

SSHRC WORKSHOP

A guide to writing your application

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AGENDA

1. Proposal (2 pages MAX)
2. Research Contribution (2 pages MAX)
3. Equity Statement (1700 characters MAX)
4. Tips
5. Bibliography
6. Important Links

Background Note! At the time of applying:

- Arts-background
- Limited “traditional” research experience (research papers, conferences, etc.)
- A lot of relevant experiences (wrote and featured in art catalogues, exhibitions, curation, etc.) —> used it to my advantage

NOTE: This PPT outlines how I handled the application process. Everyone’s proposal package will look slightly different

Proposal (2 pages MAX)

MUST HAVE RUNNING HEADER!

Context (Paragraph):

- Research's current relevance (ex. current event, experience from teaching, etc.)

Recent political events, such as the toppling of Egerton Ryerson's statue and the announcement of the Residential School graves expose traumatic histories of racist violence in Canada, speaking to the need to revise and revitalize existing curricular approaches so that students are better prepared to challenge systemic racism.

- How does it affect education?

Given the ongoing impacts of traumatic histories on citizens in contemporary multicultural Canada, the omission of racialized and marginalized histories from secondary-level curriculum texts must be addressed. Canadian history content issued by the Ministry of Education are framed through the settler-colonial perspective (Leonardo, 2013, pg. 26) in which marginalized and racialized groups are often pushed to the sidelines of "common" curriculum policy and delivery. The lives of Black, Indigenous, and people of colour (BIPOC) historical agents are rarely, if ever recognized in public school history curriculum.

- What is my research? What questions am I asking? (Include title of research)

My research aims to shift this paradigm using research creation methods, augmented reality (AR), archival research, and curatorial intervention. My project, "Finding Voices: Bringing Archives into History Classrooms", asks: How can the use of digital technology transform the learning of Canadian history in secondary school classroom? What are the pedagogical and creative approaches that teachers and curriculum developers can use to help students learn about, and learn from (Pitt and Britzman, 2003) difficult, and silenced histories within the classroom? And how can images impact and inform political representation in Canadian history education?

- What happens if you apply your research to education? AKA What does it mean?

By framing the classroom as a site of critical public pedagogy, my project builds on Henry Giroux's definition of public pedagogy as a form of resistance, where discussions of class, race, and gender issues come to the forefront resisting settler-colonial education (Giroux, 2003, pg. 10). By including racialized and marginalized voices within history curricula, in engaging, multimodal and sensory ways, teachers and artists in the classroom can inspire students to become aware of, and civically active around, on ongoing social justice issues in Canada.

Proposal (cont.)

Theoretical Framework (Paragraph):

- AKA guiding philosophies or lenses (whose work are you looking at? Who are your artists/scholars/thinkers that are driving your research? Why?)

This project uses research-creation, critical historical methods and speculative futures as its central theoretical framework. I draw on scholars such as Media and Culture Studies theorist, Catherine Burwell (2013) who utilize digital media (video) to teach on subjects such as copyright and consent issues. Her findings of incorporating multimodal learning, showed improvement on critical discussion of digital texts and practices opens the possibilities for students to analyze their everyday lived media experience...

...Research-creation theorist Stephanie Springgay (2019) argues that the concept of time (in this case history timelines), as a form of decolonization, can create space for historical asymmetries (pg. 88) which can allow students to engage with ideas of “possible futures and using them as tools to better understand the present” (Dunne & Raby, 2013, pg. 2).

- How are you applying frameworks to your research?

...Applying Burwell’s concept to AR can provide “virtual examples and adds gaming elements to support textbook materials. As a result, classes become more interactive. AR helps students better remember the information they’ve just learned” (Pipattanasuk & Songsriwittaya, 2020, pg. 552). The current edition for history textbooks (Canada: A Nation Unfolding) in Ontario was published in 2000; before that, it was last revised in 1994. In that time, so much has been uncovered for Canadian history as well as so much has been silenced such as the Komagata Maru incident, which will critique the immigration policies of 1914 Canada. Since there is no updated version of the textbook, AR has an opportunity for curriculum developers, artists and activists to supplement these educational tools by providing engaging and informative content for students and teachers...

Proposal (cont.)

Methods/Methodology (Paragraph):

- Whose approach to research are you considering?

One key outcome of my proposed dissertation project is the creation of an AR app prototype for classroom use to address these issues. I aim to merge technology with archived materials to allow silenced histories to become more accessible in the classroom. The result will be an open-source tool to be posted online, or in the form of an app, making the material accessible to teacher despite economic constraints against the educational sector. My work takes on a Natalie Loveless's (2019) approach to research-creation that will transform primary archival research into a creative project that mobilizes knowledge to a wide public (2019, pg. 6). I plan to conduct archival research to find audio, visual and textual representations of minority histories within Canadian history. In this way, I aim to find unseen or erased histories in the archives that "haunt" the contemporary moment, as sociologist, Avery Gordon argues (2008).

- How are you conducting this research?

I anticipate completing my archival research in three stages. The first part of the research consists of finding archival materials from various archival institutions, such as Library and Archives Canada, Canadian War Museum, Canadian Soldier Sikh Archives, and The Toronto Star Archives. Looking for video, photographs, diary entries and other objects within the historical timeframe of the late 1800s-present, I will seek out artefacts that can inform multiple perspectives on the history of the nation. This timeframe is used in secondary school history curricula in Ontario. The second part of the research involves making the app prototype. I will utilize Unity to create the foundations and publishing for the app, while Vuforia is a software kit that will enable the AR to be activated through licensing management. The third part of the research will collect user experience data across multiple contexts: a public-facing exhibition of the app, during which I will undertake participant observations over a one-week period; classroom implementation with one grade 10 class using the app to supplement their textbook learning; and an auto-ethnographic self-study of my own experiences curating the collection of resources. User experience will be triangulated using external surveys of pre- and post-app use, and observations of users engaging with the app.

- How is York University and the program supporting you?

I am undertaking this research at York University in the Ph.D. program in Language, Culture and Teaching within the Faculty of Education. The faculty program supports interdisciplinary research and research-creation projects, making it an ideal venue to support my multidisciplinary project. The dissertation will be supported by my supervisor, Dr. Gabrielle Moser, who is a leading expert on Canadian art history, curation and post-colonial studies; and my committee member, Dr. Aparna Mishra Tarc, who is known for her literary works on addressing children's knowledge and educational humanities. My project will also benefit from courses taught by Dr. Joy Mannette on Urban Education, Dr. Vidya Shah on Race and Schooling, and Dr. Ron Owston (professor emeritus) on Digital Issues and open access education.

Proposal (cont.)

Experience and Timeline (2 SMALL Paragraphs):

- Describe your previous experience in research

My MFA experience at OCAD University has allowed me to acquire experience in research creation and a solid understanding of social justice issues in Canada which I will build on in my dissertation project. Under the supervision of Dr. Gerald McMaster and Dr. Ashok Mathur, my MFA thesis researched the shifting the paradigm of Canadian history and Ontario's curriculum through the South Asian perspective. My final project utilized archival images to create AR installations that allowed audience a more tactile way of understanding the national archive and its parallel narratives. How are you conducting this research?

- What is your rough timeline of conducting this research in the program?

Currently, I am in my second year of the Ph.D. program at York. My plan for this research is: writing the dissertation proposal from now until the end of August of 2022. By the beginning of Fall of 2022, I will have completed my dissertation proposal defense and submitted it for Research Ethics Approval. I will undertake archival research in Fall 2022. App development and testing will take place from Winter to Spring 2023. My dissertation will be drafted during Summer 2023, with apple implementation and experience data collection in Fall 2024. I will defend my dissertation by end of the Winter semester of 2024.

Proposal (cont.)

Conclusion and Significance (paragraph)

- Why is your research significant? What fields is your research relevant to?

With a rise in anti-racist mobilizing groups, such as Black Lives Matter, alongside reminders of the ongoing investigations into Missing and Murdered Indigenous Women and Indian Residential School graves, history education needs to reform and shift the paradigm to include recognition and representations of racialized and marginalized groups. By doing so, students can then critically analyze historical events and bring a bigger discussion to important historical and contemporary issues such as immigration, race and gender politics, identity, and historical documentation. This project will be of relevance to the fields of technology enhanced learning, critical race studies, research creation methodology and education.

- What are your goals after graduating? How will you continue your contribution to aforementioned fields after graduating?

My goal after graduating is to propose this idea to various districts as an open-source educational tool. In addition, I aim to contribute to the field of art and history education through publications, conferences, and pursue a professorial arts and education career in Canada.

Research Contribution (2 pages MAX)

Contributions (~1 page MAX):

- CV-like, list form —> only put important and relevant things!
- Refereed Contributions

Publications, Journals, Book Chapters, Books, Monograph, Conference Proceedings (MUST MARK WITH “R” IN LEFT MARGIN)

- Non-Refereed Contributions

Prasad, S. (2020). “[Re]Archive: South Asian narratives in Canadian history”, OCAD University, Toronto, MFA Thesis

- Creative Outputs

Prasad, S. (artist and curator). (2019). “Open Circle”. Graduate Gallery, OCAD University, Toronto, Ontario. Group Exhibition

- Other Refereed Contributions

Prasad, S. (artist and researcher). (2020). “[Re]Archive: An augmented catalogue”, OCAD University, Toronto. Augmented Reality Catalogue

- Forthcoming

Submitted-Prasad, S. (2021). “History textbooks: The politics of knowledge”, CSSE 2022

Research Contribution cont.

Applicant Statement (~1 page MAX):

- Relevant Experience (KEYWORD: Relevant)

Past research (1 event)

From 2018-2020, my MFA research examined South Asian perspectives and narratives within Canadian history and Ontario's need to reform its secondary history curriculum. This research utilized archival research methods, archivist methods, and research-creation theoretical frameworks. The exhibition (turned virtual catalogue due to the pandemic) and thesis questioned Canada's reputation of being a multicultural mosaic. My findings include comparing the textbook, Canada: A Nation Unfolding (2000) with archival research, which indicated that many perspectives and historical events have been either glossed over or not included at all, for the sake of the mosaic reputation. The 'exhibition' comprised of twelve artworks which would activate the augmented reality counterparts through a software called EyeJack. This project allowed the users to see silenced histories from common historical events, such as World War I and women's voting rights.

Past project (1 project)

In 2019, I collaborated on a research creation exhibition called C0R3, which examined displacement and identity concerning human and nature connectedness. The exhibition featured early renditions of my dissertation work; augmented reality installations and analog installations of a pseudoarchive box and hanging resin pieces. During the opening reception of the exhibition, I observed how the public interacted with the work. My findings in this project implicated that people were more likely to engage with objects and technology when given guidance. In addition, many people felt surprised by how limited they knew of South Asian perspectives of Canadian history.

Work-related research experience (1 experience)

In 2018, I was hired as a curatorial assistant and collections manager at Grimsby Public Art Gallery. My primary role in this position was to update their vault software, called PastPerfect. The software allows museums and galleries to take inventory of the works in their vaults (rooms that are secure, and temperature regulated) as well as provide information about the work such as their dimensions, year created, artists, etc. During this time, I organized the artworks in the vault into sections, recorded each artwork's location in the vault, updated the basic information about the artwork (medium, size, artist), which also providing historical context in which these artworks are situated. This often meant translating works done in different languages, such as Tibetan Buddhist prints translated into English, to understand the historical context and how it translates visually and textually.

- Relevant Activities (Current Service Work)

Currently, I work as a Teaching Assistant at York University's Faculty of Education department. I facilitate and lead the EDFE 2000 Foundations of Education & Theory into Practice course. My primary roles include leading and facilitating tutorials, marking, and navigating student supports. The tutorial itself is discussion-based; students come to tutorials with ideas and questions, and collectively we navigate the concepts. My knowledge of social justice issues within education helps students understand how the theory of education can be seen practically and engage them in inclusive and mindful teaching pedagogies. In addition to being a TA, I help with the Shut Up & Write programming, started by Graduate Program Director Aparna Mishra Tarc, as either a facilitator or timekeeper. Outside of academia, I am part of the York Graduate Students of Education (YGSE) student council and the secretary and IT coordinator. My roles include taking meeting minutes, liaison work between students and YGSE members, archiving documents, and maintaining the YGSE website and social media accounts. Overall, these experiences outlined above have prepared me to take on my dissertation project through archival skills and its practical application to other issues or forms, such as activist art, teaching, and research.

Equity Statement

1,700 characters MAX

- Do diversity considerations apply to your proposed research design?
- How does your research inform issues within gender, race, class, (dis)ability, sexuality, etc.

My research considers diversity through...xyz...by...abc...

OR

My research informs issues within...xyz...by...abc...

TIPS

- Do not feel hesitant to reach out for help! Get help from your supervisor, friends, etc.
- Do not use complicated jargon! Keep it simple
- “Everyday people” (non-academics, people outside your field, family/friends) should be able to understand what you are planning for your research
- Be concise and to the point!
- All contributions and awards (big or small) should be put in your CV if you do not have a lot
- Make sure you read ALL the instructions!!! SSHRC also has a form you fill out online in the portal (read all questions at least three times)
- Make sure to apply for OGS immediately after applying to SSHRC!
- Prepare well in advance —> keep organized (agenda, calendar, sticky notes, checklist)
- Prepare your transcripts very early in the process!
- Inform your potential referees early that you are applying for SSHRC
 - If they agree to be your reference, send them your SSHRC package (draft proposal, CV, research contributions)

Bibliography

- SSHRC asks for a Bibliography document. This is a separate document from your proposal. DO NOT add your bibliography to your proposal (ONLY in-text citations allowed). Make sure format is consistent and ACCURATE!

Burwell, C. (2013). The Pedagogical Potential of Video Remix. *Journal of Adolescent & Adult Literacy*, 57 (3)

Dunne, A., and Raby, F. (2013). *Speculative Everything: Design, Fiction, and Social Dreaming*. Cambridge, MA: MIT Press.

Giroux, H.A. (2003). Public Pedagogy and the Politics of Resistance: Notes on a critical theory of educational struggle. *Educational Philosophy and Theory*, 35:1, 5-16. DOI: 10.1111/1469-5812.00002

Gordon, A.F. (2008). *Ghostly matters: haunting and the sociological imagination*. University of Minnesota Press, Minneapolis.

Leonardo, Z. (2013). *Race frameworks: A multidimensional theory of racism and education*. Teachers College, Columbia University.

Loveless, N. (2019). *How to Make Art at the End of the World: A Manifesto for Research-Creation*. New York, USA: Duke University Press. <https://doi.org/10.1515/9781478004646>

Pipattanasuk, T., & Songsriwittaya, A. (2020). Development of an Instructional Model with Augmented Reality Technology for Vocational Certificate Students. *International Journal of Instruction*, 13(3), 539-554. <https://doi.org/10.29333/iji.2020.13337a>

Pitt, A. & Britzman, D. (2003). Speculations on qualities of difficult knowledge in teaching and learning: an experiment in psychoanalytic research. *Qualitative Studies in Education*, 16:6, 755-776, DOI: 10.1080/09518390310001632135

Springgay, S., & Truman, S. E. (2019). Research-Creation Walking Methodologies and an Unsettling of Time. *International Review of Qualitative Research*, 12(1), 85-93. DOI: <https://doi.org/10.1525/irqr.2019.12.1.85>

Important Links

SSHRC Instructions: <https://www.sshrc-crsh.gc.ca/funding-financement/instructions/doctoral/doctoral-eng.aspx#biblio>

SSHRC CV Instructions: <https://www.sshrc-crsh.gc.ca/funding-financement/instructions/cv-eng.aspx>

SSHRC Doctoral Fellowship: <https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/fellowships/doctoral-doctorat-eng.aspx#4>

SSHRC Doctoral Award: https://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSD-BESCD_eng.asp

SSHRC Masters Award: <https://www.yorku.ca/gradstudies/awards/canada-graduate-scholarships-masters-cgsm/>

OGS: <https://www.yorku.ca/gradstudies/awards/ontario-graduate-scholarships-ogs-and-qeii-graduate-scholarships-in-science-and-technology-qeigsst/>

Other Funding: <https://www.yorku.ca/gradstudies/students/current-students/awards-and-scholarships/tri-council-scholarships/>