goes against our code of conduct during the conference, please reach out to us via email or by speaking to a moderator in the Zoom room.



## Paper

A paper submission is an individual paper with one or more co-authors. Our individual papers have been grouped into paper sessions with similar themes. Each paper session will include presentations and a Q & A. Click [here](#) for our paper sessions.

## Panel

A panel session is a fully-planned session conceived by multiple authors around a similar theme. Panelists will present their individual works within their chosen theme and leave time for a Q & A at the end. Click [here](#) for our panels.

## Salon

A salon is held by an inspiring host, where people are invited to gather together to think, converse, and share ideas around a particular topic or musing. Salons allow maximum interaction between hosts and attendees and have historically flourished as a place for the exchange of ideas, receiving and giving feedback, and sharing intellectual, interdisciplinary work. Our salon hosts invite attendees and fellow researchers to engage in conversation and discussion around a guiding topic, subject, or questions. Click [here](#) for our salons.

## Galle-*re*:

We invited our galle-*re*: presenters to include unique and creative formats for this submission and received a diverse range of work. Unlike traditional poster presentations, we have websites, visual art, and multimedia pieces! To access our galle-*re*: click [here](#).

We encourage you to attend our galle-*re*: moderated conversation on Friday, March 25 from 7:00 pm - 8:00 pm EST. During this moderated discussion, each creator will have time to discuss their work and answer questions from our moderator. At the end of the session there will be a Q & A. Click [here](#) for our galle-*re*: submission summaries.

**Dr. Kiera Brant-Birioukov**

Thursday, March 24, 10:00 am - 11:00 am EST

*The Possibilities of Re: as a Haudenosaunee Discourse*

Living through times of crisis, a generation is defined, and legacies are constructed. Indigenous communities in Canada have survived in the face of numerous historical and contemporary crises. Re:silience, re:surgence, and re:vitalization have defined our Indigenous communities for generations. In an invitation to sit with re:, this talk will consider a Haudenosaunee perspective on the possibilities of reframing our current moment amidst the lessons of Indigenous responses to crisis to reconsider the contemporary discourse of education amidst COVID-19 and the state of the world we continue to inherit.

**Biography**

Kiera Brant-Birioukov (Kanyen'kehà:ka) is from Kenhtè:ke (Tyendinaga Mohawk Territory, ON). Kiera is interested in Indigenous thought and knowledge in education, curriculum studies, teacher education, and reconciliatory pedagogies. Her work and research are grounded in Haudenosaunee thought, educational theory, philosophy, autobiography, and Creation Stories. Her PhD dissertation considers the value of Kanenhstóhare Onòn:tara (Lyed Corn Soup) as a theoretical framework for Haudenosaunee education. She has published on Indigenous teacher education, curriculum theory, reconciliatory pedagogies, and the phenomenon of Indigenous resilience, adaptation and ingenuity in Canada.

Her current research projects include working with the Frederick W. Waugh project to repatriate historical documents of Haudenosaunee culture, life, and stories to community members in the creation of educational resources and materials.

---

**Dr. Cristina Vintimilla Delgado & Dr. Veronica Pacini-Ketchabaw**

Friday, March 25, 10:00 am - 11:00 am EST

*Re:turning or Re:peating? Temporal practices and pedagogical possibilities in Viral times: An Itinerant School.*

In this presentation we engage with the prefix Re to consider temporal practices and pedagogical possibilities during the Pandemic. We draw on our research project Pedagogies in Viral times-- and its Itinerant School--to think about such practices and possibilities. Through images from the school, we invite the audience to consider the generative and differential force implicit in the multi-procedural character of our alternative pedagogical response to viral times and to the ruins it evokes.

## Biographies

Cristina

Cristina Delgado Vintimilla is an assistant professor in the Faculty of Education at York University. She is also a pedagoga within the Italian tradition. Cristina's area of research is pedagogy as living knowledge and as that which thinks and troubles education as a normative project. Currently, her research focus on creating pedagogical inquiries and pedagogies that address the complexities of educational contexts (formal and informal) in the Global North and South. As a pedagoga, Cristina is particularly interested in the intersection between pedagogy and the arts as a generative intersection for imagining alternative onto-epistemologies.

Veronica

My current research traces the common world relations of children with places, materials, and other species. In particular, I am interested in the real life-worlds that 21st-century children inherit, inhabit, and share with others – human and more-than-human; and how these life-worlds are shaped by the legacies of anthropogenic environmental damage, imperial expansion, colonial dispossession, global inequalities, and displacements. I am keenly interested in how we, as educators, can develop pedagogies that attend to children's real world relations in the places they inhabit.

For further information about current research, courses and selected publications, visit <http://www.veronicapaciniketchabaw.com/>

Twitter: @vpacnik @common\_worlds

Common World Childhoods Research Collective: <http://commonworlds.net/>

Encounters with Materials in Early Childhood Education: <http://encounterswithmaterials.com/>

---

*re:turn · re:peat · re:silience*

## **Publishing as a Graduate Student**

Friday, March 25, 1:30 pm - 2:30 pm EST

Publishing is an important element of graduate school and academic life. This workshop, led by Dr. Karen Krasny, will guide graduate students through the publishing process. Dr. Krasny will share tips and tricks for taking successful manuscripts to publishing in high ranking academic journals and creative publishing streams.

### **Biography**

Dr. Karen Krasny is a Professor of Language and Literacy in the Faculty of Education at York University. She was awarded the 2017-2018 York Visiting Scholar to Massey College at the University of Toronto where she developed “The autonomy of the child reader: The impact of 18th and 19th century developments in illustration and typography” using the Robertson Davies Library and Toronto Public Libraries’ Osborne Collection of Early Children’s Books. Her work also draws on her research in theoretical models and processes of reading with Mark Sadoski (Texas A&M) that extends the structure and function of imagery and affect in Paivio’s Dual Coding Theory to account for the comprehension of multimodal texts.

## **Writing an Op-Ed**

Thursday, March 24, 11:30 am - 12:30 pm EST

This workshop will guide graduate students through the publishing of opinion editorials (Op-Eds). Op-Eds can be an excellent way for graduate students to disseminate their research beyond academic journals and to the general public. Sarah Sherman Stokes, associate professor at Boston University, will explain the genre of Op-Eds and guide graduate students through the unique writing process of these editorials.

### **Biography**

Sarah Sherman-Stokes is a clinical associate professor at Boston University School of Law. Ms. Sherman-Stokes teaches Immigration Law and is the associate director of the Immigrants’ Rights & Human Trafficking Program, where she teaches seminars on Core Lawyering Skills and Advanced Trial Advocacy and supervises students representing newly arrived unaccompanied children facing deportation, refugees fleeing human rights abuses, and other vulnerable immigrants in court and administrative proceedings. Previously, Ms. Sherman-Stokes was an Equal Justice Works Fellow at the Political Asylum/Immigration Representation (PAIR) Project where she represented noncitizens in removal proceedings, with a special focus on the representation of detained, mentally ill refugees. Ms. Sherman-Stokes’ scholarship explores the intersections of immigration law and mental health and disability, as

well as the interactions between immigration and the criminal justice system. Her prior scholarship has been published in the *Hastings Law Journal* and the *Villanova Law Review*. Ms. Sherman-Stokes graduated cum laude from Boston College Law School, where she was the recipient of a Public Service Scholarship.

## **Writing a CV & Preparing for Academic Jobs**

Friday, March 25, 11:30 am - 12:30 pm EST

This workshop, hosted by Dr. Gabby Moser, will help graduate students write a curriculum vitae (CV) for an academic career. Dr. Moser will guide attendees through different CV formats and how they might gain experience in preparation for a life in academia.

## **Biography**

Gabrielle Moser is an art historian, writer, and independent curator. She is the author of *Projecting Citizenship: Photography and Belonging in the British Empire* (Penn State University Press, 2019) and she is currently at work on her second book, *Citizen Subjects: Photography and Sovereignty in Post-War Canada* (under contract with McGill-Queens University Press). Her writing appears in venues including *Artforum*, *Canadian Art*, *Journal of Visual Culture*, *Photography & Culture*, and *Prefix Photo*. Moser has held fellowships at the Paul Mellon Centre for the Study of British Art, the Ryerson Image Centre, the University of British Columbia, and the British Library, and she was a Fulbright Visiting Scholar at Brown University in 2017. A founding member of EMILIA-AMALIA, she is an Assistant Professor of Aesthetics and Art Education in the Faculty of Education at York University in Toronto, Canada.

## **Career Panel**

Thursday, March 24, 7:00 pm - 8:00 pm EST

Panelists will talk about life after graduate school and the diverse career paths students might consider in and out of the field of academia. Attendees are invited to ask questions during the Q & A session at the end.

## **Biographies**

Dr Aparna Mishra Tarc joined the Faculty at York in 2009. She was formerly an elementary school teacher in the Philippines, Vietnam and Canada. Her current research project engages children's "knowledge": expression, dreamwork, and testimony as a profound and compelling form of equity and social justice teacher education. She is author of over fifty articles and chapters and of two manuscripts: *Literacy of the Other: Renarrating Humanity* (SUNY Press) and *Pedagogy in the Novels of J.M. Coetzee* (Routledge). She is the current graduate program advisor in the Faculty of Education.

Dr. Brittany Tomin is a tenure-track assistant professor in Secondary English Education at the University of Regina. She completed her doctorate through the Faculty of Education at York University in October 2021, under the supervision of Dr. Jennifer Jenson and Dr. Aparna Mishra Tarc. Her research explores how science fictional storytelling and collaborative world building can be used as speculative pedagogical tools to explore myriad uncertain futures with secondary students and teacher candidates, conducted through the lens of radical democracy. Her work and teaching also explore how digital storytelling techniques and digital mediation make space for new narratives and narrative forms through collaboration and transmedia integration.

Dr. El Masri is the Director of the Center for Global Education and Internationalization at Sheridan College where she leads the development and implementation of a holistic institutional internationalization approach. Prior to joining Sheridan, she worked in a range of senior international education strategy-oriented roles as well as taught on higher education governance, educational theories, research methods, and ESL teaching nationally and internationally. Dr. El Masri was awarded the Joseph Bombadier - Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship Award for 2015-2018. Her doctoral research, which examined the international education policy-making context in Ontario (2005-2017), received two national recognitions in 2020: the CIESC's Michel Laferrière Research Award and the George Geiss Award by the Canadian Society for the Study of Higher Education (CSSHE). She has published many research articles and book chapters focusing on themes such as internationalizing teacher education programs, international education policy-making, international student experiences and critical policy studies.

Tim Walker (he/him) is currently the Manager, School Visits at Harbourfront Centre. Previously, he held the role of Education Officer, Camps and School Visits, where he taught a number of Visual Arts, Performing Arts, Urban Studies and Media Studies programs throughout the school year, and acted as the Assistant Camps Coordinator, Programming and Learning for the March Break and Summer Camps programs. In addition to his role at Harbourfront Centre, Tim is a part time professor at Centennial College in the Arts Education and Community Engagement Post-Graduate program. Tim has served on the Board of Directors at Small Print Toronto (2013-21), is currently on the board of Arts Education Network of Ontario (2017-present). Tim completed his undergraduate degree at University of Toronto in Geography and Sociology. He went on to complete his Bachelor of Education at Trent University (Intermediate/Senior, Geography/History) and completed his Masters of Education at York University. His area of research explores the lived experience of LGBTQ teachers in the provincial education system and what impact the choice to disclose has on educators both inside and outside the classroom.

## **Fireside Chats**

Thursday, March 24, 1:30 pm - 2:30 pm EST | Friday, March 25, 4:00 pm - 5:00 pm EST

Fireside chats provide a unique opportunity for immersive conversation between faculty members and students. Fireside chats will be hosted by faculty of education members Dr. Don Dippo and Dr. Gail Prasad. Our faculty will share their knowledge and delve into topics surrounding grad school experience, being a professor, and

other elements of professional life. Students are invited to drop-in with questions and to engage in informal conversation with their professors and other attendees.

## **Biographies**

Don Dippo is a University Professor of Education and a former elementary school teacher. His Ph.D. is in the Sociology of Education with specialization in the sociology of knowledge. He teaches EDUC 2400 Inquiries Into Schooling and EDUC 3700 Teaching and learning for a Sustainable Future in the undergraduate pre-service teacher education programme and EDUC 5120 Theory and Research in Language, Culture and Teaching and EDUC 5446 Ecology, Ethics and Education in the graduate programme. He serves on the Executive Committee of the Centre for Refugee Studies at York University and is on the Board of Directors of Success Beyond Limits, a youth-lead organization in the Jane/Finch community. Current research interests include: the social and political organization of knowledge; environmental and sustainability education; global migration and settlement; university/community relations, teacher education.

Gail Prasad is an assistant professor at York University in the Faculty of Education. Her research investigates plurilingual approaches to teaching and learning in multilingual contexts, and more broadly the role of creative visual and multimodal research methodologies in applied linguistics. As a tricultural plurilingual Canadian and as a classroom teacher, Gail is committed to helping educators develop inclusive plurilingual practice to support all learners. Gail has received a number of awards and fellowships for her academic work and for her leadership in a variety of communities. Gail has been involved in a number of research projects, most notably with the Centre de Recherches en Éducation Franco-Ontarienne (CRÉFO) with Professor Diane Farmer, as well as research internships with Careforce International in Burkina Faso and Kenya, and a MITACS Accelerate industry internship with ArtsSmarts Waterloo Region and Overlap Associates. She is now continuing her research on teaching and learning in multilingual schools at York University.

### **Welcoming Ceremony**

Join us for our welcoming ceremony to kick off the conference on Thursday, March 24 9:30 am - 10:00 am EST! Our opening will include a traditional tobacco giving ceremony hosted in collaboration with Amy Desjarlais and members of ISAY (Indigenous Students Association at YorkU). We will hear from our student council co-chairs, our graduate program coordinator and our conference co-coordinators.

### **Biography**

Waabishka Kakaki Zhaawshko Shkeezhgokwe (White Raven Woman with Turquoise eyes)  
AKA Amy Desjarlais  
Wasauksing First Nation  
Ojibway/Bodwewotomi Anishinaabe

Personal blog: [Intuitively Amy – an empath blog](#)

Reiki | Multidisciplinary Artist | Anishinaabe Knowledge keeper. [#Starblanket](#)  
[#GaateZaagjin](#) [#SacredWaterJourneyEP](#)

Amy currently works at York University as knowledge keeper and intuitive/spiritual counsellor for the Centre for Aboriginal Student Services. Amy's community work also includes sitting as an executive board member at the Centre for World Indigenous Studies, and a General board member for the Regent Park Music School. Amy is founder of the EarthTALKER Anishinaabemowin Gabeshi, an annual language camp hosted at Wasauksing First Nation. She is also a singer/hand drummer, & avid beadworker.

### **Dadaab Cohort Presentation**

Join the Dadaab cohort representative to learn more about the Dadaab cohort, the program in general, and their research interests. Our presenters will be joining us live from Dadaab, Kenya on Friday, March 25 8:30-9:30 am EST.

### **Black Graduate Womxn Panel: Re: Navigating Graduate School with Care in Mind**

This panel is made up of five graduate students from various graduate programs. They will discuss ways of navigating graduate programs. Ethics of care and creating communities of support will be central to the panel discussion. Presented by: Junia Mason, Kate Moo King-Curtis, Emilie Jabouin, Jordanne Amos, Kamilah Clayton, and Myrtle Sodhi.



## Biographies

Myrtle Henry Sodhi is a visual artist, writer, and educator who believes in the importance of cultivating joy, ease and care practices to create a socially just world. She is the founder of The Beyond Strong Community where she offers integrative art experiences for Black women, with an emphasis on liberation through an Afro-Caribbean wellness lens. Myrtle is a graduate student at York University where she explores research related to ethics of care, diversity, and Indigenous African ways of knowing and being.

Born in Venezuela and raised by her Trinidadian family, Kate is a Humanities MA student at York University with extensive experience in the arts and film both in Canada and the US. She completed an Honours research project titled "Youth Support Imaginings" using arts-methods with youth, for the Children, Childhood and Youth Hons. BA program at York University. She is currently working on her MRP on positionality titled 'A Multistoried Artist: Holistic Self-Reflexivity in Childhood Studies.' The study incorporates autoethnography and arts-methods as self-reflexive tools for scholars and practitioners in fields such as childhood studies. Future Goals: Participatory research in Art Therapy to develop VR tools with and for children and youth.

## Online Conference Social

Join us online Friday, March 25 from 8:00 pm - 9:00 pm EST for our Conference Social. We will have prizes, games, and networking opportunities. This is the perfect opportunity to get to know your peers in an informal setting. We have fun interactive activities to make the experience a night to remember!

## Closing Event

Join us to close the conference with thank yous, goodbyes, and plans for the future on Saturday, March 26 12:30 pm - 1:00 pm EST.

*re:connect · re:imagine · re:search*

# *networking opportunities*

---

Given the challenges of networking in an online format, we have created a few ways for our attendees and presenters to network with one another.

## **Networking Form**

You are encouraged to fill out our Networking Form where you can let other attendees know how to reach you, what your research interests are, and even share resources from your presentation.

## **Networking Rooms**

Our drop-in networking rooms are informal ways to engage and network with others. The networking room will remain open throughout the conference, please see the schedule for more information.

<b>Room</b>	<b>Description</b>
<b>Pomodoro Room</b>	This session will follow the pomodoro writing method of 25 minutes on/five minutes off.
<b>Socializing Room</b>	We encourage you to join us over break times to get to know one another better!
<b>Fireside Chats</b>	Connect with Dr. Don Dippo on March 24 from 1:30 pm - 2:30 pm. Connect with Dr. Gail Prasad on March 24 from 4:00 pm - 5:00 pm.
<b>YGSE Room</b>	Meet up with YGSE council members, ask questions, catch up, and socialize. Thursday, March 24, 4:00 pm - 5:00 pm EST.

## **Twitter Hashtag**

#YGSEduConf

Our Twitter Account: @ygse\_yu

Conference presenters will have the opportunity to have their papers and creative works published in our peer-reviewed Open Access online journal after the conference. Look out for this publication.

If you are interested in being a peer reviewer for this journal, please email us at [gradconf@edu.yorku.ca](mailto:gradconf@edu.yorku.ca) OR fill out [this form](#).

# conference schedule

Thursday, March 24th

9:30 - 10:00	OPENING CEREMONY		
10:00 - 11:00	KEYNOTE SPEAKER : Kiera Brant-Birioukov		
11:00 - 11:30	BREAK		Socializing Room
11:30 - 12:30	WORKSHOP Sarah Sherman Stokes - <i>Writing an Op-Ed</i>		
12:30 - 1:30	LUNCH		Socializing Room
	Room 1	Room 2	Networking Room
1:30 - 2:30	<b>Re:cognizing responsibilities</b> Helen Liu, Ezgi Ozyonum, Shelly Khushal Moderator: Sheetal Prasad	<b>Re:storying through play and performance</b> Kristy Smith, Ayesha Michelle Menezes Moderator: Marika Kunnas	<b>Fireside Chats with Don Dippo</b> Moderator: Jenna D'Andrea
2:30 - 2:45	BREAK		
2:45 - 3:45	<b>Re:designing and re:identifying</b> Tesni Ellis, Alyssa Racco & Helen Liu, Holt Stuart-Hitchcox Moderator: Sonia Martin	<b>Salon</b> <b>Decolonizing French as a second language</b> Hosted and moderated by: Marika Kunnas	
3:45 - 4:00	BREAK		
4:00 - 5:00	<b>Re:creating the archives</b> timothy martin, Sheetal Prasad Moderator: Kristy Smith	<b>Salon : Oral Storytelling as Education: A deep dive into intergenerational histories</b> Hosted by: Mayuri Paranthahan & Ari Para Moderator: Christopher Premdas	<b>YGSE Drop-in</b> Moderator: Marika Kunnas

5:00 - 5:15	BREAK		
5:15 - 6:15	<b>Panel: Shifting ground: Reflections on Research Relationships in the time of COVID</b> Zaitun Hnin Pwint Phyu, Nancy Bell, Jessie Kennedy, Safra Najeemudeen Moderator: Sonia Martin	<b>Re: Calculating math, science, and technology</b> Helen Yaqing Han, Stephanie Boragina Moderator: Sheetal Prasad	<b>Pomodoro Room</b> Moderator: Jenna D'Andrea
6:15 - 7:00	DINNER		<b>Socializing Room</b>
7:00 - 8:00	CAREER PANEL		

### Friday, March 25th

9:00 - 9:30	<b>Dadaab Cohort Presentation</b> Moderator: Sheetal Prasad		
9:30 - 10:00	NETWORKING BREAKFAST		
10:00 - 11:00	<b>KEYNOTE SPEAKER</b> Cristina Delgado Vintimilla & Veronica Pacini-Ketchabaw		
11:00 - 11:30	BREAK		<b>Socializing Room</b>
11:30 - 12:30	<b>WORKSHOP</b> Gaby Moser - <i>CV &amp; Academic Jobs</i>		
12:30 - 1:30	<b>Black Graduate Womxn Panel</b> Junia Mason, Kate Moo King-Curtis, Emilie Jabouin, Jordanne Amos, Kamilah Clayton & Myrtle Sodhi		
1:30 - 2:30	<b>WORKSHOP</b> Karen Krasny - <i>Publishing</i>		

	<b>Room 1</b>	<b>Room 2</b>	<b>Networking</b>
<b>2:30 - 3:30</b>	<b>Re:conceptualizing Pedagogy for the pandemic and beyond</b> Jenna D’Andrea, Melody Minhorst, Leah Brathwaite Moderator: Tesni Ellis	<b>Re:thinking racialized identities and well-being</b> Emma Foong, Shannon D. Hyatali, Hector L. Diaz & Haidy G. Diaz Moderator: Sonia Martin	<b>Pomodoro Room</b> Moderator: Sheetal Prasad
<b>3:30 - 4:00</b>	<b>BREAK</b>		<b>Socializing Room</b>
<b>4:00 - 5:00</b>	<b>Re:navigating multilingualism and multiliteracy</b> Melanie Simpson, Aisha Adebayo, Noah Khan Moderator: Kristy Smith	<b>Salon</b> <b>Success - Re:construction from Deconstruction</b> Hosted by: Lois Agard, Saba Rafiq, & Sonia Martin Moderator: Sonia Martin	<b>Fireside Chats with Gail Prasad</b> Moderator: Marika Kunnas
<b>5:00 - 7:00</b>	<b>DINNER</b>		
<b>7:00 - 8:00</b>	<b>GALLE-RE:</b> Hayley Janes & Adrian Berry, Marika Kunnas, Elyse Longair, Sheetal Prasad		
<b>8:00 - 9:00</b>	<b>SOCIAL EVENT</b> Networking, Games, Prizes, a night of virtual fun!		

## Saturday, March 26th

	Room 1	Room 2	Networking
<b>9:00 - 10:00</b>	<b>Panel: Re:opening and Re:building Education: From where? For What? With Whom?</b> Mirco Stella, Omot Oman Obono, Hassan Noor Hussein, Maiyo Chepchumba Moderator: Alicja Frankowski		
<b>10:00 - 10:15</b>	BREAK		
<b>10:15 - 11:15</b>	<b>Re:membering and re:worlding</b> Anna Pearson, Diana Yoo, Elyse Longair Moderator: Tesni Ellis	<b>Salon</b> <b>“Don’t Call me Miss”: Supporting all genders in teacher education</b> Hosted by: Mel Hardy & Ryen Burris Moderator: Sheetal Prasad	
<b>11:15 - 11:30</b>	BREAK		
<b>11:30 - 12:30</b>	<b>Re:imagining inclusive curricula</b> Katherine Barron, Anna Rzepecka-Karwowska, Christopher Premdas Moderator: Kristy Smith	<b>Salon</b> <b>Metaphor as a pedagogical practice of educational transformation</b> Hosted by: Alicja Frankowski & Lisa Johnston Moderator: Tesni Ellis	<b>Pomodoro Room</b> Moderator: Marika Kunnas
<b>12:30 - 1:00</b>	CLOSING CEREMONY		

\* All session times are based on Toronto times, EST.

### **Recognizing responsibilities**

Thursday, March 24, 1:30 pm - 2:30 pm EST

#### ***The Dramatic Rise of International Secondary School Students in Canada: Exposing Vulnerabilities and Recognizing Responsibilities*** – By Helen Liu

The proposed study aims to explore the experiences of Chinese international students in secondary schools in Canada, paying particular attention to the vulnerabilities and risks among this population. Along with the pre-existing systemic issues international students face, the current COVID-19 pandemic has placed these students in an even precarious position due to the anti-Asian racism and discrimination that has manifested (Popadiuk, 2009; Wang, 2020; Zheng et al., 2020). Critical Race Theory (CRT) will guide my study as it applies a comprehensive approach to understanding race, racism, and the idealistic notions prevalent within institutional efforts to achieve diversity and inclusivity that can overlook the racial realities (Hiraldo, 2010; Yao et al., 2019). Specifically, the proposed study will employ Asian Critical Theory (AsianCrit), which prioritizes Asian identity and their experiences with racism to comprehend how these prevailing systems of oppression have impacted their lives (Museus & Ifitkar, 2014). AsianCrit will be illuminated further by the application of International Student Security (ISS) which aims to improve standards of protection and human security for international students with respect to personal, financial, and domestic safety (Marginson, 2012). The principles highlighted within the AsianCrit framework, utilised alongside ISS, can build upon each other to understand how educational institutions interact and understand these student populations, what forms of institutions and diversity initiatives are dominated by white supremacy and privilege, and how programs are maintained or implemented based on assumed notions and ideologies of Asian students. This research can further help identify what policies, programs, and organizations are crucial in order to protect these vulnerable youths and bring forth insight on the internationalization of secondary school students in Canada (Lee, 2015; Marginson et al., 2010; Sawir et al., 2009; Sherry et al., 2010)

Keywords: international students, secondary school students, racism, COVID-19, multiculturalism

#### ***Re:imagining the Hierarchy of Knowledge Production in Higher Education: In Quest of a Decolonial Internationalization*** – By Ezgi Ozyonum

In the wake of the final report and calls to action of the Truth and Reconciliation Commission (TRC) in 2015, many Canadian colleges and universities deepened their commitments to become more accountable to the legacies of colonialism that have shaped their institutions. However, many have also started to ask critical questions about the extent to which postsecondary institutions have adequately responded to the TRC Calls to Action and other calls for reduced inequalities and decolonization (Ahenakew, 2016; Andreotti et al., 2015; Daigle, 2019; Gaudry & Lorenz, 2018). This research examines how faculty, staff, and students in social sciences curricula are currently engaged in integrating Indigenous and other marginalized knowledge systems in their teaching, research, and community engagements. It also explores what kinds of



support (including resources and further research) are needed in the field to deepen intellectual and practical approaches to knowledge integration. This research is oriented by the insights of decolonial, Indigenous, and Global South scholars who have critiqued the hierarchies of knowledge that center and universalize Western knowledge, especially Western science and education (Battiste, 2013; Grosfoguel, 2013; Smith, 2012; Spivak, 2004; Ahmed, 1996). This research uses semi-structured interviews and critical discourse analysis methods. This research intends to fill the gap between intellectual critiques of colonization and the affective and relational capacities to enact ethical forms of knowledge integration; and considerable resistance to institutional changes that seek to go beyond tokenistic inclusion.

Keywords: decolonization, higher education studies, international education, curriculum studies, decolonizing internationalization

***Dismantling Racism in Schools Through Anti-Oppressive Frameworks and the Pivotal Role of Leadership in Achieving Racial Equity*** – By Shelly Khushal

This presentation seeks to explore how human rights, decolonizing and anti-racist education converge in combatting systemic racism, bias and discrimination in K-12 schooling and education. The goal is not to embed human rights as a standalone framework, but rather, to align human rights principles with ongoing decolonizing and anti-racist work. Educational institutions and school leaders have a moral, ethical and legal responsibility to those they serve and lead. Onus must be placed on educational leaders to (1) examine their own racial location and identity (2) be aware of the power and privilege they carry and (3) understand how this shapes and impacts attitudes, beliefs and decision-making. Without a fundamental understanding of one's biases and gaps in knowledge, leaders are unable to adequately address issues of race in schools. Moving from theory to practice, the presentation will conclude with tangible strategies and tools for leaders to walk away with in starting the dialogue and process for change.

Keywords: systemic discrimination, human rights, anti-racism, decolonization, leadership

---

**Re:storying through play and performance**

Thursday, March 24, 1:30 pm - 2:30 pm EST

***Reimagining consensual engagement in drama education: the possibilities of intimacy choreography in a “post”-COVID-19 world*** – By Kristy Smith

The realities of the COVID-19 pandemic have brought forth new physical and emotional risks for students and teachers as they navigate how to engage safely with each other. It becomes necessary to consider the role of consent as a daily practice in “post”-pandemic life, and critically question what an intentional focus on consent may offer to supporting young people as agents of their own bodies. In this paper, I consider how the emerging field of intimacy choreography (hereafter, IC) illuminates new possibilities for engaging ethically with each other in the context of drama education, through the following questions: how may the tenets of IC provide practical tools for fostering consensual interactions amongst students, their peers, and their teachers? How may IC shed light on new ways of living more ethically with others? This paper will discuss the potential of IC through the five pillars of rehearsal and performance practice identified by Intimacy Directors International: context, consent, communication, choreography, and closure (Percy, 2020). IC scholarship and professional literature will frame

my thinking (Ates, 2019; Lehmann, 2018; Morey, 2018; Pace, 2020; Purcell, 2018; Sina, 2014). I will reflect on my experiences as a drama teacher working with an IC apprentice and high school students to share observations of how IC promoted consensual interactions in rehearsal. This paper will conclude with suggestions for how IC can help teachers support students in the classroom in a “post”-COVID19 context.

Keywords: drama education, consent, intimacy choreography, ethics

***Re-flections on the Art of Muddy Play - The Mud Kitchen*** – By Ayesha Michelle Menezes

Living in the shadow of Covid-19, we dedicate significant time and effort to sanitizing at home and school. While we strive to protect children, we must reexamine the messages they receive about dirt and muddy play. Are we inadvertently prejudicing them against "unclean" entanglements that may afford them greater learning opportunities? In this paper, I offer my personal experiences exploring the language of mud and its relationship with play, language and learning for my four-year-old son. Through self-reflection, I offer insight into how muddy play, particularly in a mud kitchen, can offer parents, educators, and children a space for collective inquiry in a post-pandemic world. Grounded in Rodari's concept of the fantastical hypothesis, I free "mud" and "kitchen" of all limitations, exploring them together with my son as an extraordinary stimulus for childhood development. This paper suggests that educators/parents need to understand the impact of their attitudes towards mess on children's access to experiences of muddy play. Also, it highlights that muddy play can be a learning tool to encourage self-expression and teach personal hygiene and cleanliness. I discovered that storytelling normalizing muddy play positively impacted my son's level of engagement in the mud kitchen. I believe my findings demonstrate the potential value of mud for developing children's resourcefulness, curiosity, responsibility, empathy, and self reliance. It also emphasizes that children can thrive within discomfort with strategic support and compassion from adults. I hope that my experiences of muddy play can invite educators to reimagine educational engagements for a post-pandemic world.

Keywords: muddy play, mud kitchen, outdoor education, attitudes, storytelling

---

**Re:designing and re:identifying**

Thursday, March 24, 2:45 pm - 3:45 pm EST

***Seeing “Me as a Student”: Cartoon self-portraits of “study” by undergraduate research assistants*** – By Tesni Ellis

This paper offers a reading of cartoon self-portraits drawn by undergraduate students in a pilot arts-based research initiative at X University. We drew inspiration from cartoonist Lynda Barry's drawing exercises and philosophy. Barry (2019) says: “Words and pictures together make something happen that is more than good or bad drawing. You don't have to have any artistic skill to do this. You just need to be brave and sincere,” (p. 18). In the paper I consider 3 cartoon self-portraits created by research assistants from the prompt “Me as a student researcher” in relation to the concept of “study” offered by Pinar (2015) and Ruitenber (2017). I will analyze both what the comics evoke as visual artefacts and what their authors wrote about their making. It strikes me that these self-portraits are representations of the “activity of self-formation” attributed to “being in study” (Ruitenber, 2017, p. 3; p. 138). I seek to re:imagine pedagogies

and arts-based inquiry by teaching students to make comics and cartoons that express their learning experiences. This project provides a piece of the backstory to my arriving at this interest, drawing on my first experiences facilitating arts-based inquiry with undergraduate research assistants.

Keywords: cartoons/comics; arts-based methods; study; post-secondary; student engagement

***Teaching Fast Fashion: Exploring Human Rights and Environmental Education*** – By Alyssa Racco & Helen Liu

This paper addresses the risks and consequences that fast fashion poses and attempts to frame the complex story behind each article of clothing we purchase. The sustainable fashion movement, also known as eco, green, or ethical fashion, has been on the rise in the past decade and is becoming increasingly mainstream. This paper will explore the ways in which educators can explore the opportunities, approaches, and options that sustainable fashion provides to positively impact and change various aspects of our world, such as fundamental human rights and environmental impacts. It also aims to enlighten the public and educators about the significance of fostering awareness about fast fashion in order to guide students toward a better understanding of the factors that contribute to climate change. Learning about sustainability allows students to develop a deep understanding of how humanity and the environment are intertwined. Teaching students, who will be our future consumers, about sustainable fashion and ethical product consumption can ultimately lead to a more eco-friendly future. By sharing activities and reflective questioning about the fashion industry, students will be able to explore the notion of adjusting to a climate-challenged world, and thoughtfully consider their own actions and role as consumers in the 21st century.

Keywords: sustainability, fast fashion, human rights, sustainable fashion, anti-consumerism

***Cascading Cruel Optimisms of a Music Teacher*** – By Holt Stuart-Hitchcox

My transitional journey through professional musicianship, teaching, and academia constitutes a continual spot-welding of multiple, tangentially related occupational positionalities. This nomadic professional experience mirrors the precariousness lived by others under conditions of neoliberal capitalism (Fisher, 2008). Long-term occupations are replaced by a peripatetic life full of ‘forced choices’ (Salecl, 2009) necessitated by employment instability.

The “cruel optimism” (Berlant, 2011) of my movement through these related occupations in pursuit of the ‘good life’ is amplified in my teaching encounters with young music students. Their aspirations towards professional musicianship resemble my younger self’s ambitions.

Mimicking my own trajectory, perhaps, I hear a familiar forethought: “even if the music thing doesn’t work out”, they say, “I can still teach or go back to school”. Viewed from my position, their optimism about their future lives strikes me as cruel in its naivety. As a music teacher, I face a new ‘forced choice’: either to feed students’ attachment to future professional musicianship or to discourage their hopeful attachments (which is plainly cruel). This difficult pedagogical position troubles an attachment I cling to as a music educator: the now potentially cruelly optimistic passing-of-the-torch to a ‘future generation’ (di Paolantonio, 2016).

Drawing on Fisher’s *Capitalist Realism* (2008), Berlant’s *Cruel Optimism* (2011), Salecl’s *Choice* (2011), and Di Paolantonio’s “passing on” (2016), this paper examines my transition

from musician to educator to academic. From dual biographical positions, I ‘look back’ on choices, optimisms, and cruelties to re:imagine the role of music and music education pedagogy in today’s uncertain times.

Keywords: music education; cruel optimism; precarity

---

### **Re:creating the archives**

Thursday, March 24, 4:00 pm - 5:00 pm EST

#### ***Regarding the ruins: Dehousing and the places where Nothing remains*** – By timothy martin

This paper seeks to reframe the way we think about the rise of dehousing in Toronto. The recent surge of encampments, and their subsequent displacement during the COVID pandemic, is an example of sites where, in Susan Crane’s (2021) words, “Nothing is the way it was” (p. 220). Rather than see empty public space or fenced off parks as neutral ground amidst a housing crisis, I propose that these sites constitute a “ruin.” As both outsourced private security and militaristic, colonial policing by the state (Kanji & Withers, 2021) displace people from warm air vents, tiny homes, tarps, tents, and other secluded places of refuge, how might the ruins bear witness to the violence of dehousing? In keeping with Crane’s (2021) premise, this requires seeing Nothing as Something. She reveals how photography can help us in “documenting and remembering erasure...[to] show that...there is Nothing to see here” (p. 93). Amidst the banality of contemporary dehousing, Crane’s work reminds us that “Emptiness [is] a sign of the crisis” (p. 92). With the help of photographs, this paper attempts to animate the pedagogical witness of the places where Nothing remains. It considers dehousing as a failure of memory. Can we learn not just knowledge concerning our troubled past, but from the ruin-as-witness (Chinnery, 2010)? Rather than being conceived as a natural result of some “generic human tendency” (Crane, 2021, p. 121), ruins can be understood as part of presently existing unjust systems that must be changed.

Keywords: dehousing, nothing, memory

#### ***“Parallels”: Social justice through art making and the archives*** – By Sheetal Prasad

In 2019, I did a series of photographic prints (Figure 1) depicting in the foreground (in colour) my alter ego named “Sheila”, who was completely unaware of what was going on in the background (black and white). One of the prints depicted her sitting on chair, looking at her phone, while the background showed chaos and a flying chair. In another print, she is depicted walking and looking on her phone while a group of masked soldiers are marching in formation behind her. My current series titled *Parallels* (2022), utilizes a similar format to speak on the paradigm shift that many have witnessed since the start of the pandemic (Black Lives Matter, Indigenous protests, Stop Asian Hate, health mandates, etc.). Both series speak on the on the going cycles of history. French anthropologist Claude Levi-Strauss (1966, pg. 16) uses the term *bricolage* to describe the method of finding and recombining objects to create new meanings and narratives. By juxtaposing the current cycle of major events with past cycles of historical events shows a different narrative being combined rather than side by side depictions of historical events repeating themselves (Yee, 2007). I utilize a/r/tography—art making, researching, teaching—as a way to enhance inquiry and research (Irwin et al., 2006, pg. 2) as well as highlight important social justice issues. This paper outlines the process of collage-like works

and how bricolage-based methods can be utilized in classrooms to engage with students on social justice issues.

Keywords: collage, archives, a/r/tography, social justice and art

---

### **Re:calculating math, science, and technology**

Thursday, March 24, 5:15 pm - 6:15 pm EST

***Can we put a number on it? Creativity under capitalism, science, technology*** – By Helen Yaqing Han

Contemporary society demands that a graphic designer no longer focus solely on the aesthetic or representational functionality of a 2-dimensional design artefact. To respond to public expectations, economic imperatives, and dominant STEM narratives embracing technical innovation and techno-capitalist purposes, design education is gradually reshaping the discipline itself. Design education is becoming more science-driven by introducing more research methodologies and positivist approaches such as behaviorism, data science, computer science, design engineering and interactive design. As the discipline of design continues to evolve, there is a growing debate over whether design should fully embrace technology and digital media, displacing traditional design work and curriculum with scientific and techno-capitalist approaches. The recent rush to apply graphic design education to interactive design risks aligning design education with corporate interests such as big data, algorithmic culture, and “surveillance capitalism” (Zuboff, 2019; Couldry & Mejias, 2019; Crawford 2021). This essay provides a critical perspective on rethinking the current trend to blindly accept tech oriented methodologies as urged in design education. As problems such as consumerism, racial and gender inequity, Western-centric design methods, cultural marginalization, etc. remain unsolved, fully transplanting the design discipline into the digital world risks further exacerbating these issues. Furthermore, this essay discusses what priorities in design education foster true creativity in addition to building essential skills, as well as alternatives on how digital culture can be reclaimed in design education.

Keywords: creativity, art & design education, technology, big data, surveillance capitalism

***Puzzling the joy of “falling in study”: thoughts towards teaching mathematics learners*** – By Stephanie Boragina

Students’ experiences of mathematics both in and outside of school often lead them to perceive mathematics as a dull, boring subject that does not allow for creative self-expression. This accruing lack of desire for or even dislike or fear of doing mathematical activity can have far-reaching effects for broader qualities of educational experience (National Association for the Education of Young Children, 2002). Even among those students entering post-secondary mathematics degree programs, many abandon mathematics as they become more and more dissatisfied with their experience of postsecondary mathematics (Code et al., 2016; Solomon & Croft, 2016).

How can teachers at school and post-secondary institutions foster students’ desire to study mathematics, especially in the online learning environments that are becoming more common, accelerated by the Sars-CoV-2 pandemic? Drawing on philosophical considerations of “study” (Pinar, 2015, 2017; Ruitenberg, 2017), this paper asks what it might specifically mean to “fall

into study” with mathematics. Presenting an exploratory examination of how Eros and study are useful concepts (Pinar, 2015, 2017; Ruitenberg, 2017) for rethinking mathematical play (Holton et al., 2001), the paper concludes with an invitation to teachers to re-imagine how students’ study of mathematics can be creatively supported.

Keywords: mathematics education, philosophy of education, study, Eros

---

### **Re:conceptualizing pedagogy for the pandemic and beyond**

Friday, March 25, 2:30 pm - 3:30 pm EST

#### ***Reimagining Literary Pedagogy and Ethics for Covid-19 Classrooms*** – By Jenna D’Andrea

Sharon Todd (2003) reasons that “the magnitude of violently lived realities of homelessness, poverty, sexism, racism, racial injustice, and genocide is, to me, the very reason why ethics not only demands immediate attention, but why education needs to concern itself with ethics” (p.1). I invoke a particular urgency in the demand for ethics in education now, in the wake of the Covid-19 epoch. Ontario’s Covid-19 response has restricted schooling to virtual platforms, isolated cohorts, and student centered instruction, and pressure to keep students learning at grade level has narrowed teaching material down to the barebones of curriculum expectations. Prioritization of these market-driven skills and educational outcomes have overshadowed the ethical learning moments that orient students to the world. Anchoring ethics and education through a Levinasian orientation, Sharon Todd’s (2003) *Learning from the Other* in conversation with Guoping Zhao’s (2016) emphasis on a pedagogy of becoming ground my exploration of the ethical-social impacts of learning in a Covid-19 world. How has virtual learning fragmented meaningful learning from the other for high school students, who, at the height of their becoming, require moments of encounter to acknowledge their inherent responsibility? I propose that affective engagement with literary curricula can be reimagined as a pedagogical site of summoning, questioning, and calling the learner into being and responsibility. “The text contains within it the teaching other,” (Eppert, 2008, p. 74) and thus, harnessing the affective value of literature into our online classrooms offers a vehicle for recuperating the loss of face-to-face learning and serves to uphold the educational process of becoming, now and for a post-covid world.

Keywords: literature and ethics, responsibility, learning from the other

#### ***Reimagining home-based learning through comparisons of alternative schooling methods*** –

By Melody Minhorst

Moving forward into a post-pandemic world we can reimagine institutional educational systems by reflecting on the lived experiences of emergency home-based learning and exploring the alternative narratives of traditional homeschooling. Having worked in the educational sector of Ontario during the pandemic I observed families transitioning their homes into blended learning spaces for emergency home-based learning and the challenges that came with this change. Parents found themselves filling the role of teaching assistants trying to explain teaching materials with no previous training while teachers tried to enforce traditional classroom expectations in households where many children had no remote learning structures in place (Orelien-Hernandez, Pión, and Soares-Bailey, 2021; Fontenelle-Tereshchuk, 2020). In contrast, many families already practicing homeschooling had established relational systems to support this kind of community-based pedagogy alleviating many of the challenges of multimodal

learning and the isolation of homeschooling. This style of homeschooling, a blend of home and educational space, has been a growing alternative form of education over the last decade (Statistics Canada, 2021). Homeschooling has shown promise in increasing student academic scores, creating alternatives to socioeconomic barriers found in institutional education and fostering racial protectionism while also creating opportunities to explore pedagogy in a wider sense (Mazama, & Lundy, 2012; Statistics Canada, 2021; Van Pelt, 2015). My paper introduces the preliminary questions and discussion of my proposed study using place-based pedagogy (Ellsworth, Gruenwald, Corbett, Illich) to open a conversation around homeschooling as a resource for post-pandemic pedagogical design and development.

Keywords: homeschooling, Covid-19, place-based pedagogy

***e-Learning Quality during the COVID-19 Pandemic and Beyond: Ontario's Policy Response to School Closures and Implications for Critical Democratic Education*** – By Leah Brathwaite

Despite a significant number of Ontario's students, parents, and educators opposing mandatory e-learning in late 2019 and early 2020, the arrival of COVID-19 in March 2020 became a 'useful crisis' in which e-learning transitioned into a necessary response to the unprecedented global pandemic. This paper engaged in a critical policy analysis of e-learning policies that were announced in Ontario between March and August 2020, and it explored the impacts of those policies on Ontario's students and educators. This study employed a critical policy methodology, which goes hand-in-hand with the critical democratic framework through which policies were subsequently analyzed and discussed. Critical democracy "embraces equity as a goal" (Pinto, 2012, p.266), seeking to empower students without relying on quantifiable outcomes to confirm that education has been successful. Critical policy analysis builds on this by uncovering structures of oppression and inequality, and challenging them by calling attention to the contradictions between what is said and unsaid in educational policy (Young & Diem, 2018; Kincheloe, 1999). I aim to offer thoughtful analysis regarding the impacts of neoliberal, outcome based learning models being reproduced in e-learning, and to propose recommendations for improved equity in e-learning through the adoption of democratic educational values. This is pertinent, as Naomi Klein and other researchers recognize that policies enacted during crises tend to outlast the crises themselves. It is my hope that the discussion period sparks insightful debate about democratic educational values, and allows educators like myself to share tools for promoting equity in their own e learning spaces.

Keywords: e-learning, education, COVID-19, equity, Ontario

---

**Re:thinking racialized identities and well-being**

Friday, March 25, 2:30 pm - 3:30 pm EST

***Not Enough: Rethinking Dual Identity Body Image*** – By Emma Foong

Asian Canadians are the fastest growing minority group in Canada (Lee, 2015; Statistics Canada, 2018) and eating disorder cases among this group have risen dramatically (Golden, 2016). Previous research has shown that more Asian Canadians than in the past are experiencing body dissatisfaction, which can lead to the development of an eating disorder (Brady et al., 2017; Cummins & Lehman, 2007). Research has found that Asian Canadian women often feel a "double bind" or double standard regarding their body (Brady et al., 2017, Yokoyama, 2007).

Specifically, they find themselves caught between two competing worldviews of beauty and ideal body image since they are socially encouraged to adopt beauty standards from two different cultures. This can take a toll on their mental, emotional, and physical health (Brady et al., 2017; Frederick et al., 2016). This proposed study will explore how first-generation Asian Canadian women self identify when it comes to the boundaries of culture and understanding their own body. This study will seek explore how first-generation Asian Canadian women construct their identity while being situated and located in two different cultures. This study will be the first in Canada to link cross cultural identity with body image and by extension eating disorders among first-generation Asian Canadian women. This study seeks to inform Canadian educators and others about mental health awareness as well as mental illness that first-generation Asian Canadian women face.

Keywords: Asian Canadian, body image, dual identity, body image, eating disorders

***Areas of Grey in Blackness: A Conversation of Black Student Mental Health and Emotional Well-Being In Urban Schools*** – By Shannon D. Hyatali

Toni Morrison penned that, “definitions belong to the definers, not the defined,” (Morrison, 1989) and yet the weight of labels almost always bears heaviest on the labelled (Darley & Gross, 1983). *Areas of Grey in Blackness* is a participatory art project that aims to provoke a pause. Breaking from the bustle that buzzwords like decolonization, inclusion, and equity generate, the project seeks to slow things down, to make room for the voices that matter most in the conversation: in this case, I engage racialized young people I am privileged to know. Specifically, I draw on youth who call Malton home. By attending to their faces and bodies, and by recording their spoken words, the project foregrounds youth who are trying to realize their place in this world, and to articulate desires to make it a better place. As research creation anchored in Critical Race Theory, my project explores aesthetic representations of mental health and employs art as a terrain to defamiliarize, thus presenting us with an opportunity to confront race, in a new way (hooks, 1995). Using art and text, the project critiques labels historically exercised to tell stories that dispossess and malign (Adichie, 2009). In this paper I document the passing of time spent drawing, (Di Paolantonio, 2016) and explore the pedagogical, cultural, and aesthetic moments that are unlocked by prolonged looking in this way (Perl, 2000).

Keywords: research creation, art, racialized youth, critical race theory, mental health

***The Myth of the Monolithic LatinX Population*** – By Hector L. Díaz & Haidy G. Díaz

The myth of the monolithic LatinX population continues to cause more harm than do good. The LatinX population comprises a myriad of different groups of different cultures, languages, and races. All these cultures, languages, and races make up what sociologist Felix Padilla (1995) called *Latinidad*. Disregarding the fact that the LatinX population is not a panethnic group could produce discrepancies in how data are collected and distributed. Utilizing an autoethnographic method, we discuss why LatinX data must be disaggregated. We posit that by disaggregating the LatinX data, particularly between Black and White LatinX folk, we can learn more about the racial inequities prevalent in the United States. Finally, we suggest that institutions of higher learning can lead the way serving as a sort of pilot study by adding the identifier AfroLatinx to their various forms. From this data, government agencies can begin to do the same.

Keywords: Latinx, AfroLatinx, monolithic



---

## **Re:navigating multilingualism and multiliteracy**

Friday, March 25, 4:00 pm - 5:00 pm EST

### ***Reimagining Language Possibilities for Deaf Students*** – By Melanie Simpson

Language has always been at the core of our educational practice in deaf education, but in 2022, it is time to reimagine language possibilities for deaf students. Until recently, signed language was the most readily accessible avenue for communication for deaf students. However, in the current context, the majority of deaf students communicate primarily through spoken language and are educated in inclusive settings, not at schools for the deaf. Over the past two decades, the combination of wide-spread implementation of newborn hearing screening and early amplification with hearing technologies including cochlear implants (CIs) has afforded meaningful access to spoken language during the critical language development period for most deaf children. This shift has allowed educators to reimagine the language opportunities available to deaf students, opening the door to education in spoken language bilingual settings (e.g., French immersion). These were doors closed to deaf students in the past. No reimagining is without tension, and it may appear that signed communication has no role in this revised landscape. But rather than this reductive take, this reimagining should be seen as a way to acknowledge and explore the language possibilities and opportunities available to deaf students in 2022. These include bilingualism or multilingualism, in their home language and the majority language, and in languages that may be spoken and/or signed. In this presentation I will provide an overview of these issues with reference to current research and examples from deaf individuals.

Keywords: deaf, cochlear implants, bilingualism, multilingualism, language

### ***Revitalizing Indigenous Languages Through Plurilingual Storytelling*** – By Aisha Adebayo

Indigenous languages and cultures across the world are at risk of extinction (Simons, 2019). The major contributing factors are colonization, urbanization, and globalization. Although colonialism has yielded to post-colonial forms of government, its impacts are still noticeable in the hidden and explicit curricula in schools across the world (Thumlert et al, 2020). Living in a globalized and technologically driven world that is built on the foundations of colonialism, there is a need to understand how children experience and use their indigenous languages. To achieve this, I did a comparative study of the plurilingual experiences of 8-year-old Yoruba children in cosmopolitan cities in Nigeria and Canada. The data generated were analyzed using a qualitative thematic analysis model. Findings indicate that children used plurilingualism and translanguaging as relevant pedagogical strategies by drawing on their funds of knowledge in the dominant language when learning and/or using their indigenous language. Digital storytelling equally afforded children the opportunity to use their indigenous languages in creative and meaningful ways. I recommend that children should be invited to take on a makers-role in plurilingual storytelling. This would be significant in revitalizing indigenous languages, and subsequently in the further diversification and decolonization of classrooms beyond the current superficial markers of multicultural diversity.

Keywords: children as co-investigators, plurilingualism and translanguaging, multimodal literacies, pluricultural identities, heritage language learning and usage

***Pedagogies of navigation: renewing multiliteracy*** – By Noah Khan

As the COVID-19 pandemic effects reexamination of education, the present paper examines prominent pedagogies of love from Paulo Freire (1968/2018; 1997/2021) and bell hooks (2000) and their application in technological settings from a historico-philosophical perspective. Philosophical methodology is employed in the form of systematic doubt, argument, and dialectic. Pedagogies from Freire's (1968/2018; 1997/2021) *Pedagogy of the Oppressed* and *Pedagogy of the Heart* and hooks' (2000) *All About Love* are subjected to systematic doubt in their operationalization across historic educational spaces: the 'conventional' classroom, multimodal classroom, and the virtual classroom, using Helen Fisher's (2016) neurological conception of love. It is found that as educational spaces become more technological, capacities for pedagogies of love are diminished, despite technology allowing for greater communicative capacities. It is argued that the idealism in pedagogies of love contributes to the constant expansion of unfinished teacher responsibilities in new pedagogies of love through holistic education, ultimately leading to high rates of teacher burnout and negative mental health outcomes as technological capacity is pushed to the extreme. Philosophies of difference are then considered as a dialectic to explore pedagogical bases other than love that may prove more effective in technological spaces that reduce the efficacy of love through fragmentation. Taking multiliteracy pedagogy into focus, it is concluded that pedagogies of navigation may prove to be a valuable approach to education, paying close attention to the dialectic of technological environments—how technology affects the individual, how the individual affects technology, and how one navigates this dialectic.

Keywords: pedagogies of love, holistic education, philosophy of technology, educational

---

**Re:membering and re:worlding**

Saturday, March 26, 10:15 am- 11:15 am EST

***Out of the Darkness: Considering an Experiential Learning (EL) Approach to University-Based Holocaust Education*** – By Anna Pearson

In 2019, Drs. Hilary Earl and Eva Plach offered an experiential learning (EL) course titled, *Into that Darkness: Memory of the Holocaust in Poland*. Offered jointly at Nipissing University and Wilfrid Laurier University, the course was delivered in two parts over winter and spring semesters as an EL history course. Participants engaged a range of historical study to better “understand” the Nazi's program to systematically destroy Europe's Jews during the Second World War. Following the academic study portion of the seminar, participants travelled to Poland for direct EL experience located at several key historical Holocaust remembrance sites. This “in-context” phase of the EL course was designed to create face-to-face conditions to support participants' capacity to synthesize knowledge encouraged in a classroom setting in situ-contexts of Holocaust memorial sites. My paper will entail preliminary observations focused on how *Into that Darkness* implemented a non-traditional form of EL pedagogy. Drawing from experiences of senior undergraduate students as reflected primarily through their journal entries, my paper will consider underlying pedagogical assumptions that frame-implicitly and explicitly traditional modes of Holocaust education accompanied by an EL component. In particular, this paper aims to unpack two key conceptual aspects of *Into that Darkness*' EL aims: to promote and enhance student engagement and to promote critical thinking regarding the Holocaust and related

histories of group-directed violence and genocide.

Keywords: Holocaust education, higher education pedagogy, experiential learning, historical empathy, memory

***On the Paradox of the Unrepresentable*** – By Diana Yoo

My research essay focuses on the artworks *Sandy Bay Residential School Series* (1998-9) and *#whatdoyoufeelwhen* (1998), by Robert Houle and Wayne Dunkley, respectively, two contemporary BIPOC (Black, Indigenous, and people of colour) visual artists who call into question specific historical acts of colonial and racial violence. These works provide a means to reckon with the trauma of two important historical moments that have often been ignored or left omitted from the historical records in Canada. I argue that these narratives of traumas are best renarrated and witnessed through the experiences of visual art. While Houle's paintings illustrate his recollections of his traumatic childhood spent in the residential school system, Dunkley's photo-based art project confronts viewers with his digitally-altered self-portrait series resembling 17th Century drawings of runaway slaves. This paper questions how these artworks as renarrations of past traumatic injustices simultaneously provoke critical questions about the haunted present. I argue that these two visual artworks afford viewers with a means to reckon with different trauma narratives through the paradox of the unrepresentable hauntings that unsettle the viewer in their lived experiences through intersections of memory. These hauntings of historical events are, in turn, examined "multi-directionally," as conceptualized by Michael Rothberg, across cultures to resonate both with and against each other in tension to echo the importance of learning about multiple injustices, as constellations of memory.

Keywords: memory and trauma, social justice, aesthetics, anti and decolonial theory

***(Re)Worlding Imaginary Futures*** – By Elyse Longair

*(Re)worlding Imaginary Futures* explores through a research creation methodology how alternate futures from the past, or distant future might look. Through collage, I use worldbuilding to imagine fragmented worlds and futures; by recontextualizing and reimagining images, I will endeavor to as per Jennifer Gidley, "create wiser futures for tomorrow" (20). Since the 19th century, the science fiction genre has employed worldbuilding methodologies to question and criticize our world, forming a conceptual space to imagine alternative futures critically and creatively. Currently, we are living in a heightened time during a global pandemic, where time may shift and destabilize - time does not slow down; this makes thinking, planning, and caring for a ubiquitous future a challenging prospect. I suggest the potential that we have in this moment to reflect on our history and our present circumstances, and to develop a new vision for our future through (re)imagining and (re)worlding creative futures together. As Stuart Candy states in *The Futures of Everyday Life*, "[w]hat is central...to the present future studies is not an effort to 'predict' the future... but the effort to sketch 'alternative futures'" (26). Our focus needs to shift from predicting the future to (re)imagining and (re)worlding creative futures. I propose that if we recontextualize and reimagine past futures, ideas of our present and future may be questioned. Worldbuilding encourages us to rethink and reflect on the important role of imagination, opening up new possibilities for imagined futures.

Keywords: future, image, imaginary, worldbuilding, science fiction and future

## **Re:imagining inclusive curricula**

Saturday, March 25, 11:30 am - 12:30 am EST

### ***The Problem with Peanut Butter and Jelly: A Re-view of the Literature on Curriculum Modifications*** – By Katherine Barron

When the practice of curriculum modification is mentioned in literature – academic, policy, or otherwise – it is mentioned in conjunction with accommodations. Although the two practices are distinct from one another, their close association in special education discourses invokes a peanut-butter-and-jelly-like relationship: a marriage of two separate units, now seen as one. The problem with this amalgamation is that we forget that they are, in fact, two separate entities with very different purposes and underlying assumptions. We forget to notice that they have different effects, both intended and unintended. We become so used to their singularity that we don't even think to stop and say: "Hey, I think we have a problem with jelly".

In the post-pandemic landscape, we must re-evaluate the efficacy of curriculum modifications as a means of supporting students. In this literature review, I trace the origins of curriculum modifications and their impact on students. I argue that the pervasive misuse of terminology (specifically, the 'peanut butter and jelly effect') in academic literature leads to a colossal misconception of the purposes of curriculum modifications and their effects on students. Given the history of marginalization and disproportionality through special education processes (Artiles et al., 2010; Reid & Knight, 2006), it is critical that we re-examine the use of curriculum modifications through critical disability (Danforth & Gabel, 2016; Withers, 2012) and critical race (Ladson-Billings, 1998; Leonardo, 2013) frameworks. Ultimately, we must re-construct, re-define, and re-envision the role of curriculum modifications in K-12 education.

Keywords: curriculum modifications, inclusive education, special education, education policy, individual education plans

### ***Reimagining Literacy*** – By Anna Rzepecka-Karwowska

We were not born equipped to read. Literacy is a new concept for humankind. In recent years, research has shown that many students graduate from Ontario schools with inadequate literacy skills to participate in society. The changes made to the education policies have determined the importance of the simple reading view when instructing children with disabilities. Some of the skills that have been integrated into this approach include general skills and the processing speed of words. Dyslexia children have difficulties in word recognition, accuracy, and frequency. Balanced literacy has been proved to be ineffective to their learning capabilities. On the other hand, the science of reading happens in a structured format allowing learners to begin from nothing as they progress.

The findings of this paper establish that there are four phases of development in reading comprehension and that structured literacy and word inquiry benefit all students and close the gaps in their schooling. Throughout the paper, we understand the importance of phonological awareness in orthographic mapping. Structured literacy is considered a significant reading model as it integrates orthographic mapping during the teaching of students who struggle with literacy. Orthographic mapping involves creating connections that link the spellings of words to articulations. The paper concludes that a structured approach to language serves all the students and revolutionizes their educational outcomes. The paper also indicates the importance of

incorporating Orton Gillingham's approach to teaching reading and the need to reinvent pedagogy.

Keywords: science of reading, orthographic mapping, reading, Orton Gillingham  
Reimagining literacy

***Hermeneutical Phenomenology of Teaching literacy in secondary school*** – By Christopher Premdas

My research question is what approach do secondary school teachers have in delivering the literacy curriculum. As Educators, we teach and assess students in streamed classes, with students of different academic abilities, different language, family and personal background. The hermeneutical phenomenology looks at the realities/experiences and the interpretation of the self and the relationship to the world. It was during my secondary and elementary school years as a student and teacher that literacy was always the benchmark for success and there has been considerable investment and schemes by governments and other sectors of society to tackle low literacy scores. My research interest is the Hermeneutic phenomenology of pedagogy and literacy: Hermeneutics is interpretation by situating self, world and text and phenomenology is experiential or consciousness of the self to the world or reality. This experience transposes ourselves to the multiple narratives or perspectives of the texts or authors. Hermeneutic phenomenology is the study of experience with its meaning(Friesen and Hendriksson.,pg.1). This framework embraces the idea that language and our world view are intertwined with each other(Ibid.,pg.8). What are the literacy practices that educators use in the classroom? Literacy is about reading/comprehension of text, vocabulary, writing of words/sentences and as Educators we have specific ideas of teaching literacy. The methodology will be a qualitative approach, a random survey will be sent to all secondary school English teachers in the TCDSB. The paper would look at literacy practices by secondary school teachers/educators and how do Educators interpret their literacy 2 practices. The research questions are 1. How do secondary school educators understand literacy? 2. What are the pedagogical practices of literacy by secondary school teachers and how has personal experience shaped teaching literacy? 3. Many Ontario school's have been promoting PLCs(Professional Learning Communities) how are literary teaching practices influenced by PLCs?

Keywords: hermeneutics, phenomenology, professional learning communities and literacy

. re:consider · re:flect · re:call · re:concile

re:tell · re:member · re:create

## **Shifting ground: Reflections on Research Relationships in the time of COVID**

Thursday, March 24, 5:15 pm - 6:15 pm EST

Authors: Nancy Bell, Jessie Kennedy, Safra Najeemudeen, Zaitun Hnin Pwint Phyu

“How can we re-envision our notions of and relations with ‘community’ in pasts, presents, and otherwise futures?”

As colleagues who began their PhDs in 2018, our collective dissertation research has been disrupted - in different ways - by the global pandemic. Drawing on social adaptation theory (Kahle, 1984) we explore how each of us were forced to regroup, adapt and modify our research methodologies and process - sometimes more than once. Such disruption has led us to re-envision our relationships with the diverse communities with which we work including drama students, international students, Rohingya refugee students, educators and Syrian child refugees. In this regard, social adaptation becomes increasingly significant when social change in government regulations and societal norms affect important aspects of life over comparatively short periods of time. Social adaptation theory, which stresses the process of socialization with the aid of mechanisms of social control such as social pressure and state regulation, helps us make sense of our changing attitudes, while we adapt our research practices and accommodate the disruptions that have faced our projects (Kahle, Homer & Beatty, 1986). In other words, In describing and analyzing our various disrupted journeys through our dissertation research, we also engage in a practice of autoethnography - retroactively and selectively writing about past experiences from our current vantage point (Bochner, Ellis & Tillmann-Healy, 2000; Chang, 2007; Ellis, 2004). In this regard, we explore the impact of the disruption, not only on our projects, but on our sense of ourselves as ethnographers for whom a sense of community with our subjects is central to our research (Chang, 2007; Van Maanen, 2006).

***What’s happening here? Disruption, Adaptation and (the quest for) Community*** – By Nancy Bell

The focus of my dissertation and another (overlapping) research project that I am working on is International Students studying in Canada at the secondary level. Always an elusive group that has not had a large voice in research on secondary or International Education, I had hoped to build on my prior experience and connection with this cohort to explore and analyze the lived experience of these students within a broader public policy context (Atkinson & Hammersley, 1998) Needless to say my ability to connect with these students during the pandemic was severely disrupted.

I had proposed an ethnographic study of international students, based on in depth interviews and on site (classroom) observation (Atkinson & Hammersley, 1998). While I attended classes both as an observer and as a supply teacher, I found that traditional ethnography in a zoom setting (in which students have their cameras turned off and the teacher is sharing their screen) does not yield the most insightful observations. This situation has forced me to re-evaluate the extent to which I can lay claim to an emic perspective on the experiences of the students. What does it mean to be an insider on zoom?

My research project was even more disrupted. Here, we were trying to build upon the results of an earlier participatory action research project that yielded some promising insights into how to support this cohort – primarily focusing on the importance of deliberate social interventions, facilitated by caring adults and peer mentors (Shecter & Bell, 2021). Our challenge was how to continue to build a sense of “community” in an online environment. The question is still unanswered.

***Creating Spaces: A Community Engagement Strategy*** – By Zaitun Hnin Pwint Phyu

The purpose of my research is to explore how Rohingya youth are navigating their past and present experiences as they negotiate the culture of mainstream schooling in Canada. In this regard, I am using an ethnographic study design, eliciting members’ beliefs and attitudes and documenting their practices for the purpose of rendering an emic account on the phenomenon under study (Atkinson & Hammersley, 1998). The pandemic has great impacts on individuals’ research, especially those intended to carry out in- person data collection. Many researchers have switched their mode of data collection to online investigation.

For my research, I planned to conduct my participant observation and ethnographic interview by social distancing and limiting the duration, and number of participants in each meeting, thus meeting the Ontario public health guidelines. However, communicating with the families during the pandemic has been challenging due to frustration, financial instability and lack of knowledge of the community members. Also, the limitation of participant observation to comply with Ontario Guidelines made data collection insufficient. To tackle this issue, I had to come up with multiple adaptations of collecting data so that I can get reliable information and make my focal participants and their families feel comfortable and share their perception naturally.

***Landscapes of uncertainty: navigating research in drama classrooms during COVID-19*** – By Jessie Kennedy

The degree of change and adjustment required of researchers during the global pandemic has been exceptional. I began my PhD dissertation project research into local, community and land-based learning with high school drama students in September of 2021, and it quickly became apparent that many things in school were no longer the same. My field of study and how I engage in making art with students was forced to change to accommodate COVID protocols, and the impact of living with isolation, fear, and instability over the past eighteen months had taken a toll on colleagues and students alike. Significant and ongoing adjustments to my research study have been necessary during COVID, but even more importantly, building classroom community, the nature of interactions with research partners in the broader local community, and the process of learning in general has taken place amidst and in the aftermath of trauma.

With COVID as a constant companion, the execution of my work with students has unfolded over a landscape of uncertainty. From the model of schooling we were in at any given time (semester, quadsemester, online) to the quality of tentativeness that seeped into the atmosphere of classroom, both the students and I did our best to ‘pivot’ and draw on ‘resilience’ in order to just make it work. This paper will examine how conducting research in these circumstances has given rise to unforeseen observations about how I have been changed as a teacher during COVID and how both my pedagogical approach and work as a researcher have benefitted from continually drawing on the artistic process as a model of preservation in the face of change.

Increasing numbers of young child refugees are resettling in Ontario. Yet, for the most part, very few educators are prepared to respond to this unique population. The purpose of my dissertation is to address the gap that exists in meeting the needs of refugee children in Canada by gaining insight into their resettlement experiences. Digital storytelling has been described as a knowledge producing tool that can represent previously unattended experiences, so as to build understanding and guide culturally responsive pedagogy and practice that supports social inclusion and justice (Bissell & Kortewag, 2016; de Jager et al., 2017). For these reasons, the objectives of my research are to: 1) support refugee children create digital stories of their lived resettlement experiences, 2) examine the children's experiences as shared through their digital stories, and 3) gain insight into the children's experiences of creating the digital stories and the experiences of educator-facilitators who facilitate the digital storytelling workshop. This study uses participatory visual methodology and digital storytelling method to gain insight into the pedagogical potential of digital storytelling.

I am currently in the data collection stage of my research. I had planned to conduct data collection, including facilitating the digital storytelling workshop in-person. However, due to the on-going pandemic and the need to maintain physical distance, data collection will now be conducted online. I have had to modify the data collection process, including the digital storytelling workshop format to meet Ontario public health guidelines. From recruiting participants, to building relationships and community, the COVID-19 pandemic has created multiple challenges for us as student-researchers. In my presentation, I will share my experiences of conducting research in the current pandemic context.

---

### **Re:opening and Re:building Education: From where? For what? With Whom?**

Saturday, March 26, 9:00 am - 10:00 am EST

Where to begin? What is of concern to us? Who is the us in question? What are the temporalities (now) and the spaces (here) of the us in question?

These questions hint at imagined (yet very material) borders, demarcations and closures; concepts that Achille Mbembe (2019) suggests are very much a characteristic of our times. Definitions of an us beg a them: an other. The panel represents an attempt to “stay with the trouble” evoked by the double bind inherent in communities of belonging, at once transient and politically defined (and often, at least in appearance, definitive), by interrupting spatiotemporal location (bound up in narratives of historical progress) and re:introducing the puzzling questions of the global. It seeks to do so through dialogue, by weaving the interactions of the panelists into a third space (Bhabha, 1994). The dissonant chorus includes the situated voices of an international Doctoral student working from Toronto(Canada), and three Master students working respectively out of Mogadishu (Somalia), Dadaab (Kenya) and finally Kaptien (Kenya) as they each present excerpts of their research projects. The projects share a common concern with re:forming and re:thinking the future, from within conditions of heightened uncertainty and precarity on Terra (Haraway, 2016). All share a vision of education as an existential project, one that may support the production of hopeful images (Simon, 1992) for the future. Yet the contours of these futures they envision are at first sight radically different, in terms of their geo and body-politics. Likewise, their locations and identities are bound within the epistemic structures of modernity/coloniality (Mignolo, 2007). Overall, the dialogue does not seek to move towards



responses, but in bringing the speakers together, it aims to problematize their identities by hinting at their relational structure, while raising questions that reiterate the vitality of a decolonized political imagination in re:defining questions in/of education. What can a re:opened, border/less, education offer to this broken world?

Keywords: coloniality, dialogue, borders, global futures

***The impact of the absence of formal schooling opportunities on youth in Kolbo Town (Badahe District)*** – By Hassan Noor Hussein

The first research study explores the experiences of youth from Kolbio Town (Somalia), as they seek access to formal schooling in a war-torn context. Located in Badhadhe district in Lower Jubba (Somalia), the town is situated on the border with Kenya. The purpose of this study was to explore how absence of formal education impacted students from Kolbio town. This includes frequent and dire border crossing into Kenya, in the hope of finding better opportunities. A qualitative methodological approach and three data collection methods namely questionnaire, intensive interviews, and observations were used to collect data. Participants included five graduates and continuing students from this area. The researcher, who has recently returned to Somalia to contribute to the re:building of his country, uses his personal experiences to build a compelling framework for understanding the factors that lead these youth to leave in search of educational opportunities. He worries for the future of these youth in a context that has been heavily scarred by an ongoing civil war. He hopes that the findings will contribute to creating awareness in the government and well-wishers about what he sees as a vital human rights issue. He argues that the current and future challenges require different educational approaches and that education is intended to prepare youth for the challenging world as it exists, acknowledge the past, but at the same time provide perspectives, values, norms, skills and competencies to face a world as it could be tomorrow. The education that supports such visions of the future must be inclusive and enhance the concept of sustainable development globally and locally.

***The perspective of youths on the COVID-19 pandemic in primary schools in Dadaab Refugee Camp*** – By Omot Oman Obono

The second research study explores how school going young people in the Refugee Complex in Dadaab (Kenya) experienced the governmental response to Covid-19. The study seeks to unveil the situated impact of the global pandemic in the camps, including a prolonged school closure lasting over 10 months. Specifically, the purpose of the research is to investigate how the impact of the pandemic has aggravated an already precarious educational environment, with negative effects on all prior progress towards greater educational equity. The researcher chooses to focus on gender and disability having observed that several young women and children living with disabilities had failed to report back to their respective schools after re:opening. The study singles out several factors which the researcher believes have heavily contributed to significant and uneven educational losses for youth in the camps. These include: a) the policies implemented by iNGOs operating schools in the Dadaab Camp, which seemed to assume that all school going refugee youth had the financial capability to buy smartphones, access to Televisions, radios for online digital devices and reliable internet connectivity and electricity; b) budget cuts due to COVID-19-related austerity measures that have hit the humanitarian organizations that support children living in conditions of protracted displacement; d) the lack of consideration for accessibility for those children and youth living with physical disabilities who couldn't walk alone to due to lack of mobility devices; e) the impact of patriarchal family structures on the wellbeing of young women. A longstanding leader in his community, the study

is powerfully situated in the researcher's own experiences of educational discrimination and marginalization, coupled with his unshaken belief in the decisive role played by education in shaping shared futures.

***The work of border/less education*** – By Mirco Stella

This research focuses on what the author is learning about being a critical educator and education, in a development project providing graduate education (Masters degrees) to students living in situations of protracted displacement. In his work the speaker conceptualizes the project as a border/less space. A space that exists in and within tensions. A space that at times offers refuge from the terrible automatism of certainty/knowledge, while simultaneously removing/suspending all certainties, all comfortable narratives, in which as an educator one may seek solace. These include national curricular goals, future progress and linear development (mobility) - in line with a perceived and certain, or at least predictable, future (born of sameness). If education is ultimately about the future, or rather bridging the past and future by “passing on” (DiPaolantonio, 2016), but passing on often relies on unsteady assumptions of commonalities, he asks: what happens in a situation where those commonalities are not readily available? When they are to be built in the midst of radical difference? How is the concept of community re:written pluriversally? What can an educator draw from such interrogations? From what can an educator re:build education outside-in? How do such questions re:write considerations about contents, culture, pedagogy, and the educational imagination?

***The impact of the digital divide on learning and primary school education in remote communities in Kenya*** – By Chepchumba Maiyo

The study seeks to uncover and present the impact of the digital divide on educational attainment and performance in rural areas in Kenya. In the past two years schooling in Kenya has come to increasingly rely on digital technologies. This has been the result of at least two combined factors. Since 2017, Kenya has been rolling-out an ambitious new competency-based curriculum (CBC) for primary grades 1-5. The “Big Shift”, promises to deliver a new system that will prepare all children and youth in Kenya for the dynamic global knowledge economy of the present and future. Of the 7 core skills and mindsets situated at the core of the curriculum, key is a renewed emphasis on digital literacy. Meanwhile, the prolonged national school shutdown (10 months) due to the COVID-19 pandemic and subsequent sudden move to remote and online forms of learning to remedy the interruption, has accelerated the transition towards greater digital dependency. These shifts have shown and amplified existing issues of equity and access. As a mother of school going children and resident of Kaptien in Nandi County, the author aims to capture the perspectives of parents, teachers and students who are dealing with the impact of having to secure access to digital technologies which are deemed necessary according to recent educational policy but highly inaccessible in their current context. She presents these as potential barriers, posing significant issues of educational equity and access. She frames her work as a first attempt in her community to document these challenges and barriers in the interest of collective mobilization for action. She is deeply troubled by how the educational success as well as the lifelong aspirations of youth/children in these rural areas, are being curbed and limited by these staggering educational injustices.

### **Decolonizing French as a second language**

Thursday, March 24, 2:45 pm - 3:45 pm EST

Hosted by: Marika Kunnas

French is a valued language in our society largely due to its ‘official language’ status (Haque & Patrick, 2015). Official status creates a hierarchy of languages, placing French and English above the hundreds of other languages spoken in Canada, and above Indigenous languages that have been spoken on this land since time immemorial (Haque & Patrick, 2015; Ricento, 2013). As I have learned more about colonialism and decolonization, I have questioned my role as a French as a second language teacher: What does it mean to teach a (minority) colonial language within a colonial system? Am I contributing to reifying colonialism in my classroom? As someone who is committed to equity, I have to wonder if my role is reproducing colonial oppression, and if it is, (how) can I counter this oppression? In this salon, I explore these questions and tensions and invite others to offer their own insights about teaching a colonial language or working within colonial systems. We will think about how/if we can engage with French (or any colonial language) in a way that is decolonial, moving beyond decolonization as a metaphor (Tuck & Yang, 2012).

The guiding questions for this salon are:

- Is there a way to teach French that embraces decolonial ideologies, or is it inherently a colonial practice? Is it possible to work within a colonial system without reproducing colonialism?
- (How) Can we disrupt colonial ideologies in colonial language programs?
- How do we move beyond decolonization as a metaphor?

Keywords: French as a second language, decolonization, official languages, language hierarchization

---

### **Oral Storytelling as Education: A deep dive into intergenerational histories**

Thursday, March 24, 4:00 pm - 5:00 pm EST

Hosted by: Mayuri Paranthahan & Ari Para

As siblings born to immigrant parents forcibly displaced from Sri Lanka in the late 1980s, we have witnessed the silencing of Tamil narratives during the 26-year Sri Lankan Civil War. We are navigating our dual identities, trying to find belonging in our diasporic roots. In entering grad school, we found space to discuss the untold narratives that weighed heavy on us: our intergenerational histories.

Mayuri is a Master of Architecture student at the University of Waterloo pursuing a SSHRC-funded thesis on the re-making of home after their family's displacement. Using bell hooks' concept of 'homeplace' as a site of resistance, their research explores housework as private placemaking for racialized diasporas living in a white world. The findings show how housework can recreate senses of belonging and security lost in migration.

Ari is a Masters of Education student at York University creating a resource for racialized immigrant parents of queer children. After participating in a colleague's research project, co-creating a play about queer-faith identities, they received several OAC grants to showcase their play in several arts festivals. Ari is also a writer and storyteller who has facilitated writing workshops focused on relationships to land and identity.

Together, they will touch on how their research intersects through oral storytelling. This salon will focus on the methodologies resulting in their research projects, highlighting the power of individual narratives. They hope to encourage audience members to view oral storytelling as more than part of our ancestral pasts, but as a form of education and a valid approach to academic research.

Keywords: storytelling, auto-ethnography, queer faith, domesticity, diaspora

---

### **Success - Re:construction from Deconstruction**

Friday, March 25, 4:00 pm - 5:00 pm EST

Hosted by: Lois Agard, Saba Rafiq & Sonia Martin

Is “success” in education a mechanism of cruel optimism (Berlant, 2011), offered as an object of desire but harming those in its pursuit? In this salon, three hosts will encourage an interactive discussion examining how “success” is steeped in colonial understandings that marginalize racialized students and educators. Operating within an anti-colonial discursive framework wherein “the colonized has also the power to question, challenge, and subsequently subvert the oppressive structures of power and privilege” (Dei & Asgharzadeh, 2001, p. 300), the hosts will support a collaborative deconstruction of “success” to demystify how “success” is enacted as a tool of systemic oppression. The hosts arrive at this discussion from three distinct but related perspectives: 1) international student experiences, 2) racialized educators seeking leadership positions, and 3) the federal government's international education strategy. Identifying commonalities from multiple perspectives can contribute to a broader understanding of how systemic oppression operates across institutional divides. From this deconstruction discussion, participants are invited to re:imagine success in education and collaboratively re:construct alternative ways to envision, measure, and support educational success for a post-COVID revival.

Keywords: educational success, anti-colonial, anti-racism, internationalization, leadership

---

### **“Don’t call me Miss”: Supporting all genders in teacher education**

Saturday, March 26, 10:15 am - 11:15 am EST

Hosted by: Mel Hardy & Ryen Burris

We cannot deny that the current K-12 school system is a patriarchal structure, and those of us who mentor, support, and educate teachers are sending them into a system that inherently does not respect all identities. In the immortal words of Audre Lorde, “the master’s tools will never dismantle the master’s house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change” (1979). In the waning days of COVID,

the master's house is in shambles – close to ruin. Though our nation remains divided, the generation representing our current K-12 students and young pre-service teachers are more accepting of gender identities (Puckett et. al., 2021). Now is the time to re:imagine how teacher educators can play a role in schools that truly support all identities beyond the inclusion of email signature pronouns.

The host of this proposed salon is a nonbinary Ph.D. student specializing in Teacher Education and Educational Policy. As a former K-12 teacher, they experienced direct backlash when attempting to encourage a non-binary teacher name in their classroom. Now they run a small online support group for LGBTQ+ student teachers in navigating environments where colleagues, administrators, parents, or students may complain about their identity (or worse). All are welcome to participate in this salon as we discuss the ways in which gender is handled at all stages of PK-16 education and how we can seize this opportunity to do better from now on.

Keywords: gender, teacher education, non-binary, K-12, LGBTQIA+

---

### **Metaphor as a pedagogical practice of educational transformation**

Saturday, March 26, 11:30 am - 12:30 pm EST

Hosted by: Alicja Frankowski & Lisa Johnston

We offer this salon as a thought experiment that proposes the use of story and metaphor (Ingold, 2011; Lakoff, 1992) as a provocation for disrupting prescriptive practices in education toward fostering educator's critical dispositions, and capacity for intellectual engagement. As early childhood educators, we find our profession in a liminal space of the pandemic. We find this liminal condition to be disruptive to early childhood education's neoliberal and developmental foundations. We welcome the hastened momentum of reconceptualist ideas that this disruption has brought and the need/desire for transformation and a re:working of our pedagogy. Beginning with Cristina Delgado Vintimilla's (2020) description of pedagogy as a "body of knowledge that thinks...is reinvigorated by...and transforms education" (para. 4) we offer our own work-in-process using the metaphor of Mary Shelley's Frankenstein (2004) to (re)story early childhood education in its current form, as a monstrous body (Colebrook, 2014). Through metaphor and story, we think with disrupting conventional conceptual mappings (Lakoff, 1992) and tracing the relational inheritances (Ingold, 2011) of early childhood education as a harmonized body of knowledge that is pieced together from multiple and incommensurable theories, discourses.(Povinelli, 2001). We are mindful of scholars such as Eve Tuck and K. Wayne Yang (2012) who caution us that the use of metaphor can be damaging and insufficient, Kathering McKittrick (2021) who describes metaphorizing humans as "metaphorically unliving" (p. 10) and Christina Sharpe (2016) who conceptualizes metaphor as doing the work of imaging otherwise presents and futures in the "wake" of traumatic histories. We invite education students interested in literacy, critical theory, and the arts to create a dialogical space that considers these perspectives while interrogating the role of metaphor in educational transformation.

Keywords: metaphor, pedagogy, educational transformation

In Conversation With...

Friday, March 25, 7:00 pm - 8:00 pm EST

***The Artists' Broadsheet: Imagining a Post-Pandemic Reality***

By Adrian Berry & Hayley Janes

Format: Multimedia Website

*The Artists' Broadsheet (TABS)* is an interactive website in the form of a grocery coupon broadsheet. A grocery coupon broadsheet refers to the pages of coupons found in a traditional Sunday newspaper that when cut out, provide discounts on basic needs like food and home goods. We commissioned seven international artist-collaborators to create their own virtual coupon for the website. When clicked, each coupon 'flips over' to provide a deeper look at the artists' imaginings of a post-pandemic reality through a unique multimedia asset (e.g., video, short films, .GIF, collage, song). All are distinct works of art that provide a glimpse into the artists' pandemic experiences and their hopes for the future in a way that is creative, intimate, and raw. *TABS* is intended to play with the absurdity of taking what artists and cultural workers offer to society and confining it to the standardized, narrowly-defined box of the coupon. As a scrolling artifact, *TABS* captures this moment in the arts community as shaped by the COVID-19 pandemic, decades of underfunding, and long-standing chasmic inequities. Through commissioning and creating art, we seek to jointly imagine a world where the arts and culture sector can flourish as we emerge from this pandemic and prepare for whatever future pandemics are to come. *TABS* is a collaborative push-back against ingrained boundaries and a call to ignite connection, conversation, and change.

Keywords: coupons, art, pandemic, website

***(Re)worlding Imaginary Futures***

By Elyse Longair

Format: Collage Artwork

My artistic praxis references and engages with simple images, using collage and collage aesthetics. The simple images encourage us to rethink and reflect on the role of imagination, opening up new possibilities for imagined futures. In my current series of collage-based work, I aim to explore how fragmented worlds of a reconstructed past may question our notions of time and reshape our thinking of the future.

Keywords: future, image, imaginary, worldbuilding, science fiction and future

***Who is French For?***

By Marika Kunnas

Format: Website

This website will show how policy documents support a certain student in French immersion programs. French immersion programs have long been hailed as the cornerstone of French language learning (Roy, 2020) and have also been critiqued for being exclusionary (Olson & Burns, 1983). French immersion is often populated by middle- and upper-class white students

(Sinay et al., 2018), there are very few English language learners (Mady, 2013) and students with special education needs (Wise, 2011). Due to the way that race intersects with linguistic minorities and special education labelling, we also see less racially minoritized students in immersion programs, even in racially diverse school boards (Sinay et al., 2018). As a French immersion teacher, I wanted to understand if these exclusions were supported or not within immersion policies. After analyzing 28 immersion policies and related documents for two racially diverse school boards, I conclude that exclusion is supported through immersion documents, but steps are being taken to shift away from exclusion to inclusion. Policy documents reveal that immersion is geared toward a middle-class, white, English as a first language, Canadian. I chose to submit a website instead of a paper to allow for a broader and less specialized audience. The website format will allow for readers to access the information in a quick, user-friendly manner.

Keywords: French immersion, critical policy analysis, French as a second language, exclusion

### ***“Parallels”: Social justice through art making and the archives***

By Sheetal Prasad

Format: Artwork

In 2019, I did a series of photographic prints (Figure 1) depicting in the foreground (in colour) my alter ego named “Sheila”, who was completely unaware of what was going on in the background (black and white). One of the prints depicted her sitting on chair, looking at her phone, while the background showed chaos and a flying chair. In another print, she is depicted walking and looking on her phone while a group of masked soldiers are marching in formation behind her. My current series titled *Parallels* (2022), utilizes a similar format to speak on the paradigm shift that many have witnessed since the start of the pandemic (Black Lives Matter, Indigenous protests, Stop Asian Hate, health mandates, etc.). Both series speak on the on the going cycles of history. French anthropologist Claude Levi-Strauss (1966, pg. 16) uses the term *bricolage* to describe the method of finding and recombining objects to create new meanings and narratives. By juxtaposing the current cycle of major events with past cycles of historical events shows a different narrative being combined rather than side by side depictions of historical events repeating themselves (Yee, 2007). I utilize *a/r/tography*—art making, researching, teaching—as a way to enhance inquiry and research (Irwin et al., 2006, pg. 2) as well as highlight important social justice issues. This paper outlines the process of collage-like works and how bricolage-based methods can be utilized in classrooms to engage with students on social justice issues.

Keywords: collage, archives, a/r/tography, social justice and art

---

## *presenter biographies*

### **Aisha Adebayo**

Aisha Adebayo is a recent alumnus of the Master of Education program in Language, Culture and Teaching at York University. Her research focuses on understanding the affordances of multimodality, plurilingualism, and translanguaging as pedagogical tools for promoting cultural and linguistic awareness and diversity. As an International and Indigenous Language Teacher with the Halton Catholic District School Board, she loves incorporating research theories and findings into her practice. Further to this, noticing a shortage of stories for culturally and linguistically diverse children, she is in the process of publishing three plurilingual stories. Aisha lives with her young family in Markham.

### **Lois Agard**



Lois Agard is an educator with over 20 years of experience supporting the holistic and comprehensive development of students in the Ontario public education system. She works collaboratively with local, provincial and international groups focused on approaches that empower, liberate all students and specifically Black students, while centering student voice, and lived experiences. Lois' greatest passion is working with the collective to unlock the full potential of all students while breaking down systematic and structural barriers that oppress and marginalize students, families and communities. In her first year of her Ph.D. program, Lois is focusing on understanding how colonialism and racism affect racialized leaders abilities' to lead as their authentic selves in public education.

### **Katherine Barron**

Katherine Barron has been a teacher in the Toronto District School Board for over 15 years. She has taught in several special education programs, inclusion classes, and has served in two central leadership positions. She is currently a doctoral student at York University. She is researching the effects (both intended and unintended) of curriculum modifications on student achievement, equity and well-being.

### **Nancy Bell**

Nancy Bell is a PhD candidate in education at York University, where she is conducting ethnographic research on international students in an Ontario secondary school. Her academic interests include second language/multilingual learning, literacy, and policy studies. Currently she is working as a research assistant on two projects: a comparative study of International student policies and practices across the province (with Dr. Sandra Schecter) and an exploratory study of multilingual assessment (with Dr. Saskia Van Viegen) Nancy taught at the Toronto District School Board for over ten years, and held school leadership positions in ESL teaching and literacy. She holds a MEd with a diploma in language and literacy, a MA in history, and is a member of the Ontario College of Teachers. She is a sessional instructor at Ontario Institute for Studies in Education at the University of Toronto.



## Adrian Berry



Adrian Berry (they/them) is a trans\* mid-career musician, educator-activist, and digital technologist whose practice explores the future of cultural work. Following years of touring internationally as a saxophonist and vocalist in U.S. punk bands, Adrian relocated to Toronto to pursue their MMUS in Music Technology & Digital Media at UofT. Adrian works across composition, audio engineering, videography, and visual programming as an inquiry into surveillance and vulnerability in virtual and physical space. Their 2022 thesis project, entitled Gold Cove  $\in$  RITUAL, is a new media video installation imagining a future where human artistic expression is consumed by AI entities.

## Stephanie Boragina



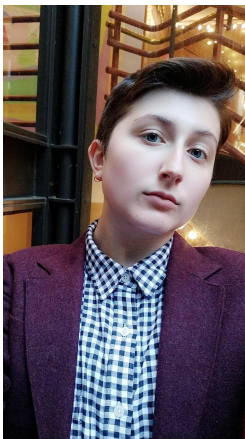
Stephanie Boragina is a PhD student in Education at York University. Her research interests concern the emotions involved in study and learning, examining undergraduate students' experiences of frustration and joy in mathematics courses and how instructors and course design can support students emotionally, particularly in online learning environments.

## Leah Brathwaite



Leah Brathwaite is a recent graduate of York University's Master of Education program and has a background in both early childhood education and computer technology. She has a strong interest in education quality and technology use with children, and based her thesis on the exploration of e-learning quality during COVID-19 and its long term implications. Leah plans to continue studying and researching education policy and quality in the future; she hopes to make a positive impact on the children and families in her community by sharing and applying what she learns along the way.

## Ryen Burris



Ryen Burris (they/them) received their BA in Mathematics and Physics from Reed College in 2021. During the course of their degree, they became interested in physics education, and they began their Science Education program at University of Maryland in fall 2021. There, they are part of the Physics Education Research Group, and focus on undergraduate education. Their primary research interests are the gendered experiences of LGBTQ+ students and the impact of faculty epistemologies on departmental uptake of equity initiatives.

### **Jenna D'Andrea**



Jenna D'Andrea is a third year PhD student in the Faculty of Education at York University and a high school English teacher. Her doctoral research examines the use of literature in the high school English curriculum as a vehicle for fostering empathy, ethical citizenship, and prosocial development. This research is highly inspired by her experience of working through texts with her students, where close and affective reading engages deeper class discussion about the nature of ethical responsibility to the Other. She has worked in the public, private, and home-school setting and is heavily involved in facilitating extra-curricular councils, teams, and community outreach initiatives for her students. Outside of being a full-time student and teacher, Jenna likes to keep active with running and playing soccer, volleyball, and tennis.

### **Safra Deen**



Safra (she/her) is a RECE and a PhD student in the Faculty of Education at York University with a background in early childhood education. She is currently the Professional Learning Coordinator at the Association of Early Childhood Educators Ontario. Her research interests largely centre around reimagining education, including early learning systems that promote a space of belonging for marginalized communities. She has taught in education and early childhood education programs at colleges and universities, has worked in a variety of early learning settings, including in Child Care and EarlyON programs, and research projects and academic positions focused on children and families. Safra currently resides in Markham, which is part of the traditional territories of the Mississaugas of the Credit First Nation and the Haudenosaunee. She is Sri Lankan-Canadian.

### **Haidy G. Díaz**



HAIDY G. DÍAZ is a Ph.D. student and Graduate Research Assistant in the College of Education at the University of South Carolina, where she researches in the Teacher Curriculum and Instruction Department with an emphasis in Language and Literacy. She completed her BBA at Berkeley College in Health Service Management. She obtained her MBA at the Walker School of Business and Technology at Webster University. Her research interests include Multicultural Education and Culturally Relevant/Sustaining Pedagogy/Teaching.

### **Hector Díaz**



Hector Díaz is a PhD student at the College of Education at the University of South Carolina in Educational Leadership and Policies with a Higher Education concentration. He completed his BA in at the City University of New York (CUNY)–Brooklyn College in Psychology. He obtained his MBA at the Walker School of Business and Technology at Webster University. His research interest include how sense of belonging within majors affect career choice in addition to how are institutions addressing any concerns regarding sense of belonging.

**Tesni Ellis**

Tesni Ellis is an educator based in Toronto. Tesni focuses on arts-based methods of teaching and research in post-secondary, with a particular interest in drawing comics and zine-making. Tesni is the creator of a high-impact, collaborative research initiative called the Student Experience Research Team, an experiential learning opportunity for students to investigate issues related to the student experience using arts-based methods. She has an MA from York University and Ryerson University in Communication and Culture and a BA in Communication Studies from Carleton University. Tesni is in her first year of the PhD in Education: Language, Culture, and Teaching at York University.

**Emma Foong**



Emma Foong is a PhD student in Educational Studies at the University of Windsor. She has her undergraduate degree in developmental psychology and her master’s in education in curriculum studies. Her PhD work focuses on Asian Canadian identity crisis, body image, gender relations, and eating disorders.

**Alicja Frankowski**

Alicja Frankowski is a PhD student at York University’s Faculty of Education. Her research has taken her from the position of a teacher action researcher, as she traced movement pedagogies in an early childhood playground, to thinking with pedagogical conditions in the work of the pedagogist. Alicja is currently thinking with speculative curiosity as an important insertion and condition within pedagogical work. She does so, as a response to the current voyeuristic, anthropocentric, and colonial implications that are currently haunting inquiry work in early education.

**Helen Yaqing Han**



Helen is a Ph.D. student at York University's education program. Helen worked as a graphic designer in Toronto and Singapore after graduating from OCAD University in 2014 and got her master degree of design at York University in 2020. Her research focuses are creations on digital media (mostly internet memes) and design education.

## Mel Hardy



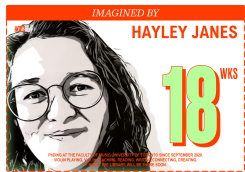
Mel Hardy is a Ph.D. student in the Teaching, Learning, Policy and Leadership department with a specialization in Teacher Education at the University of Maryland. They work at the Center for Educational Innovation and Improvement, and also teaches literacy and language acquisition skills to pre-service teachers. Their research focuses on retention of teachers representing marginalized identities and university partnerships with school-site mentor teachers. They also serve as the Secretary of the UMD GAAC. Prior to enrolling at the UMD, they served as a high school ELA and drama teacher, as well as the English Department Chairperson. They partnered with the Kennesaw Mountain Writing Project to present their research to the National Council of Teachers of English. Mel has earned a M.A.T. at Georgia State University in Atlanta, GA, and a B.A. at Clark University in Worcester, MA.

## Shannon Hyatali



Shannon Hyatali is a first year PhD candidate at York University where she is pursuing her doctoral degree in the Faculty of Education's Language, Culture and Teaching Program. Currently holding a Masters degree in Education also from York University, Shannon completed an MRP on the implications of using a/r/tography with preservice teachers. She is a mixed media artist, high school visual arts teacher, and researcher with a passion for uncomfortable conversations and critical dialogue. Inspired by, and immersed in her community, Shannon uses arts-based methods to engage difficult knowledge regarding race, mental health and identity. When she is not busy making art or reading, Shannon enjoys collecting found objects and playing with her dog, Topaz.

## Hayley Janes

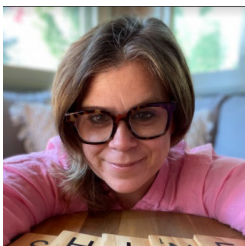


Hayley Janes is an experienced violin teacher from Toronto, Ontario. She is currently pursuing her Ph.D. in Music Education at the University of Toronto with research interests in arts-based methodologies, early childhood instrumental lessons, and cross-cultural education philosophies. She holds a Bachelor of Music from the University of Toronto (2017) and a Master of Philosophy in Arts, Creativity and Education from the University of Cambridge (2019).

## Lisa Johnston

Lisa Johnston is a second year PhD student in the Faculty of Education at York University. Her research addresses the intersection of time and thinking in early childhood education. How do neoliberal and developmental temporalities in early childhood shape and constrain educators and their ability to think about their work.

### **Jessie Kennedy**



Jessie is a fourth year PhD student with the Graduate Faculty of Education at York University. She lives in the City of Kawartha Lakes where she has been a secondary school drama teacher for the past seventeen years. Jessie is currently working on her doctoral dissertation entitled *LandForms: An ethnographic study of student-driven drama inquiry on local history and ecology*. Her research interests include integrated arts, drama in education, applied theatre, critical place and land-based learning, local and community rooted education, and sustainability in education. Jessie is the Vice-President of the Council of Ontario Drama and Dance Educators.

### **Noah Khan**



Noah Khan is a graduate student in Education at York University and Global Learning Coordinator at Sheridan College. His thesis concerns itself with examining technological functions in education and their pedagogical consequences. He's interested in developing pedagogy that reflects lived technological experiences. Outside of school and research assistantships, Noah finds himself writing poetry, reading, and delving into fields outside of Education.

### **Shelly Khushal**



Shelly Khushal is a second year PhD student in the Educational, Leadership and Policy Program, in the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Shelly is committed to the principles of equity, inclusivity, justice and human rights, and is working towards transforming educational policies which have historically excluded particular members of society. Through disrupting Euro-centric Western paradigms and epistemologies, Shelly's research focuses on human rights, anti-racist, and decolonizing educational practices as an alternative to current leadership frameworks.

### **Marika Kunnas**



Marika Kunnas (she/her) is a second year PhD candidate at York University. Her research specializes in French immersion programs and equity issues, particularly race. Her dissertation focuses on racially minoritized students' experiences in French immersion programs. Marika is interested in finding ways to make French immersion (and other specialized programs) more racially diverse and inclusive. Marika's research is funded by a SSHRC doctoral scholarship. Marika's research interests lie within second/additional language acquisition, race, decolonization, and equity. She is a practicing French, Drama, and Social Studies secondary school teacher. You can contact Marika at [rmkunnas@yorku.ca](mailto:rmkunnas@yorku.ca).

## Helen Liu

Helen Liu is a doctoral student in Education at York University. Her research interests include the critical examination of media, adolescent development, and the study of international students. Her current research involves critically assessing discrepancies between the promotion and recruitment of international secondary student programs, and whether student experiences accurately reflect the standard that is advertised. Helen is also a teacher on the YRDSB, teacher assistant, and research assistant.

## Elyse Longair



Elyse Longair is an artist, curator and image theorist, currently pursuing her Ph.D. in Screen Cultures and Curatorial Studies at Queen's University. In 2021, Longair received her MFA from the Interdisciplinary Art Media and Design program at OCAD University. From 2020-2021, she was an RBC Emerging Artist at The Power Plant Contemporary Art Gallery. Longair's 'simple image' theory in collage re-imagines the role of images away from the overt-complexity that dominates our world, opening up new possibilities for imagined futures.

## Chepchumba Maiyo

MAIYO Chepchumba is a Kenyan lady who is a graduate student in MED program at York University-Canada. She undertook her undergraduate degree in English and Literature from Kenyatta University. She has been working as a teacher in Dadaab secondary School teaching English and Literature. She speaks multiple language which include, English, Kiswahili, Nandi, Tugen and some Somali. Her research seeks to interrogate the impacts of digital divide on primary education in remote communities of Nandi county-Kenya. She intends to be part of the resolution to the challenges caused by the digital divide so as to promote equity and equality in primary education.

## Sonia Martin



Sonia Martin (she/her) became an English language teacher 20 years ago. Sonia has lived in 15 cities and five countries on three continents. She has degrees in French Language and Literature and Applied Linguistics, and she is currently pursuing a PhD in Education at York University. She explores barriers and possibilities for shifting the internationalization of post-secondary education toward equitable spaces of learning and sharing. Sonia is committed to unlearning colonialism and becoming a better advocate for oppression-free education. Email: [smartin1@yorku.ca](mailto:smartin1@yorku.ca), Twitter: [@smartin\\_tweets](https://twitter.com/smartin_tweets)

## timothy martin



timothy martin is an educator, birder, and poet who is interested in practices of remembrance. A PhD candidate in the Faculty of Education, tim's research is concerned with the memorialization of those who have died as a result of being dehousing. He lives near the beautiful lake with his partner and their two wonderful sons.

**Ayesha Michelle Menezes**



Ayesha is a researcher, storyteller, and student success advocate. She is on a mission to create inclusive teaching/learning spaces that awaken the creative potential of students and educators. Ayesha is an alumna of York University (M.Ed., Education, Graduate Diplomas in Language & Literacy and Post-Secondary Education - 2021, Combined Honours International Studies and French Studies with a Certificate in Bilingualism - 2007). She dedicated the last 15 years to student success, fulfilling many roles in educational language travel, student recruitment and admissions, not-for-profit management, and international student services. Her research interests span several areas of social development, including language and play, environmental education, student success and alumni engagement.

**Melody Minhorst**



Melody Minhorst is currently a Master of Education candidate at York University. She has a Bachelor of Landscape Architecture and a Bachelor of Arts- Psychology from the University of Guelph. Moving into a post-pandemic world, Melody became interested in using what has been learned from the pandemic and from alternative schooling to explore and inform education system design and practise. She has a background in interdisciplinary approaches and multicultural education that is the base of her interest in place-based pedagogies and exploring inclusion in early childhood education.

**Hassan Noor**

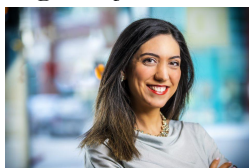


I was born in Somalia in 1993 in a district called Badhadhe located in the lower juba of Somalia. Just like many other parent did, my uncle took to Dadaab refugee camp late 1999 for study. Early 2000 I was admitted in Abdul-Aziz primary school. I Grow up and studied in Dadaab Refugee camp and completed my “o” level Education. I am holder of diploma and Bachelor in education. I am currently pursuing Master (Education). I am a teacher by professional, worked in many humanitarian emergency and social work: save the children as protection, Islamic relief as primary school teacher, windle international as secondary school teacher. I worked with international medical corps in 2020 as emergency response team. During this time, I trained front line health workers on basic psychosocial support counselling, Supportive communication, Interagency standing committee protection policy.

**Omot Oman Obono**

Omot Oman Obono, is a refugee,residing in Kenya's Dadaab refugee Camp. Is one of the refugee students who benefited from Borderless Higher Education For Refugees (BHER) project. He is the conferment of BA in Educational Arts in the year,2019 and at the edge of completing MA in education at York University. He is a Diploma award recipient in Teaching in secondary Education,in 2017, from MOI university in Kenya, affiliated with Canada based University British Colombia (UBC). As well as a Diploma in Social and Community Development, Community Community leader,Worker and PTAS'( BOM) cahir man. Omot is Interested in exploring the Dadaab youths' perspective on COVID-19 pandemics, on schools in Dadaab refugee camp primary schools, educational and Covid-19 crises related policy, by the government of Kenya (GOK).

### **Ezgi Ozyonum**



Ezgi Ozyonum is a PhD candidate in Education at Concordia University. She obtained her bachelor's degree from Bilkent University and completed her master's degree at Middle East Technical University. Ezgi has taught at the Department of Education, Concordia University, and has delivered workshops for Concordia's Centre for Teaching and Learning. Ezgi's research brings critical and decolonial perspectives to the study and practice of internationalization and decolonization in higher education. Through her work, she seeks to interrupt common colonial patterns of education engagement. Her research findings could move Canadian Universities towards a more equitable, diverse, inclusive, and decolonize future.

### **Ari Para**



Ari is a second generation Sri-Lankan-Canadian, Hindu, non-binary, queer activist based in Scarborough, Ontario. They are a theatre artist and a writer with a passion for reading and learning. Ari completed an undergraduate in Business Communications at Brock University in St. Catharines, while also completing a minors in Women and Gender Studies and the Dramatic Arts. During their time in St. Catharines, Ari got involved with social justice organizations such as the Brock Student Justice Centre, OPIRG-Brock as well as The Brock Faith and Life Centre. Ari is currently completing a certificate in English Literature and Popular Culture at X University and their Masters of Education at York University. Ari has co-created a theatre show archiving their queer faith journey called That Power, a play focusing on queer interfaith dialogue that was highlighted in In The Soil Arts Festival 2020.

### **Mayuri Paranthahan**



Mayuri Paranthahan is a Tamil Sri Lankan-Canadian designer, researcher, writer, and curator. She is a Master of Architecture candidate at the University of Waterloo in Canada where she also completed her Bachelor of Architectural Studies in 2019. She is currently pursuing a federally funded thesis on the spatial organization of housework in her family's displacement from a Jaffna, Sri Lanka village to the suburban Greater Toronto Area in Canada. Previously, Mayuri has worked as a curatorial intern at The Museum of Modern Art (MoMA) in the Department of Architecture and Design, and as an intern architect at WXY Studio in New York City, KWY Studio in Lisbon, and Bovenbouw Architectuur in Antwerp. Mayuri has published papers in Chutney Magazine, galt publication, and Ground Up Journal, and is a 2022 Society of Architectural Historians Annual Conference Student Diversity fellow.

### **Anna Pearson**



Anna Pearson holds a B.A. (History), B.Ed. and M.Ed. from Nipissing University. She is currently a PhD student at York University in the Faculty of Education and a Professional Associate at the Centre for the Study of War, Atrocity, and Genocide at Nipissing University. Her research is focused on higher education pedagogy and practice of undergraduate experiential learning at historical sites of conflict and commemoration. In her spare time, Anna is French Immersion teacher at Sunset Park Public School in North Bay, Ontario.



**Zaitun Hnin  
Pwint Phyu**

Zaitun Hnin Pwint Phyu is a Ph.D candidate at Faculty of Education, York University. She is a genocide survivor and the first Rohingya who have got an opportunity to join Ph.D program in Canada. The Rohingya genocide is a series of ongoing persecutions and killings of the Muslim Rohingya people by the Burmese military and local hardline Buddhists. Her Ph.D dissertation focuses on how Rohingya youth are navigating their past and present experiences as they negotiate the culture of mainstream schooling in Canada. Currently, she is working as an instructor at York University and a research assistant for the SSHRC funded project on Rohingya women negotiating English and their children's schooling.

**Sheetal Prasad**



Sheetal Prasad is a Ph.D. student in the Faculty of Education at York University. Her current research examines representation within Canadian history classrooms for secondary schooling and how history textbooks can be intervened through multimodal learning and engagement. Sheetal combines archival and art research methods to create augmented reality works that inform viewers of multiple perspectives in Canadian history. Sheetal holds an MFA in Interdisciplinary Art, Media & Design at OCAD University where she examined the paradigm shift of South Asian perspectives in Canadian history and Ontario's need to reform its history curriculum. Sheetal also holds an Honours BFA in Studio Art at McMaster University where her research explored identity politics and parallels between historical and contemporary representations of identity.

**Christopher  
Premdas**

I am currently in my 4th fourth year of my Ph.D and I am currently a secondary school teacher with the the TCDSB. My research interest includes student literacy, special education/resource, gifted student education, Professional Learning Communities (PLC) and student assessment. My academic interest include the role of hermeneutical phenomenology, discourse analysis and deconstruction in education research and practice. My current research focuses on secondary school teacher conception of literacy as practiced in the classroom. The conceptual framework in this research will use Hermeneutical phenomenology as it relates to the text, reader and world.

**Alyssa Racco**

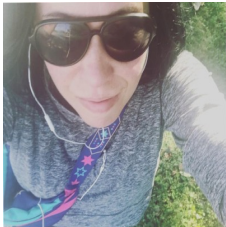
Alyssa Racco is a 4th year doctoral candidate in the Faculty of Education at York University. Her research interests include critical animal studies, sociolinguistics, and citizenship education. Her current research explores the anthroparcial messages transmitted to students via mandated curriculum. Alyssa is also a teacher with the YCDSB, TA, RA, and a Project Manager for a SSHRC Insight Grant.

### **Saba Rafiq**



Saba Rafiq (she/her) joined PhD in Education as a part time student in September 2021. Prior to that she completed her Masters in Education along with two graduate diplomas, namely, Education in Urban Environments and Post Secondary Education: Community, Culture and Policy. During the day, she works at York University as the Manager, International Students Success and Engagement at the Faculty of Liberal Arts and Professional Studies. Her work and studies provide meaningful alignment for her to focus on vast experiences of international students in higher education. Her proposed doctoral research stems from the curiosity of can we examine and measure student success in heterogeneous forms rather than homogeneous attributes?

### **Anna Rzepecka-Karwowska**



My research interests revolve around literacy and English language learning. I explore the connections between the class and access to literacy and how we learn to read. I am a keen follower of d Stanislas Dehaene's work, hoping to see the outcomes of the Right to Read campaign in Ontario.

### **Melanie Simpson**



Melanie Simpson has been working and studying deaf children in the public schools as a teacher of the deaf for over 20 years. Melanie completed her Masters in Education at York University in 2013. She has recently received ethics approval for her dissertation proposal with the title "Language and Literacy Achievement of Deaf Students in Minority-French Settings". As a practicum facilitator and course director in York University's Deaf Education Teacher Preparation Programme, Melanie is actively involved in educating Canada's future teachers of the deaf.

### **Kristy Smith**



Kristy is a doctoral student in her third year at York University, and a certified Drama and English teacher. Her dissertation research explores how drama teachers are approaching physicality, intimacy, and consent in high school drama classrooms. Other research interests include literacy learning, social media, meaning-making, LGBTQ2S+ youth, bisexuality, theatre, intimacy choreography, consent, ethics, sexuality, and sex education.

### **Mirco Stella**



Mirco Stella is an international PhD candidate in the Faculty of Education at York University and a Teaching Assistant on the BHER (Borderless Higher Education for Refugees) Project. He holds an MA in International Development Studies and has experiences in both international and local NGO work as well as grassroots activism and mobilization. He speaks multiple languages - including Italian, English, French, Portuguese, as well as some Kiswahili and Spanish- and is drawn to spaces that engage borders by promoting interculturalism and pluriversality. His choice to work within the field of education is fueled by a vital concern for the future. His research seeks to interrogate past and present educational imagination and how it continues to be implicated, epistemologically and ontologically, in the production of a politics of the real and the possible.

### **Holt Stuart-Hitchcox**

Holt Stuart-Hitchcox is a music educator and researcher. He completed his Bachelor of Music at Humber College in 2015 and his Master of Arts in music education at the University of Toronto in 2021. He is a current PhD student in the education program at York University. Holt's research explores jazz and popular music education. Holt is a faculty member at the Humber College Community Music School, where he teaches small jazz ensemble classes, performing Orff classes, and private lessons. He also performs across Canada as a bassist with a variety of musical groups in the jazz, pop, and country music genres.

### **Diana Yoo**



Diana Yoo is a Korean-Canadian photo-based installation and new media artist and educator. She received her MFA from Western University and her BEd and BFA (Honours) from York University. Yoo is currently pursuing her Ph.D. in Education: Language, Culture, and Teaching at York University. Yoo's art practice explores first and second generation Korean-Canadian diaspora identity. She is engaged in questions regarding juxtaposed cultures; in-between spaces; and intersectional identity. Yoo's work has been exhibited throughout Ontario at the University of Waterloo Art Gallery (Waterloo), Koffler Gallery (Toronto), John B. Aird Gallery (Toronto), Arko Art Gallery (Seoul, South Korea), Art Lab Gallery (London), The Art Gallery of Peterborough (Peterborough), and CONTACT Photography Festival (Toronto).