



**ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
GRADUATE STUDENT RESEARCH
CONFERENCE 2024**

MARCH 22-23, 2024

"Despite and Because of Difference"
Cultivating Critical Conversations for the
Future of Education



GSRC

oise.utoronto.ca/gsrc



TABLE OF CONTENTS



“The Land That We’re On”	01
Co-Chairs’ Message	04
Accessibility	06
OISE Building	08
Meet the GSRC Team	09
Co-Chairs	09
Logistics	10
Program	11
Communications	12
EDI	13
About the Artwork and the Artist(s)	14
Pre-Conference Workshops	17
Itinerary	18
Keynote Speaker	19
Highlighted Speakers	20
Highlighted Sessions	21
Featured Workshops	29
Mindfulness	31
Student Panel Sessions/Presentations	32
Session 1 (Friday 11.00 - 12.20)	32
Session 2 (Friday 3.15 - 4.45)	48
Session 3 (Saturday 11.00 - 12.30)	63
Session 4 (Saturday 3.15 to 4.45)	79
GSRC/GSA Social	91
GSRC Sponsors	92

"THE LAND THAT WE'RE ON"

"To our minds, the only way to breathe life back into the conversation on reconciliation would be for Canada to first accept the truth that there are too many systems still in place that actively harm Indigenous peoples, particularly the most vulnerable."

"[This calls for] real and meaningful transformative change to underlying systems of oppression - not just individual tinkering around the edges of a broken colonial machine."

- p.31 from 2021 Status Update on Reconciliation by Eva Jewell & Ian Mosby

What is currently known as Canada represents an ongoing settler-colonial project. Tkaronto sits on the traditional territories of the Anishinaabek, Mississaugas of the Credit, Haudenosaunee, Métis and Wendat, and is protected by the Dish with One Spoon Wampum, which commemorates the relationship between the Anishinaabek and the Haudenosaunee Confederacy.

The Dish with One Spoon treaty emphasizes reciprocal responsibilities with all creation and represents interconnectedness, sovereignty, and a shared responsibility in caring for the land (Simpson, 2008). Acknowledging the past and ongoing violence of settler-colonialism asks us to reflect on our relationships with Indigenous communities and The Dish with One Spoon treaty. Last year's GSRC Land We are On statement reflected the necessity for those of us who are settlers on the land currently known as Toronto "to learn and understand the significance of these treaties, how they have been broken, and how these agreements should be upheld (OISE, n.d.)" (OISE, 2023).

In a Lunch and Learn session with the Indigenous Education Network, elder Rick Hill Sr.'s teachings on the Dish With One Spoon Wampum Belt covenant remind us how relationships should be formed and maintained in the lands and waters that include Tkaronto. In line with his reflections, we express gratitude for being able to host this year's GSRC. We also acknowledge the problematic nature of most land acknowledgements, as they stop with gratitude. In this statement, we attempt to address ongoing projects of settler-colonialism, while pushing past stagnant recognitions of gratitude. It is important to question the assumption that land acknowledgements can "repair" the relationship between Indigenous peoples and settlers, as there are still too many systems that actively harm, displace, and disregard Indigenous peoples.

The Truth and Reconciliation Committee's (TRC) Calls to Action reveal Canada's responsibility in dismantling systems that perpetuate harm. However, Yellowhead Institute's 2023 Status Update on Reconciliation notes that **zero** actions were completed in the last year. This abhorrent finding has reaffirmed the tension held between "the promise of reconciliation with the actual reality" of Canadian inaction (Yellowhead Institute, 2023). Differently stated, this update highlights the

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"THE LAND THAT WE'RE ON"

inconsistency between so-called Canadian benevolence and the lack of meaningful action taken to fulfill TRC's calls to action. At the time of writing this statement, Wet'suwet'en land defenders resisting the Coastal GasLink's pipeline construction in their territory continue to be surveilled and criminalized by the British Columbia provincial government and the Canadian federal government (Amnesty International, 2023).

Canada's response to TRC's calls for action focus mostly on symbolic changes, empty statements and performative actions. This lack of structural changes sets the stage for other institutions to do the same. As a result, institutions such as universities, with good intentions or under false pretenses, engage in actions or develop strategies that only serve settler colonialism and the maintenance of the status quo. Academia is a significant part of this project, as individual statements, declarations, and actions take precedence over collective action.

How do our education systems and structures support this myth of "Canadian benevolence" in reconciliation? How does the propagation of this myth stifle conversations on Indigenous resistance to the ongoing project of settler-colonialism? What are some ways that we, as educators, community workers, activists, and students can disrupt spaces of education and by effect, our own complicity as settlers?

Much of the internal anti-colonial work that is necessary within the academy depends greatly on deconstructing the language of victimization and highlighting the agency, autonomy, and resistance that already exists within Indigenous communities. Resistance to settler-colonial practices in and outside academic spaces has been widely and successfully practiced in Indigenous communities for generations. As noted by Jewell and Mosby (2023) in the Yellowhead Institute's Call:

"when there is concrete action [towards reconciliation], it does not come from Canada... but from Indigenous peoples, who fiercely advocate for themselves and resist the full weight of Canadian intransigence." (Jewell & Mosby, 2023, p.12).

As scholars and participants in academic spaces, we must continually ask ourselves what can be done to support the resistance and rebellion work of Indigenous communities and reject politics of recognition in order to stand alongside resisters.

In writing this statement, we were consistently reminded of Canada's transnational complicity in local and global structures of colonialism. Canada's lack of meaningful response to Palestinian suffering further exemplifies that, when it comes to the genocide of Indigenous peoples around the world, the settler-colonial project is not contained to borders and extends globally. Our intention is that our conference provides the space for the analysis, reflection, and solidarity-building that addresses the transnationality of colonialism, while also accounting for specificities and differences unique to local experiences. By crossing borders while accounting for differences, we aim to build a space for cross-community conversations that can contribute to resistance, agency, and transformative practices in education and beyond.

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"THE LAND THAT WE'RE ON"

Recommended Readings

Amnesty International (2023). [Criminalization of Wet'suwet'en land defenders.](#)

Gaztambide-Fernandez R., Brant, J., & Desai, C. (2022). "Toward a pedagogy of solidarity." In Curriculum Inquiry, Vol. 52 (3), 251 - 265.

Indigenous Education Network (IEN). [OISE Lunch and Learn Dish With One Spoon Wampum with Rick Hill Sr.](#)

Jewell, E. & Mosby, I. (2021). [Calls to Action Accountability: A 2021 Status Update on Reconciliation.](#) Yellowhead Institute.

Jewell, E. & Mosby, I. (2023). [Calls to Action Accountability: A 2023 Status Update on Reconciliation.](#) Yellowhead Institute.

Ontario Institute for Studies in Education (OISE) Graduate Student Research Conference (2023). "The Land We Are On," GSRC 2023 Program Booklet, 1 - 4.

CO-CHAIRS' MESSAGE

Welcome to the 2024 OISE Graduate Student Research Conference!

Thank you for sharing this experience with us.

When deciding on the theme for this year's conference, "Despite and Because of Difference: Cultivating Critical Conversations for the Future of Education," we considered the ways in which education plays a significant role in addressing systemic violence, deconstructing hierarchies, and embracing difference. No longer are educational policies bound only to social and political norms dictated within their own states, but are also influenced and shaped by transnational, capitalist corporations that determine the allocation of power (Grewal & Kaplan, 1994). But there's hope. Historically, anti-colonial, anti-racist, queer, labour, student, and feminist political organizing have resisted these structural and cultural injustices. As a part of these movements, transnational feminists, led by feminists of colour, resist homogenizing and exclusionary practices that historically favour white, Eurocentric understandings of the world (Herr, 2014). As inspiration for the 2024 Graduate Student Research Conference (GSRC), we lean on a transnational "feminist ethics of complex solidarity" (Tambe & Thayer, 2021, p. 20). And as such, we as your co-chairs aim to engage participants in meaningful conversations and learn from the experiences of collectives that seek and struggle to collaborate on shared concerns despite and because of their differences.

Our vision for this year's GSRC is to create space for knowledge exchanges and the development of potential political solidarities among participants that inspire the creation of a more equitable world, rooted in our differences. This entails the difficult scholarly task of constructing cross-discipline analyses of power structures and systems that produce hierarchies of sameness and injustice in education (Keating, 2005), in tandem with articulating points of resistance that emerge through local practices. It also encompasses scholarship that centers innovative pedagogies, curricula, and educational leadership strategies that inform the future of transformative and inclusive education.

The themes we proposed for this year's GSRC invited researchers, graduate students at all stages of their research, practitioners, and artists alike to disrupt the presumed legitimacy of dominant educational narratives. Reading through your submissions, we were thrilled to see how you identify the ways in which overlapping oppressions affect each of our educational disciplines, how you highlight existing modes of resistance, and how you imagine new ways of moving forward.

CO-CHAIRS' MESSAGE

In response to these themes, we received **104** submissions by **123** students. We are especially proud that **79** students engaged in the conference peer review process, which generated **325** abstract reviews. As a result of this process, our program will include **88** student papers delivered by **93** students organized into **30** sessions. We have also received overwhelming support from our esteemed faculty: in 2024 we have added a "Faculty in Conversation" panel, featuring speakers from all four OISE departments. This year also saw thoughtful involvement across OISE centres: the Centre for Media and Culture in Education, the Comparative International and Development Education Centre Gender Interest Group and the Centre for Learning, Social Economy, and Work were all involved in creating highlighted panels, bridging conversations across themes, theoretical frameworks, borders, and continents. Additionally, we continued to build on an established relationship with the OISE Alumni Association, an organization that has consistently shown a commitment to engaging with current students and their research. And finally, we welcome our featured speakers including keynote speaker, Dr. Nimmi Gowrinathan, and workshop presenters including the Learning Spirit Alliance and D'Loco Kid, who inspire us with their willingness to push forward necessary conversations in academic spaces. We are delighted to welcome these inspiring presentations, workshops, and discussions that consider what a world would look like in which we not only connect, but flourish, at our points of difference.

We would also like to take this opportunity to thank the Dean's Office, all four OISE departments, the OISE Graduate Student Association, the University of Toronto Graduate Student Union, the School of Graduate Studies, the Hart House Student Initiative Fund, the Centre for Media and Culture in Education, the Comparative International and Development Education Centre, and the Centre for Learning, Social Economy, and Work for generously supporting our event. Without their support, this event would not be possible.

We sincerely hope to have created an environment in which you will feel inspired to share your research, professional experience, and transformative ideas. We are so honored to be able to witness the conversations that contribute to a more robust understanding of our individual work in relation to our academic peers, and to be a part of a space that highlights the potential of education to be a disruptor of the status quo.

Abarna Selvarajah, Nana Gulić, & Sarah Ázeline
2024 Conference Co-Chairs
OISE Graduate Student Research Conference

ACCESSIBILITY

The success of this conference largely depends on the full participation of all attendees. As your co-chairs, we aim to make this event accessible to a variety of needs. We are therefore committed to the University of Toronto's [Statement of Commitment Regarding Persons with Disabilities](#).

We invite conference participants to let us know what we can do to help them get the most out of the event and remove any barriers to participation. Please reach out to us at: oise.gsrc@utoronto.ca or +16475566784 and we will gladly assist you to accommodate any requests. **During the conference dates if you have accessibility concerns, please speak with one of the GSRC Co-Chairs (Nana, Abarna, or Sarah).**

Note on Wheelchair Accessibility

This year's conference is being held at the OISE Building, located at 252 Bloor Street West. We recognize that many rooms in the OISE Building are not wheelchair accessible due to narrow door frames and lack of sufficient space in the classrooms. If you encounter an issue with wheelchair accessibility, please speak with a Co-Chair who will look into moving your session around or involving you in the session in another way.

Note on Quiet Spaces

We received several requests to incorporate a quiet room into this year's program. If you would like a space to reflect, rest, or take some time away from events, join us in the dedicated quiet space (**OI 8280**) at any time during conference days. Here, we will be featuring Qichun Zhang's artwork and also have black and white versions of each tile for participants to colour-in and take home with them. Feel free to color, rest, and use this space in any way that helps you feel grounded. Please be mindful (in noise levels) of your other participants who will be using this room as well.

From 1:05 – 1:25 pm for both days of conference, this room will also host mindfulness sessions for participants who are looking to connect with themselves and each other.

Note on Fasting and Praying

Are you fasting during conference? During lunchtime, please feel free to take our food in **to-go containers** with you for when you break fast.

Are you looking for a prayer room? **Room 4-409** (Fourth floor, room 409) is a dedicated prayer and spiritual practice space in the OISE Building. This space is open from 8am - 8pm on Friday and 9am - 8pm on Saturday.

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ACCESSIBILITY

Note on Gender-Neutral Washrooms

Gender-neutral washrooms are accessible on the ground, 5th, and 12th floors.

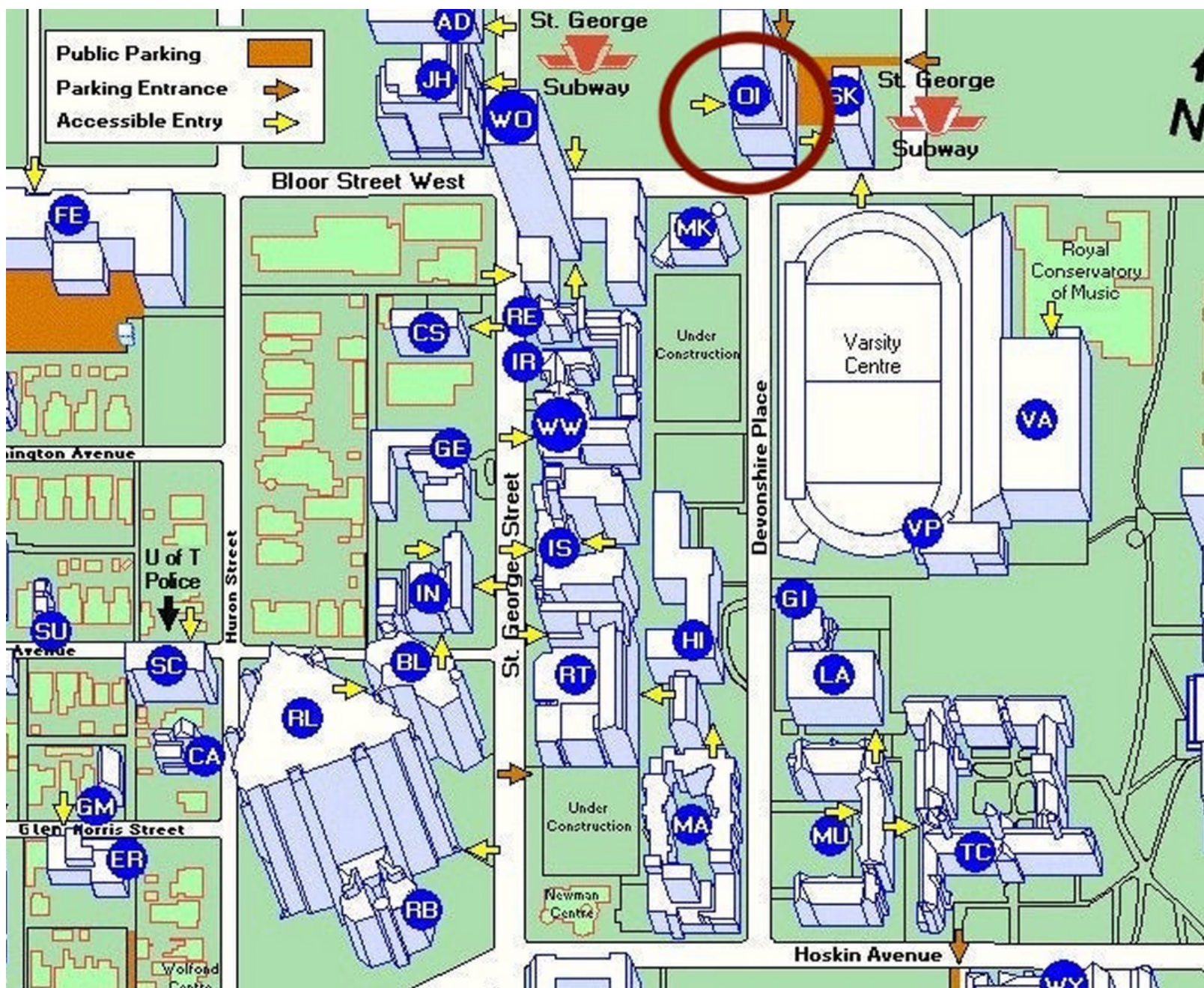
Note on Water Bottles (Sustainability)

To promote sustainable practices and reduce waste, we will have limited water bottles available on site. Instead, we kindly encourage all participants to bring their reusable water bottles, which can be conveniently refilled at various water bottle refill stations located throughout OISE. These stations include smaller, standard fountains on almost every floor beside the elevators, as well as larger, motion-sensor refill fountains situated on the main floor near the staircase leading to the subway and in the 5th-floor lounge.



OISE BUILDING

OISE Building
252 Bloor Street West
Toronto, ON



Beside St. George Station. Across from Varsity Hall. You will see a large illuminated OISE sign and construction frames around the entrance.

University of Toronto Map: <https://map.utoronto.ca/?id=1809#!ct/45469?s/>

Link to floor plans of OISE Building (floor 1, 2, 5, and 8):
https://drive.google.com/drive/folders/1Z12P2evK6ftqdkM4gJcrY0SbHCNn8_IK?usp=sharing



MEET THE GSRC TEAM

CO-CHAIRS



Nana Gulić
(she/her)

PhD candidate in the department of Social Justice Education, 4th year
Nana (she/her) has been guided by her 20-year experience as a Child and Youth Worker in Canada and Croatia where she used democratic citizenship pedagogies as means of violence prevention and youth empowerment. Her research examines how gender, social differences and vertical power flows influence citizenship education in postsocialist Croatia. She is excited to be a member of the 2024 OISE GSRC team!

Abarna Selvarajah
(she/her)

PhD student in the department of Social Justice Education, 2nd year

Abarna (she/her) is a student-researcher, facilitator, and activist whose community-based research examines the intersections of educational curriculum, gender, immigration, and displacement. She is a fierce advocate for Tamil Genocide Education in school boards and community centers across the Greater Toronto Area. As a co-chair, Abarna is excited to co-organize a memorable and rigorous GSRC for students at OISE.



Sarah Ázeline
(she/her)

Edd candidate in the department of Social Justice Education, 4th year

Sarah (she/her) has worked internationally as an educator and teacher trainer in the public, private, and non-profit sectors. She holds an M.A. in developmental psychology from Columbia University and a B.M.E. from the University of Wisconsin-Madison. Her current area of research is focused on analyzing the effects of racial diversity trainings on white-identifying educators in the United States. She is thrilled to be co-chairing the 2024 OISE GSRC!



MEET THE GSRC TEAM

LOGISTICS



Catherina Blair
(she/her/elle)

Catherina (she/her/elle) is currently a second-year master's student in the Department of Social Justice Education. She graduated with a Bachelor of Arts (Hons.) in Sociology with a minor in Gender & Women's Studies from York University. Her research interests are in sexual and gender-based violence in higher education.

Jasmine Rice
(she/her)



Jasmine (she/her) is a PhD student in the department of Curriculum, Teaching, and Learning. She is a secondary languages and social studies educator looking to merge these experiences with her background as a Kanien'kéha (Mohawk) student and language learner. Her areas of interest in research include socio-emotional and socio-cultural factors on First Nations language learning experiences.

Thérèse Perucho
(she/her)



Thérèse (she/her) is a first-year MEd student and music instructor in Brampton. With her extensive experience planning student-centred, education-related events both at U of T and beyond, she is eager to contribute her knowledge and skills to the OISE GSRC logistics subcommittee. In her free time, she enjoys learning different languages and spending time with her cat.

MEET THE GSRC TEAM

PROGRAM



Adaobiagu Obiagu
(she/her)

Adaobiagu Obiagu is a doctoral student of Curriculum and Pedagogy, and Comparative, International and Development Education Collaborative Program at the Ontario Institute for Studies in Education (OISE), University of Toronto. Her research interests include peace and citizenship education, conflict, peacebuilding and education, gender and human rights education, and teacher education.

Blessing Timidi Digha
(she/her)

Blessing Timidi Digha is a Black woman who identifies as a Feminist, Advocate, Storyteller and Community Based Researcher who brings all her intersections and ideologies to the work she does on Gender Based Violence and Sexual Reproductive Health and Rights. She likes to Kickstart very uncomfortable conversations on issues that concern, affect and impact girls and women. Blessing works at the intersection of community and policy and is currently studying Social Justice Education to complement her professional and lived experience.



Sayeed Naqibullah Orfan
(he/him)

Sayeed Naqibullah Orfan is a first year PhD student in Higher Education at OISE. His research interests are governance and power in higher education institutions. He has two vibrant kids.



Tien Pham
(she/her)

Tien (she/her) is a 2nd year PhD student in the Department of Leadership, Higher and Adult Education. She is a dedicated student-researcher and educator with a commitment to promoting educational equality, particularly for marginalized student groups, and advancing sustainable development through education. Her research focuses on exploring the impacts of climate change on displaced students in lower- and middle-income countries. Serving as a member of the Program Sub-committee, she is excited to contribute to making the 2024 OISE Program a rewarding and impactful academic endeavor.



MEET THE GSRC TEAM

COMMUNICATIONS



Christie Lazo
(she/her)

Christie Lazo is a motherscholar and Indigenous-Peruvian migrant completing her MA Social Justice Education degree at OISE, University of Toronto. Her research examines the intersections of motherhood, migration, indigeneity and indigenous knowledge systems, and racial/cultural/ethnic identity. As a digital marketing strategy professional, Christie thrives in creating content for @DecolonizedMotherhood, bringing her research to the digital space and making it accessible to parents and educators.

Thacze Kuganesan
(she/her)



Thacze (she/her) is a 1st year M.Ed student in the Department of Leadership, Higher and Adult Education. She is a graduate assistant and student life marketing assistant at OISE, whose academic and personal interests lie heavily in support and engagement services for all students in post-secondary education. As a Communications Sub-Committee member, she is excited to promote the GSRC, in order to engage student-researchers and create a fulfilling experience for as many OISE students as possible.

Wendy Pope
(she/her)



Wendy (she/her) is a 2nd year MEd student in the department of Social Justice Education who aspires to conduct research involving critical disability studies and eating disorders. She works for a non-profit eating disorder treatment centre and has a passion for creating accessible and equitable resources to help those on their recovery journey. Wendy is excited to be a part of the 2024 OISE GSRC Communications and EDI Sub-Committees!

MEET THE GSRC TEAM



DIVERSITY, EQUITY, AND INCLUSION (DEI) COMMITTEE

We are so grateful to have volunteers from each subcommittee as a part of the 2024 OISE GSRC Diversity, Equity, and Inclusion Committee. Along with all three co-chairs, we are excited to welcome the insights of:

Adaobiagu Obiagu

Blessing Timidi Digha

Catherina Blair

Christie Lazo

Wendy Pope



DEI subcommittee statement

We as a committee aim to constantly question, from our own locations, the ways in which we individually and collectively experience, produce, and reproduce oppression in academic spaces. We then refer to anticolonial and liberation epistemologies, analyses, and strategies to focus on specific tasks that enable us to consistently strive towards a more inclusive and accessible conference.

We focus specifically on constructing inclusive spaces, environments, and language that hold us accountable to the OISE community; on being in conversation with and embedding anticolonial, liberatory, and inclusive practices into conference programming, subcommittee meetings, and day-of responsibilities; and by accommodating the expressed needs of OISE community members.

ABOUT THE ARTWORK AND THE ARTIST(S)



“Divergent Blooms, Converging Minds: Nurturing Dialogue of Difference in Education”

by **Ghazal Malik (MEd, AECD)**

Featured in this year’s Program Book!

The theme of the OISE 2024 Graduate Student Research Conference, “Despite and Because of Difference”: Cultivating Critical Conversations for the Future of Education,” underscores a commitment to addressing the challenges posed by diversity in education while recognizing the immense growth potential that arises when differences are embraced and leveraged in critical conversations.

In my artwork, “Divergent Blooms, Converging Minds: Nurturing Dialogue of Difference in Education,” I illustrate how various thoughts, embodied by different blooms, branch out or diverge from two distinct sources represented by the two heads. The selection of flowers reflects the broad spectrum of cultures, beliefs, and experiences within the educational realm. The facing heads symbolize individuals engaged in a meaningful conversation where, despite their differences, their minds converge into a constructive dialogue, allowing them to understand and embrace their differences and celebrate their similarities. The intertwining branches extending from the minds create a bridge between the two heads, portraying the continuous flow, evolution, and interconnectedness of diverse ideas in nurturing a dynamic educational environment.

The deliberate arrangement of overlapping branches emphasizes that despite differences, harmony and strength emerge through collaborative exchanges of ideas. This integration of varied botanical elements symbolizes openness, tolerance, and mutual respect, encouraging viewers to appreciate the beauty arising from diverse educational perspectives. It implies that, just as different flowers can coexist and enhance the beauty of a garden, various ideas can converge to create a richer and more comprehensive understanding in the context of education.

Crafted with flowers and leaves collected from different parts of Ontario, this artwork embodies my passion for Oshibana, the art of pressed flowers. I find continual inspiration in the visually striking and thought-provoking images it enables, providing a unique and powerful means to convey messages with depth and resonance.

In conclusion, “Divergent Blooms, Converging Minds” is a visual metaphor for the transformative power of critical conversations that embrace diversity, illustrating how education can thrive despite and because of our differences.

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ABOUT THE ARTWORK AND THE ARTIST(S)

Artist's bio – Ghazal Malik (MEd AECD)

I am a graduate student enrolled in the Adult Education and Community Development program at OISE, where I also serve as the Chair of the Alumni Association Student Advisory Committee. I am committed to enhancing the student experience on campus by volunteering in various events at OISE. In recognition of my contributions, I was honoured with the UofT Graduate Community Development Fund (GCDF) Award for 2023. In addition to my academic pursuits, I am a program facilitator for adult learners in a community organization. In this capacity, I assist community members in honing their skills and accomplishing their personal and professional objectives. I identify as a community volunteer, consistently seeking opportunities to support those in need. During my leisure time, I enjoy exploring historical, cultural, and religious sites, all while trying diverse cuisines. Beyond this, I am a self-taught artist, and I enjoy expressing my creativity through various mediums, including painting, jewelry making, and pressed flower art. My passion for these forms of artistic expression fuels my dedication to continually refine and expand my skills in the world of visual arts.

ABOUT THE ARTWORK AND THE ARTIST(S)



“Toward a Better Future”

by Qichun Zhang (PhD student, SJE)

Featured in this year’s GSRC Quiet Space!

Inspired by the vision of 2024 GSRC, titled “Despite and Because of Difference”: Cultivating Critical Conversations for the Future of Education, my artwork submission to the conference aims to emphasize the importance of unity and solidarity building across disciplines, cultures, and diverse communities beyond physical borders while we, as educators, researchers, and creators move toward our collective (re)imagination of a more just future.

As someone who constantly moves, teaches, and creates in different global locations, I consider the practices illustrated in my artwork to be essential to my dreaming of an education for social justice. The submission is a digital illustration made of nine panels, each conveying a unique theme that includes community building, solidarity, life, growth, hope, dreaming, relationality, art-making, and transformative actions. However, when viewed together, these nine panels are connected by a continuous line that forms a heart shape. The images thus quilt a vision of a future built on care, intimacy, and love – values that are often overlooked in discourses of power—echoing GSRC’s dedication to bridging communities and celebrating the resistance power within differences.

Artist’s bio

Qichun Zhang is a second-year Ph.D. student at OISE’s Social Justice Education department. She has an MA in Multicultural and International Education from the University of San Francisco and a BFA from California College of the Arts. She is an interdisciplinary artist, art educator, and novice researcher with many years of experience in visual design, bookmaking, self-publication, teaching, and curriculum design for K-12 students in the United States. Her research interests include transnational feminism, art-based approaches in research and education, and digital activism under censorship.





PRE-CONFERENCE WORKSHOPS

In preparation for this year's GSRC, Co-Chairs organized three pre-conference workshops that provided training for participants (OISE students) in designing conference proposals, delivering conference presentations, and chairing a conference panel or roundtable.

We were thrilled to see how many students attended each workshop and shared how much these spaces provided valuable insight and advice. In order for these learnings to reach our larger OISE community, we've included a snapshot of each workshop, along with a link to the recording or slides.

Part One: Creating a Successful Conference Proposal

January 8th at 12pm EST, 2024- Virtual Event Only

Facilitator: Sarah Ázeline

This one-hour, lunchtime workshop was designed to increase participants' confidence in submitting a conference proposal. This workshop highlighted the basics of submitting a successful conference proposal in a way that was intended to be useful not only to students submitting proposals for the 2024 GSRC, but also for academic conferences more broadly. [You can find a recording of the session here.](#)

Part Two: Delivering a Successful Conference Presentation

February 26th at 12pm EST, 2024 – Virtual Event Only

Facilitator: Abarna Selvarajah

For the second iteration of our series, OISE GSRC co-chairs provided a one-hour, lunchtime workshop on how to deliver a successful academic conference presentation. The workshop covered the basics of presenting at an academic conference, including how to structure your presentation, what to cover, and how to prepare for the question and answer period. It was intended to not only be a primer for this year's GSRC, but to also support OISE students submitting to and presenting at academic conferences more broadly.

[You can find the slides here.](#)

Part Three: How to Chair a Conference Session

March 7th at 12pm EST, 2024 – Virtual Event Only

Facilitator: Nana Gulić

Our third and final lunchtime workshop helped students prepare for chairing a session at an academic conference. This workshop highlighted the basics of how to chair a session, including the difference between discussing and chairing a session, how to prepare to chair a session, and what to do during the session.

[You can find the slides here.](#)

ITINERARY

For this year's Graduate Student Research Conference, we've created a Conference Itinerary with hyperlinks and information on event times and locations. Please click the button below for the hyperlinked (and full screen) version of this document.

REGISTRATION ROOM: OI 2214	
Day 1 Friday, March 22, 2024	Day 2 Saturday, March 23, 2024
<p>9:00-9:30 AM Opening Ceremony OISE Auditorium Dean's Address—Dr. Erica N. Walker Indigenous Speaker— Bonnie Jane Maracle Poetry Performance— Kai Butterfield</p> <p>9:30-10:30 AM Keynote Speaker— Dr. Nimmi Gowrinathan OISE Auditorium</p> <p>10:30-11:00 AM Coffee Break</p> <p>11:00-12:30 PM Student Research Session 1</p> <p>12:30-1:30 PM Lunch Mindfulness Session (1:05 - 1:25) OI 8280</p> <p>1:00-3:00 PM Hart House Get Crafty OI 2279</p> <p>1:30-3:00 PM Faculty Conversations OISE Library</p> <p>3:00-3:15 PM Coffee Break</p> <p>3:15-4:45 PM Student Research Session 2</p> <p>4:45-5:00 PM Break & Mindfulness Session OI 8280</p> <p>5:00-6:30 PM The Centre for Learning, Social Economy, and Work Lecture (CLSEW) and Reception OISE Library</p> <p>OISE Alumni Fireside Chat OISE, 5th floor, Room 5170</p>	<p>9:00-10:30 AM Jack Quarter Lectureship OISE Library</p> <p>Centre for Media, Culture, and Education (CMCE) OISE, 5th floor, Room 5150</p> <p>10:30-11:00 AM Coffee Break</p> <p>11:00-12:30 PM Student Research Session 3</p> <p>CIDEC (Centre for International Development Education) Gender and Education Special Interest Group OISE Nexus Lounge</p> <p>12:30-1:30 PM Lunch & Mindfulness Session (1:05 - 1:25)</p> <p>1:30-3:00 PM Learning Spirit Alliance Workshop OISE Nexus Lounge</p> <p>Workshop with Dr. Gowrinathan and D'Lo OISE, 5th floor, Room 5170</p> <p>3:00-3:15 PM Coffee Break</p> <p>3:15-4:45 PM Student Research Session 4</p> <p>4:45-5:00 PM Break & Mindfulness Session OI 8280</p> <p>5:00-6:00 PM Closing Ceremony & OISE GSA Award Ceremony OISE Nexus Lounge</p> <p>6:30 PM Post-Conference Social Pauper's Pub (539 Bloor St W)</p>

[CLICK HERE FOR THE INTERACTIVE ITINERARY](#)

KEYNOTE SPEAKER

DR. NIMMI GOWRINATHAN

March 22nd 2024, 9:30 – 10:30 am EST, OISE Auditorium



Nimmi Gowrinathan is an activist, writer, and scholar and founder of the [Politics of Sexual Violence Initiative](#), a global project to explore the political impact of gender-based violence. She is also the Founder and Publisher of [Adi Magazine](#), a literary journal to re-humanize policy, and the creator of the Female Fighter Series at Guernica Magazine. Her book, [Radicalizing Her](#) (Beacon Press 2021), examines the politics of the female fighter. Her political essays, which have appeared in Harper's Magazine, Freeman's Journal, McSweeney's Quarterly, Guernica Magazine, and Foreign Affairs, among others have been described as "searing in a search for answers."

Abstract: A hyper-masculine frame looms over the body politic. Virulent misogyny is in the bone marrow of nation-states that seek supremacy. Read from the body, state violence is always gendered. Gender based violence is always political. Truths that the body holds to be self-evident. Pulling from the narratives of fighters in Sri Lanka, Palestine, Kashmir and others, this lecture re-imagines what safety looks like for those under constant threat of state violence, re-politicizing gender-based violence through the frame of self-determination.

HIGHLIGHTED SPEAKERS

OPENING CEREMONY

MARCH 22ND 2024, 9:00 – 9:30 AM EST, OISE AUDITORIUM



OISE Dean's Address

Dr. Erica Walker is Dean and Professor at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. An award-winning former public high school mathematics teacher from Atlanta, Georgia, she earned her doctorate in education from Harvard University. Her research focuses on the social and cultural factors as well as educational policies and practices that facilitate mathematics engagement, learning, and performance, especially for underserved students. Recognized as a Fellow of the American Educational Research Association and by the National Association of Mathematicians and the Association for Women in Mathematics for her scholarship, leadership, and practice, she collaborates with teachers, schools, districts, organizations, and media outlets to promote mathematics excellence and equity for young people.

Traditional Haudenosaunee Opening/Thanksgiving Address

lehnhotonkwas Bonnie Jane Maracle, Wolf Clan, Mohawk Nation at Tyendinaga Territory, holds a B.A. in Indigenous Studies from Trent University, a B.Ed. & M.Ed. from Queen's University, and is a Ph.D. Candidate, Indigenous Studies, at Trent University. Bonnie is a Traditional Teacher in Residence at First Nations House.



Poetry Performance



something no one owns by Kai Butterfield

In our efforts to collaborate despite and because of difference, we often reproduce relational dynamics that are marked by possession and the collapsing of complex identities. "something no one owns" considers the stakes of refusing oppressive relational dynamics as we work in and beyond the university. It also calls us to consider the liberatory possibilities that can emerge from our work to develop and enact critical, expansive forms of belonging.

Kai Butterfield is an artist, Ontario Certified Teacher, and PhD student in the Department of Social Justice Education at the Ontario Institute for Studies in Education (University of Toronto). They live intentionally as a reverberation of their Guyanese, Grenadian, and Bermudian ancestors' will, which continues to stretch across time and space.

Through their academic and artistic work, Butterfield critically examines Eurowestern understandings of the human to imagine life beyond destructive ways of being. Their doctoral research is focused on theorizing an anti-colonial, anti-capitalist, and abolitionist approach to restorative justice that does not reproduce anti-Black notions of the human. Similarly, Butterfield uses poetry to explore the ways that Black women and queer people refuse the systems that seek their death, opening possibilities for Black liberation.



HIGHLIGHTED SESSIONS

OISE FACULTY PANEL

March 22nd 2024, 1:30 – 3:00 pm EST, OISE Library

OISE Faculty Conversations: Reflecting on difference, belonging, resistance, and agency

This OISE faculty session will explore how scholars understand the construction, debate, and embodiment of difference in relation to neoliberal and capitalist definitions of difference that homogenize and dispossess. Panelists will examine how educational systems, policies, institutions, and communities have been impacted by the legacies of those who have resisted and mobilized against colonial, racist, ableist, misogynist, transphobic, xenophobic, anti-queer, climate-change related, and economic violence and injustice. Reflections from each faculty member will implore educators and attendees to engage with resistance and agency in their research, classrooms, communities, and beyond.

Panelist Biographies



rosalind hampton

rosalind hampton, PhD works as Assistant Professor of Black Studies in the Department of Social Justice Education at the Ontario Institute for Studies in Education of the University of Toronto. Her areas of teaching and supervision are centred on Black radical thought, racialized social relations, Black feminist life writing, and arts and creative practice. As a scholar and activist, Dr. hampton is especially interested in anticolonial, anticapitalist solidarities within and beyond academia. Her recent research studies Black student activism and coalition building, and critically examines Black Studies and its belated arrival in Canadian universities. She publishes essays, articles, and commentary related to education, cultural studies, and leftist politics, and is the author of *Black Racialization and Resistance at an Elite University*, published in 2020 with University of Toronto Press (UTP). She is currently working on her second single-author book project (also with UTP), titled *Critical-Creative Praxis in Black Studies*.

Dr. Qui Alexander

Dr. Qui Alexander is an Assistant Professor of Gender, Sexuality and Trans Studies in Curriculum and Pedagogy, in the department of Curriculum, Teaching and Learning. Their current research explores pedagogies of abolitionist praxis in the lived experience of Black trans folks. Prof. Alexander's research and teaching interests include Black trans studies, abolition and transformative justice, Black feminist thought, Black radical tradition, queer Black feminist praxis, critical pedagogies, and queer/trans youth of colour. Prof. Alexander is the recipient of the 2020 Howard Liebhaber Human Rights Award from the Pfund Foundation, and the 2020 Scholarly Excellence in Equity and Diversity award from the University of Minnesota. Their academic work is complemented by extensive community organizing experience, building advocacy, programming, health education and community for LGBTQ2S+ individuals through service roles at the University of Minnesota, Haverford College, Attic Youth Center and the Mazzoni Center in Philadelphia.



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HIGHLIGHTED SESSIONS

OISE FACULTY PANEL

March 22nd 2024, 1:30 – 3:00 pm EST, OISE Library



Dr. Beyhan Farhadi

Dr. Beyhan Farhadi is an Assistant Professor of Educational Policy and Equity at the Ontario Institute for Studies in Education, University of Toronto. Specifically, she researches online education and resistance to neoliberal restructuring. She draws from extensive experience teaching in secondary schools and public education advocacy to bridge research and practice. During her 2-year tenure as a Postdoctoral Fellow, she researched policy enactment and the implementation of educational policy online during COVID-19 school closures. She was also a steering committee member of the President's Advisory Council on EDI as an appointed Post-Doc Representative, developing a university-wide EDI framework. She holds a PhD in Geography from the University of Toronto (2019) and an MA in English from York University (2010). Her dissertation research examined the relationship between e-learning and educational inequality in the Toronto District School Board. Her manuscript is currently under contract with University of Toronto Press. Dr. Beyhan Farhadi is the Vice President of the Canadian Association of Sociology of Education and a member of the Critical Geographies of Education American Association of Geographers Specialty Group.

Chair: Shanna Peltier

Shanna Peltier (she/her) is an Anishinaabe kwe from Wiikwemkoong Unceded Territory located on the beautiful Manitoulin Island, Ontario. Shanna is a Ph.D. candidate in School and Clinical Child Psychology at the Ontario Institute for Studies in Education – University of Toronto. Shanna's research seeks to foster Indigenous mental wellness and prevent suicide through life promotion practices that are built upon Anishinaabe theories of "The Good Life." Her work highlights the life-promoting practices enacted within Indigenous communities, which are built upon local Indigenous knowledge and theories of wellness and utilize community action and cultural practices. Shanna is a psychological consultant at Kinark Child and Family Services, a community-based mental health clinic that supports children and youth with complex needs. In this role, Shanna provides psychological intervention and assessment services to children, youth, and their families.



Chair: Sewsen Igbu

Sewsen Igbu (she/her) is a Ph.D. student in Adult Education and Community Development at the Ontario Institute for Studies in Education, University of Toronto. Sewsen's research examines the intersections of gender, immigration, race, community, and well-being. Her current scholarly work focuses on the migration experiences of newcomer mothers from the Horn of Africa, their transnational lives, and community work to nourish themselves, their families, and their communities. Previously, she worked with numerous nationally and internationally organizations to address gender-based violence, child welfare, adult education, and community development. Her writing can be found in the Canadian Scholars, Women Studies Quarterly, American Professional Society on the Abuse of Children (APSAC), and Relational Child & Youth Care Practice.



HIGHLIGHTED SESSIONS

CENTRE FOR LEARNING, SOCIAL ECONOMY AND WORK (CLSEW) EVENTS



Learning, dialectics and subjectivity: Jean Lave in Conversation with Peter Sawchuk

Friday, March 22 2024 from 5:00 – 6:30 pm EST in the OISE Library, followed by a reception held from 6:30 - 8:00 pm EST in the Nexus lounge

The Centre for Learning, Social Economy and Work (CLSEW) is delighted to welcome **Jean Lave** for a sit down conversation with OISE Professor **Peter Sawchuk** to discuss her latest insights into future of approaches to a critical politics of learning as changing practice. The lecture will be chaired by special guest Dr. Michael Bernhard from the Goethe University in Frankfurt, Germany.

The American anthropologist Jean Lave served as a Professor at the University of California, Berkeley. She has studied education and schooling in pre-industrial societies and, through comparisons with the corresponding American conditions, she has pioneered approaches to learning as social participation. Most prominently this approach has been formulated in the famous book *Situated Learning: Legitimate Peripheral Participation* which she published together with Etienne Wenger in 1991; a book that, as of 2024, has been cited over 100,000 times by scholars around the world. Among her many awards and honorary degrees, in 2013 she was honored with Lifetime Achievement Award from the American Society for Psychological Anthropology.

Event Chair: Special Guest **Dr. Michael Bernhard** (Goethe University Frankfurt, Germany)



The Jack Quarter Lectureship on Social Economy: "Solidarity Economies, Direct Democracy, and Lifelong Learning: Lessons from Argentina" with Dr. Ana Inés Heras

Saturday, March 23rd from 9:00 – 10:30 am EST in the OISE Library, followed by a reception held from 10:30 - 11:00 am EST in the OISE Library

Ana Inés Heras is a National Researcher at the National Research Council (CONICET), Argentina and also a Professor at the National University of San Martín where she teaches graduate and undergraduate courses in the areas of her specialty and where she coordinates the Research Program entitled "Learning with Self Governed Groups". She earned her MA and PhD at the University of California, Santa Bárbara, on a Fulbright scholarship at the Graduate School of Education, with an emphasis on Ethnography and Sociolinguistics. She has been developing co-elaborative research processes with workers' cooperatives, social solidarity economy groups and community organizations for the past twenty-five years. She is also the President of the Instituto para la Inclusión Social y el Desarrollo Humano, and acts as a Board Member in the Community Economies Institute. You can read her selected publications [here](#).

Abstract: My goal in this presentation is twofold, conceptual, and methodological. On the one hand, I intend to address the concepts of solidarity economies, direct democracies and lifelong processes for accessing social justice and human rights, as they relate to the Argentinean experience. In doing so, I will simultaneously present issues that need to be looked at both from a long-and-mid-historical perspective, as well as a perspective based in our current daily lives, for which our team works with an interdisciplinary perspective. Argentina has recently experienced a change of administration, which provides a point of observation that can inform our analyses as scholar-activists and as responsible workers in our communities. Since my hope is to provide enough background information, as well as analytic tools to open a dialogue with the audience, I will also present some details of our co-elaborative methodology, based on work conducted with organizations in the social solidarity economy and cooperative sector. Our perspective as a team positions our academic work as part of a larger network and coalition of ideas and actions, situated in transformational social justice and human rights.

The Jack Quarter Lectureship on the Social Economy is in memory of the late Professor Jack Quarter, who passed away in early 2019 as full professor in the Adult Education and Community Development program, Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT).



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HIGHLIGHTED SESSIONS

CENTRE FOR MEDIA, CULTURE & EDUCATION

March 23rd 2024, 9:00 – 10:30 am EST, OI 5150

"Surveillance, Saviorism, and "Care": Challenging Nationalist Educational Policies and Teacher Practices through Media-Based Resistance."

This highlighted panel session will explore how educational policies and teacher practices across Canada, the United States, and the United Kingdom shape specific nationalist discourses that produce and reproduce racial violence. To investigate this, each presenter will explore how critical engagement with media and culture has the potential to envision resistance to nationalist policies and practices that surveil, harm, and dispossess student populations. The first presentation focuses on how the Ontario Safe Schools Act regulates and suppresses student activism in Ontario highschools by examining a case-study of awareness-raising campaigns on Tamil Genocide Education. The paper is influenced and informed by scholarship on narratives of doubt, self-censorship, and resistance through social media storytelling. The second panelist examines the enactment of complexes of white saviorism in US classrooms and how these complexes have dominated the ways in which white-identifying, female-identifying educators in the United States envision their role in education. Considered through the lens of Critical Whiteness Studies (CWS), this panel will focus on the connections between film media, nationalism, and white savior roles in the US education system. The final presentation takes up a counter-extremism policy known as Prevent, which is a mandatory policy across the education sector in the United Kingdom. The policy has been widely criticized for policing students who are (perceived as) Muslim. By contrasting the policy's vision of psychological care with an anti-surveillance articulation of healing in a zine by the Khidr Collective (a Muslim arts collective), this presentation reveals "prevention" as a racializing and racist ethic of care.

Speakers:

- Dr. Niyousha Bastani, Postdoctoral Fellow at the Centre for Diaspora and International Studies
- Abarna Selvarajah, PhD Student, Department of Social Justice Education, OISE
- Sarah Ázeline, EdD Candidate, Department of Social Justice Education, OISE

Discussant: Dr. Hayley Brooks

Panelist Biographies



Niyousha Bastani

Niyousha Bastani is a postdoctoral fellow at the Centre of Diaspora and Transnational Studies and The Evasion Lab. Her research interests focus on the overlapping histories and politics of psychology, race, anti-Muslim racism (particularly in the UK), and education. Especially through engagement with the political thought of Sylvia Wynter, her work questions how these histories and politics shape racial understandings of being human. She is currently working on her first monograph, based on ethnographic research on psychological and educational approaches to counter-extremism in the UK. Her next research project looks at global usages of psychology for articulating anti-imperial resistance, especially in Iran in the 1960s-80s. She received her PhD in Politics and International Studies from the University of Cambridge, and was formerly Editor in Chief at the Cambridge Review of International Affairs. She has published her work in Politics and Space and Cultural Critique.

Continues on the next page...

HIGHLIGHTED SESSIONS

CENTRE FOR MEDIA, CULTURE & EDUCATION

March 23rd 2024, 9:00 – 10:30 am EST, OI 5150



Abarna Selvarajah

Abarna Selvarajah is a student-researcher, facilitator and activist whose community-based research examines the intersections of gender, immigration, and displacement, with a particular focus on the resistance-building practices of mature Tamil women. She is a PhD student in the Social Justice Education program at the Ontario Institute for Studies in Education (OISE), housed in the University of Toronto. Abarna's scholarly and policy-centered work focuses on and counters violence experienced by mature Tamil diaspora and migrant women through community-based policy interventions that nurture agency. Previously, she worked with ten mature Tamil-Canadian women to formulate policy and program changes to settlement education, rooted in the long-term aspirations of mature immigrant women. Her writing can be found in the Journal of Comparative and International Education and the Journal for Studies in the Education of Adults. This year, she is one of the co-chairs for the OISE Graduate Student Research Conference.

Sarah Ázeline

Sarah Ázeline (she/her) is a student and teacher-educator based in the United States. As a student-researcher at the Ontario Institute for Studies in Education (OISE), she is currently investigating the efficacy of US-based Diversity, Equity, and Inclusion (DEI) trainings. An EdD candidate in the Department of Social Justice Education (SJE) at the University of Toronto, Ms. Ázeline also holds a Master of Arts degree in developmental psychology from Columbia University and a Bachelor of Music Education degree from the University of Wisconsin-Madison. Her current area of research exists at the intersection of race and gender, and is focused on analyzing the effects of racial diversity trainings on white-identifying educators in the United States. In 2024, she is proud to be one of the co-chairs of the OISE Graduate Student Research Conference.



Hayley Brooks

Hayley H. Brooks is a Lecturer in the Department of Social Justice Education, OISE, and an Editorial and Proposal Development Officer at the Office of the Vice-Principal, Research & Innovation, at the University of Toronto Scarborough. She earned her PhD in Social Justice Education, with a collaborative specialization in Women and Gender Studies, at OISE, University of Toronto. She specializes in the areas of critical international education, media and cultural literacy education, and gender-based violence prevention in public education. Her research is published in the Journal of Media Literacy Education (2019), Comparative and International Education (2022), and the Annual Review of Comparative and International Education (2023).



HIGHLIGHTED SESSIONS

COMPARATIVE, INTERNATIONAL & DEVELOPMENT EDUCATION CENTRE'S (CIDE) GENDER AND EDUCATION SPECIAL INTEREST GROUP

Saturday, March 23rd 2024 from 11:00 – 12:30pm EST, NEXUS Lounge

Students and Faculty in Conversation: 'Slow Spaces' and Community Building in Academia

This roundtable uniquely blends reflective exploration with a focus on the transformative potential of "slow spaces" within graduate institutions. Panellists—members of the Gender and Education Interest Group (G & E IG)—will share their perspectives on understanding gender, education, and comparative international development, reflecting on their entry into the dynamic conversation and fostering an inclusive environment where participants are encouraged to contribute their thoughts. Additionally, the session aims to bring attention to the significance of intentionally crafted spaces that take a deliberate departure from aggressive academic cultures and embrace participatory methods, feminist theory, and intersectionality principles. As we observe the organic development of these "slow spaces," we also explore their potential to foster mentorship and cultivate a community for graduate students, bringing together diverse voices, lived experiences, and ideas.

Speaker Biographies



Yara Abdelaziz

Yara Abdelaziz is a Ph.D. candidate in the Education Leadership & Policy program at the Ontario Institute for Studies in Education, the University of Toronto. She specializes in Comparative International and Development Education (CIDE), where she has previously served as a co-chair of its student association. Recently, she co-authored a paper with Dr. Elizabeth Buckner published in *Educational Researcher*, exploring Global Wealth-Based inequality in higher education access. Yara is an active board member of the Association for Middle Eastern Women's Studies. Her research focuses on investigating coloniality in educational policies and their implications for teachers' work in the Arab world.

Ebru Bağ

Ebru Bağ is an experienced educator, researcher, and policy analyst with over 15 years of expertise in education and policy. Ebru Bağ earned her Ph.D. in Educational Leadership and Policy and Comparative, International, and Development Education from OISE, University of Toronto. Dr. Bağ's research interests span inclusive educational policies, gender and education, women in educational leadership, gender and language, sociolinguistics, language policy and planning, and inclusive health policies. Her doctoral research, utilizing intersectionality and Bourdieu's theory of capital, delved into the narratives of women school principals in Türkiye, shedding light on their past and present experiences, aspirations, and career trajectories. In her latest publication (Ulusen, M. & Bağ, E., 2023), she co-authored a chapter titled "Women: From Past to Present" in the *Women's Mental Health* book. Currently, Dr. Bağ leads the project "Teacher Candidates' Awareness of Epilepsy and Their Responses to Emergencies," collaborating with international scholars and health practitioners. Alongside her research role as Project Lead and Researcher at Logical Outcomes, she holds the position of Post-Secondary Professor at Centennial College.



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HIGHLIGHTED SESSIONS

COMPARATIVE, INTERNATIONAL & DEVELOPMENT EDUCATION CENTRE'S (CIDEC) GENDER AND EDUCATION SPECIAL INTEREST GROUP

Saturday, March 23rd 2024 from 11:00 – 12:30pm EST, NEXUS Lounge



Nana Gulic

Nana Gulic is a Ph.D. candidate at OISE's Social Justice Education department with a specialization in Comparative International and Development Education. Nana is a youth worker with 20+ years of experience in Croatian and Canadian contexts. She has been involved in many global citizenship education projects and teacher education initiatives in Europe, North America and the Middle East. Her work has been featured by the OECD, UNESCO, and the Teacher Taskforce. Her research interests are in citizenship education, transnational feminism, postsocialism, and education policy. She is a winner of the Comparative International Education Society's Citizenship and Democratic Education SIG 2024 Outstanding Paper Award.

Justine Jun

Justine Jun is a Ph.D. candidate in Language and Literacies Education in the Department of Curriculum, Teaching, and Learning. She has been an English instructor and teacher educator in multiple countries for 20+ years. Her research focuses on English language instructor and professor support in Ontario higher education institutions. She has investigated internationally educated English professors' workplace learning experiences in Canadian post-secondary institutions as racialized minority instructors to examine how transformative their workplace learning experiences are and how inclusive and equitable their workplace cultural environments are. She incorporated mindfulness, intersubjectivity, and feminist perspectives into her research. She has engaged in research projects on culturally and linguistically responsive teaching pedagogies and supporting methods such as Translanguaging and Language Friendly Pedagogy for multilingual and multicultural teachers and learners in academic and educational contexts. She has implemented Communities of Practice for internationally educated English instructors and professionals to support them with their professional development while working. Her research and professional interests lie in inclusive and equitable teacher education and support programs.



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HIGHLIGHTED SESSIONS

COMPARATIVE, INTERNATIONAL & DEVELOPMENT EDUCATION CENTRE'S (CIDE) GENDER AND EDUCATION SPECIAL INTEREST GROUP

Saturday, March 23rd 2024 from 11:00 – 12:30pm EST, NEXUS Lounge

Carly Manion



Carly Manion is an Associate Professor, Teaching Stream, in the Educational Leadership and Policy program, and the Director of the Comparative, International and Development Education Collaborative Specialization (CIDE) and its associated Research Centre (CIDE). Her research, teaching, and advocacy are rooted in the principles of equality and social justice, with specific areas of work including gender (with an intersectional lens), global education policy, international organizations, and teachers and teacher development. Geographically, her teaching and comparative and international education research spans contexts in East and West Africa, East Asia, South America and North America regions.

Emikay Ogbeide



Emikay Ogbeide is pursuing a Master of Education in Leadership & Policy at the University of Toronto. Her research is focused on transformative teacher education, gender-responsive education, decolonization of pedagogy, and curriculum innovation. Committed to fostering inclusive and equitable educational environments, Emikay also directs OneTeacher Nigeria, an NGO dedicated to championing teacher rights and offering professional development and support for educators.

Norin Taj



Norin Taj is a postdoctoral research fellow at OISE, University of Toronto, Canada. She completed her PhD in the Educational Leadership and Policy program with a specialization in Comparative, International, and Development Education (OISE). Her broad research interests are comparative education, gender and education, leadership and policy, and the sociology of education. She currently teaches leadership courses at the University of Toronto and York University in Canada, with a focus on diversity, equity, and ethics.



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FEATURED WORKSHOPS

LEARNING SPIRIT ALLIANCE

March 23rd 2024 from 1:30 – 3:00 pm EST in NEXUS Lounge

Due to space constraints, this workshop is capped off at 50 participants.

Food is medicine: Indigenous culinary journey - Exploring Sacred medicine and Traditional Recipes

Embark on a culturally enriching and interactive experience with our Indigenous Cooking Class, where participants will delve into the rich tapestry of Native American traditions. This unique culinary adventure aims to celebrate and educate about the significance of our indigenous sacred medicines, fostering a deeper understanding of their cultural and holistic importance. The culinary exploration will continue with a hands-on demonstration of crafting a refreshing Three Sisters Salad. Featuring the art of preparing cedar and sweet grass as tea. Connecting participants with the cultural roots of these time-honored practices. Throughout the class, emphasis will be placed on the nutritional benefits of these indigenous ingredients, shedding light on their positive impact on health and vitality. Participants will have the opportunity to taste samples of the prepared dishes, fostering a direct connection with the flavors and stories behind each recipe. Join us on this culinary voyage, where tradition, education, and flavor converge to create a memorable and immersive experience in Indigenous cuisine.

About Learning Spirit Alliance



Shanice Perrot



David Thomas

The Learning Spirit Alliance's Holistic Approach is dedicated to enhancing educational outcomes for First Nations, Inuit, and Métis students. We strive to achieve this by collaborating with Indigenous student services, universities, and local organizations by forming an alliance that aims to address educational achievement gaps and promote holistic services that cater to the diverse needs of indigenous learners. Our grassroots organization recognizes the pivotal role education plays in improving the quality of life and overall well-being of indigenous communities. The initiative focuses on creating a positive and respectful learning environment both within and beyond educational settings. The ultimate goal is to empower students with the tools and resources necessary for academic success, fostering economic development and resilience against challenges like poverty, and food insecurity. The Food is medicine project is a youth led approach that aims to create a supportive foundation that focus on integrating consistent access to diet- and nutrition- related resources as a critical component to achieve this goal. We believe that access to nutritious food is critical to student health and resilience. Our Food is Medicine project recognizes that access to high-quality nourishment is essential for well-being. Advocating that food sovereignty rooted in education awareness is essential for overcoming educational attainment barriers. Using our foods as medicines as a modality to heal on all levels physically, mentally, spiritually and communally.



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FEATURED WORKSHOPS

D'LO & DR. NIMMI GOWRINATHAN

March 23rd 2024 from 1:30 – 3:00 pm EST in OI 5170

"Writing for Performance" workshop

Join this year's GSRC Keynote Speaker Dr. Gowrinathan and D'Lo for a workshop on applying key concepts from the keynote lecture in academic spaces with a specific focus on art-making, storytelling, and comedy.

About the Facilitators



D'Lo

D'Lo is a queer/transgender Tamil-Sri Lankan-American actor/writer/comic. His acting credits include: LOOKING, TRANSPARENT, SENSE 8, and MR.ROBOT, and web series EASTSIDERS, DYKE CENTRAL, including a leading role in a ColorCreative & Project Greenlight produced MINIMUM WAGE, and finally his very own web series PRIVATE DICK. He also plays the role of Gio in upcoming feature film DEATH & BOWLING and is in post-production for a buddy comedy short film he wrote featuring D'Lo and Shakina Nayfack called RO & SHIRELLE.

In 2020, D'Lo guest starred on NBC's CONNECTING and also was an actor/writer and producer on another BTR collaboration with Pop Culture Collab on his project called NIMZO. His most recent credits include Billy Eichner's film BROS and an upcoming episode of Quantum Leap.

His work has been awarded grants from the City of Santa Monica, Durfee Foundation, National Performance Network, Ford Foundation and the Foundation for Contemporary Arts. Most recently, D'Lo was awarded the Artist Disruptor Fellowship for TV Writing through the Center for Cultural Performance and 5050x2020 an initiative started by Joey Soloway; as well as the Civic Media Fellowship through USC's Annenberg Innovation Lab funded by the MacArthur Foundation; a Cultural Trailblazer Award from the City of Los Angeles' Department of Cultural Affairs, and a Sherwood Award Finalist through CTG.

His solo shows Ramble-Ations, D'FunQT, D'FaQTo Life and To T, or not To T have toured theaters and festivals nationally.

His work has been published and/or written about in academic journals, literary anthologies, and print/online journalism sources, such as LA Times, The Guardian, NBC, and The Advocate. He was invited to be a commentator on CNN, has appeared in BuzzFeed and Fusion videos, and the award-winning documentary PERFORMING GIRL centers his queerstory as a trans artist.

He facilitates 'writing for performance' workshops, and created the "Coming Out, Coming Home" writing workshop series for South Asian and/or Immigrant LGBTQ Organizations across the nation, as well as workshops on creating healing through comedy at universities/colleges nationally.

dlocokid.com
imdb.me/dlocokid



Dr. Nimmi Gowrinathan

You can find out more about Dr. Gowrinathan on page 19 of the Program Booklet.

MINDFULNESS

QUIET ROOM: OI 8280

"To Be" is to Inter-Be: Mindfulness Practice Sessions

March 22nd 2024, 1:05 – 1:25 pm EST and 4:45 – 5:00 pm EST, OI 8280

March 23rd 2024, 1:05 – 1:25 pm EST and 4:45 – 5:00 pm EST, OI 8280

This is a space for conference participants to pause in the middle of the busy conference schedule, ground themselves, take care of their minds and bodies, and connect with each other at a deeper level. Participants will have a chance to experience different meditation and mindfulness practices in group settings, fostering a sense of connectedness and compassion through shared experiences. All mindfulness practice sessions are facilitated by experienced facilitators from True Peace Toronto, a group of mindfulness practitioners who meet weekly at the University of Toronto to practice and learn mindfulness meditation together based on the Zen Buddhist teachings of the Vietnamese monk Thich Nhat Hanh.

About the Facilitators

Ann Dugan has been practicing with True Peace for more than ten years. She began her mindfulness practice with yoga over 30 years ago, eventually taking up a personal meditation practice. Ann started facilitating mindfulness practice sessions at the University of Toronto in 2017. Ann enjoys practicing yoga, gardening and cooking.

Alana Rodger Jacobson is a nature lover at heart and landscape designer by trade. She began facilitating True Peace mindfulness practice sessions at the University of Toronto in 2019. One of her favorite mindfulness practices is walking meditation. When not meditating or gardening Alana finds connection with herself and others through music and movement.

Yishin Khoo received her Ph.D. in Curriculum Studies and Teacher Education from OISE/University of Toronto. Her passion lies in integrating Eastern wisdom traditions into modern education for personal and planetary healing. Trained in the Buddhist mindfulness tradition of Thich Nhat Hanh, Yishin values building regenerative communities and fostering deep connections with nature through practicing mindfulness meditation and gardening.

Hart House Creativity Corner

ROOM: OI 2279

March 22nd 2024, 1:00 – 3:00 pm EST, OI 2279

Need to take a break and de-stress? Join the Hart House Get Crafty Mobile station and make a unique DIY button or two to show your personality! Get your craft-on by designing your button with glitter, colouring, stickers, and more! All tools and materials will be provided. No prior experience is required.

Want to organize a Get Crafty event in your space? Book a Mobile Get Crafty.

Find us on Instagram @harthousegetcrafty for tutorials and information on upcoming activities.

STUDENT PANEL SESSIONS/PRESENTATIONS

Friday, March 22nd 2024

Student Research Session 1 (11:00 am – 12:30 pm)

Roundtable: Conversations on Future Imaginaries (OI 2296)

Chair: Rubby Nwaluka

Redefining Messy Solidarity as Humanness by Rubby Nwaluka

Messy solidarity, as theorized in this paper, embodies a collective commitment intertwined with individual self-reflection. It underscores the necessity for individuals engaged in solidarity to embark on a transformative, decolonial journey. This journey, essential for marginalized communities facing historical and ongoing marginalization, enables healing and empowerment. Individuals, thus grounded, contribute to the collective space with intention, compassion, and care.

Paulo Freire's emphasis on dialogue for critical consciousness is pivotal in this work. The research proposal explores actions and tools for messy solidarity through critical dialogue pedagogy. It seeks to contribute to the discourse on social justice, emphasizing self-reflection and collective witnessing as decolonial practices. The critical reflection aims at accountability in recognizing our implication in oppressive systems. The proposal advocates confronting and challenging relationships with truth, history, and knowledge, fostering genuine connections, and dismantling colonial structures. The Theoretical frameworks employed are Indigenous Holistic Theory, Ubuntu, and Decolonial framework for its interconnected and critical understanding of the world. The study's significance lies in its transnational approach to solidarity, redefining "Humanness" and highlighting care, hope, and community building. This research draws on African and Indigenous cosmologies. It aims to create spaces for mutual support, resilient self-care, and resistance against global oppressive structures, infusing imagination into efforts to envision a world beyond existing systems.

Rubby is a Nigerian Canadian storyteller, life long learner and advocate with a soul journey of building solidarity. She is a Program Manager at the Ontario Trillium Foundation with over 8 years of working in the philanthropic and non profit sector. She is on a journey to reimagine our relationship with power grounded in her spiritual and decolonial journey.

Struggles, Strengths, and Hopes: Journey of Ethnocultural Families through the Early Learning and Childcares by Naheed Mukhi

Parenting is challenging. Parenting, for ethno-cultural communities in Canada, who have left their land of origin and settled in this new country is especially hard and isolating. This round-table presentation will discuss research findings based on semi-structured interviews conducted with 30 parents from eight ethnocultural communities in Edmonton as they navigated the early learning and childcare sector (ELCC) for their children. The study explored the following research questions: what are the lived experiences of ethnocultural families as they accessed the ELCC in Edmonton? What assets, cultural resources, and, ways of knowing can be harnessed to improve the early learning system?

Continues on the next page...

STUDENT PANEL SESSIONS/PRESENTATIONS

Canadian classrooms are becoming increasingly diverse, as the number of landed immigrants from various parts of the world rises (Statistics Canada, 2021). As these communities settle in various cities, they bring with them rich cultures, multiple languages, and lived experiences. Through first-hand accounts of the strengths, challenges, and experiences of ethnocultural parents, especially newcomers to Canada, the presentation will highlight the various migration pathways of families that arrive to the ELCC space, the hopes and aspirations of parents for their young children as they access child care, and the culture and language based strengths that these populations bring with them.

Naheed Mukhi is a first year PhD student in the Curriculum, Teaching and Learning Department at the University of Toronto. Following her graduation with an MSc in Child Development and Education from the University of Oxford, she collaborated with several Canadian organizations to aid newly arrived refugees and immigrant families in preserving their children's home culture and language. Additionally, she has served as a consultant for early childhood curriculum and teacher training in Afghanistan, Russia, Tajikistan, and Syria.

Group Panel: Navigating Educational Challenges in Emergencies: Multifaceted Perspectives (OI 8170)

Chair: Tien Pham

Panel Abstract: Education in Emergencies (EiE) encompasses the provision of educational services and support in crisis circumstances, such as armed conflicts, natural disasters, forced migration, and disruptions to normal educational systems. The overarching aim of EiE is to ensure continued access to safe, quality learning opportunities for all individuals, particularly children and youth, in the face of adversity. The four papers presented on this panel together address the intricate challenges of education in emergencies, examining the varied impacts on students and the responses required to guarantee access to quality education during crises. The first paper employs the human capability approach to tackle the policy challenge of ensuring the continuity of quality education in crises and post-conflict settings. It advocates for inclusive and comprehensive policies prioritizing quality education to protect the rights of children and vulnerable populations in emergency and post-conflict situations. The second paper examines the nuanced effects of climate change on the education of displaced students, especially in lower- and middle-income countries. Employing a human rights-based conceptual framework for education, it explores the educational disruptions and adaptations experienced by displaced students before and after leaving their homelands. The third paper explores the involvement of NGOs and INGOs in supporting refugee education. Through the framework of the coloniality of power, the paper scrutinizes the power dynamics existing between INGOs and NGOs, the reliance of NGOs on INGOs for financial support, and issues pertaining to cultural insensitivity. The final paper looks into the pivotal role of technology as a supportive mechanism in addressing educational challenges faced by refugees. It scrutinizes associated risks through the lens of technology governance using the framework of technocolonialism.

Keywords: Displacement, Education in Emergencies, Educational Policies, Quality Education, Refugee Education.

STUDENT PANEL SESSIONS/PRESENTATIONS

Ensuring Quality Education in Emergencies (EIE) and Post-Conflict Areas by Samra Sheikh

Abstract: This research paper explores the critical role of education in emergency and post-conflict settings, where disruptions to the education system pose significant challenges. The focus is on addressing the policy issue of ensuring the continuation of quality education during such crises. The paper examines vital policy considerations, including teacher training, curriculum implementation, and access to learning resources. The paper employs a theoretical framework emphasizing the human capability approach and the importance of evaluating education's impact on the lives and well-being of all individuals, particularly vulnerable populations like displaced persons, necessitating removing barriers to access to quality education.

The research reviewed in this presentation highlights the transformative potential of education policies in promoting reconciliation and peace-building in these contexts and offers insights into how education can empower individuals amidst crises. This study contributes to the broader discourse on humanitarian efforts and sustainable development by highlighting interventions to enhance education policies during emergencies.

Overall, the paper advocates for inclusive and comprehensive policies prioritizing quality education to safeguard the rights of children and vulnerable populations in emergency and post-conflict situations.

Keywords: Education in Emergencies, Post-Conflict, Peace Education, Quality Education, Teacher Training, Inclusive education policies

Samra Sheikh (She/Her) is a second-year EdD student in the International Educational Leadership & Policy program at OISE UFT. She has extensive international experience and has witnessed first-hand the impact of violence, displacement and trauma on the lives of war victims- which guides her work on women, youth, education, reconciliation and empowerment, specifically in post-conflict genocide countries such as Bosnia & Herzegovina and Rwanda. Samra's research will examine decolonization in the peace education system and the role of women in advocating for and participating in peacebuilding.

Climate change impacts on education in lower- and middle-income countries by Tien Pham

Abstract: The impacts of climate change and natural disasters have compelled families, especially in lower- and middle-income countries, to migrate to urban centers for livelihoods. While existing studies highlight the effects on the health, safety, employment, and emotional well-being of displaced families and children, there is a notable gap in understanding the educational implications. This research addresses the question: How does climate change impact the education of displaced students in lower- and middle-income countries? Utilizing a human rights-based conceptual framework, the study investigates the educational effects on displaced students both pre- and post-migration. By assessing the consequences at both ends of their journey, it aims to comprehensively understand the disruptions and adaptations in their education. Particularly, the study explores access to education, academic performance, well-being, and inclusiveness in the new learning environment, fostering discussions on equity, inclusiveness, and human rights in education. This exploration not only bridges a research gap but also provides valuable insights for evidence-based policies aligned with the United Nations' Sustainable Development Goal #4 (Quality Education).

Keywords: Climate Change Impacts, Displacement, Education in Emergencies, Educational Policies, Human rights-based Education, Lower- and middle-income countries.

STUDENT PANEL SESSIONS/PRESENTATIONS

Tien Pham (she/her) is currently a second year PhD student in the Department of Leadership, Higher and Adult Education. She is a dedicated student-researcher and educator with a commitment to promoting educational equality, particularly for marginalized student groups, and advancing sustainable development through education. Her research focuses on exploring the impacts of climate change on displaced students in lower- and middle-income countries.

INGO vs NGO: Dismantling Colonial Power through Education in Rohingya Refugee Camp by Tavila Haque

Abstract: This research paper argues that international non-profit organizations reliant on donor funding wield power that affects the work and collaboration dynamic between local non-governmental organizations and those within Rohingya refugee camps in Cox's Bazaar, Bangladesh. Based on prior scholarship, this project hypothesizes that INGOs utilize a colonial mindset to intervene in emergency education, without being connected to the people of the Rohingya community, promoting cultural insensitivity and creating a dependence for local NGOs on INGO funds. The study employs the framework of coloniality of power to investigate the power dynamics in the relationship of Rohingya refugees' to INGOs and explore localization efforts of organizations independently addressing education for Rohingya refugees. The findings suggest that collaborative efforts between INGOs and local NGOs have a substantial positive impact on the education requirements of refugees. This collaboration better equips children residing in a state of statelessness, preparing them for potential long lives within the refugee camps

Keywords: Rohingya refugees; emergency education; INGO; NGO; localisation; coloniality; power

Tavila Disha Haque, is a second year PhD student in Educational Leadership and Policies program at Ontario Institute for Studies in Education. Tavila's research focuses on international and national non-governmental organizations, making impact through education in the Rohingya Refugee Camps in Cox's Bazaar, Bangladesh. Tavila has previously presented her paper titled, Child Marriage Through Ethnography: Looking at the cause to deflect the narratives, for women and girls living in the Rohingya Refugee camps. She is an ardent advocate for human rights, education in emergencies and feminist scholarship.

Technological Landscape of Refugee Education: Opportunities and Challenges Through a Technocolonial Lens by Youngbean Ahn

Abstract: This paper investigates the increased use of technology in the humanitarian sector to critically identify the opportunities and challenges in refugee education. It examines the use of technology as a support mechanism to address educational challenges among refugees and risks that are associated with technology governance. For analysis, the notion of technocolonialism is applied as the theoretical frame to scrutinize the centralized control of technology and the reinforcement of the power asymmetries between the most vulnerable and the governing bodies such as corporations, governments, and other interest groups that entrench the coloniality of power. This research finally argues that acknowledging technology's limitations, collaborative efforts must proceed to decenter the technology that is often considered the ultimate neutral solution in the name of emergency and to make it possible to transform humanitarian agencies and educational policies into true humanitarian for the affected populations.

Keywords: Refugee Education, Technocolonialism, Technology Governance, Technological Intervention in Education, Educational Technology Risks

STUDENT PANEL SESSIONS/PRESENTATIONS

Youngbeen Ahn, a first-year Ph.D. student in the Department of Leadership, Higher and Adult Education, is dedicated to addressing global educational disparities through a focus on global governance and refugee education. Specializing in equity and access, her research targets the needs of immigrant and refugee students, multicultural children with special educational needs, and North Korean adolescent defectors, with an emphasis on the policy-making process and the pivotal roles of families, schools, communities, and the education system in shaping inclusive educational environments.

Panel: Intersectional Approaches to Leadership in Health and Education (OI 8220)

Chair: Nana Gulic

Empowerment and Agency: The Role of Identity in Educational Leadership Practice by Nia Spooner

This conceptual paper explores the ways the intersections of race and gender impact leadership practice and serve as a source of empowerment and agency for racialized woman school leaders. Research on educational leadership in North American contexts has traditionally been framed through the white male experience due to leadership being a male-dominated space, the prominence of white supremacy, and notions of masculinity and heteronormativity. Thus, there must be a more nuanced look at the intersections of race and gender of educational leaders, and the positive ways they impact leadership practice. Furthermore, existing literature tends to focus on the barriers associated with racial and gender identity in educational leadership, such as marginalization, being overlooked and unappreciated, and being faced with harmful racial stereotypes. What's missing is greater attention on the ways intersectional identity can be used as a source of strength within leadership practice. Using a desire-based approach (Tuck, 2009), this paper argues that racialized woman school leaders view their own racial and gender identity as a positive aspect of their leadership, such as building collective resilience, drawing on cultural background, and challenging systems of oppression. Intersectionality is used to center and honor the experiences of racialized women, as well as deepen our understanding of the systems of power, privilege, and oppression that educational leaders operate in. The conclusions are significant for educational leadership development, which must be geared towards addressing race and gender bias in leadership, empowering racialized leaders, and more intentionally recruiting racialized women into the educational leadership field.

Nia (she/her), 1st year PhD student, is an educator with 6+ years teaching in international contexts. She holds an MEd degree from OISE in Educational Leadership and Policy and a B.A. in Education from Smith College. Her research focuses on the impacts of racial and gender identity on educational leaders and their practice.

Emotion practice (EP) – Explicitly implicit and implicitly explicit by Alison Starkey

Gendered racialized women healthcare workers cope with daily practical demands, work intensification, and workplace violence through their emotion practice (EP). Emotion as practice, or EP (Scheer, 2012; Erickson & Stacey, 2013; Cottingham, 2018, 2022), encompasses the continuum between unintentional habits and active strategies, each of which may be either unconsciously slipped into or consciously learned through embodied experience (Cottingham, 2022). An EP approach using interviews, audio-diaries, and a reflexively iterative,

STUDENT PANEL SESSIONS/PRESENTATIONS

constant comparative methodology simultaneously interrogates, mitigates, and refuses problematic dualisms obscuring understandings of hierarchies and inequalities. This approach captures complications of emotional experience and engagement in contemporary relationalities permeated by a myriad of histories, experiences, and acts leading up to the present. It appreciates habits and taken-for-granted emotional landscapes often perceived as part of one's identity, work, or profession. It accounts for active deployment of emotion as practices exercised to cope with daily practical demands, work intensification, and workplace violence. This work integrates scholarly frameworks showing empirical variations between emotional labour in commercial and healthcare contexts. It expands Bourdieu's (1990) general practice theory to emotion (Scheer, 2012). It resituates Hochschild's (1983) emotion management theories more profoundly within macroprocesses that become embodied and felt (Cottingham & Erickson, 2020) by bridging and integrating differences due to context, social location, and interactional targets/participants (Erickson & Stacey, 2013). This situates complex positionalities in dialogue to create meaning across difference (Gunarathnam, 2003). Holistically engaging with the multi-faceted dynamism of emotion as 'elements of social reality' (Cottingham & Erickson, 2020) an EP approach acknowledges historic demands creating individuals' practices and embraces the potentiality of future adaptations that can move us from imaginaries to actualities – those of a more just and equal world.

Alison Starkey is an MA student at OISE/UT in the LHAE department. Alison has experience in haematology and immunology research labs, has taught and coached all age groups in a variety of disciplines, and has worked as a frontline healthcare worker in retail and compounding pharmacies in Toronto for 15+ years. Working throughout the pandemic has deepened Alison's research interests in the experiences of gendered and racialized healthcare workers, workplace violence, and inequalities observed on both sides of the dispensary bench.

Conflict Education for Pre-Practicum Nursing Students in a Post-Pandemic Context by Marvic Pascual

Objectives:

This graduate project proposal aims to introduce a conflict education model for pre-practicum nursing students that acknowledge the challenges they face in a clinical setting. The primary purpose of this approach is to empower students to effectively manage conflicts, promoting resilience, professional socialization, and advocate for students' mental well-being.

Framework:

John Lederach's elicitive training is utilized as the guiding framework in constructing this pedagogical approach.

Activities:

This proposal involves a two-pronged practice. The first part incorporates activities such as, small group discussions, creating conflict dictionaries, dramatizing case scenarios, and understanding conflict through Galtung's theory. These activities are incorporated in a one-day pre-clinical workshop at the beginning of the semester. The second phase includes mid and end-of-semester check-ins, fostering reflections and evaluating the effectiveness of the program. These methods hope to expand on the nursing education's signature pedagogies and further support learning in a complex post-pandemic clinical setting.

STUDENT PANEL SESSIONS/PRESENTATIONS

Conclusion:

This project seeks to encourage students to view conflicts as transformative events. Existing studies on conflict education among nursing students highlight the efficacy of storytelling, dramatization, and reflective practices in enhancing their understanding and management of conflicts within hierarchical healthcare settings. The project identifies potential challenges, such as language barriers, instructor alignment with traditional practices, and limited literature focusing on the student perspective. Ultimately, this project strives to equip future nurses with the necessary skills to navigate conflicts in a post-pandemic clinical environment, through fostering empathy, empowerment, and advocacy in their professional roles.

Marvic (she/her) is a Master of Education student with a focus on Education in the Professions. She graduated with a Bachelor of Science in Nursing in 2011 and has over a decade of clinical nursing experience. She is passionate about guiding and supporting current and future nursing professionals by contributing knowledge and skills to clinical nursing pedagogy.

Panel: Cross-Border Perspectives: Examining Accreditation Challenges in Immigration Journeys (OI 8214)

Chair: Abigail Fisher

Integrating skilled migrants in Australia and Canada: Examining foreign credential recognition and the stakeholders involved by Daniyal Rahim

Many western nations experiencing demographic changes and have turned to immigration to address labour market shortages in key sectors of the economy (Chand & Tung, 2019). Yet have struggled to integrate these immigrants into their systems. Migrants find themselves in precarious situations, faced with the decision to either accept underemployment or reinvest in their education and training (Hathiyani, 2017; Ho & Alcorso, 2004; Kaushik & Drolet, 2018). In these circumstances, this study examines the policies and programs to facilitate foreign credential recognition in two western nations, Australia, and Canada. The stakeholders involved, their interactions, and the underlying power relations within the system. This inquest draws on the concepts of 'field' (Bourdieu, 1993), 'Structural Power' (Barnett & Duvall, 2004) and Foucault's understanding of 'Neoliberal Governmentality' (Hamann, 2009), viewing the system as a 'structured social space' with various actors, whose positionality determines their importance and their power. The individual holds the responsibility of navigating the system on their own. This examination utilizes Bartlett and Vavrus (2017) Comparative Case Study approach, which conducts comparisons on three axes - horizontal (across nations), vertical (across scales), and transversal (across time). This study provides an illustrative case to study two western nations, employing similar approaches to attract migrants, and facing similar challenges in immigrant settlement. It facilitates a deeper understanding of existing system of foreign credential recognition, highlighting areas of concern and helping policymakers direct their efforts to key issue areas.

Daniyal Rahim

STUDENT PANEL SESSIONS/PRESENTATIONS

Unveiling Challenges and Strategies: Immigrant Non-native ESL Teachers' Experiences in Educational Settings by Shabnam Mammadova

This paper explores the multifaceted challenges encountered by immigrant ESL teachers within educational settings with a focus on native speaker preference in the recruitment process. I argue that this preference contributes to the underrepresentation of immigrant teachers and raises concerns about their sense of belonging and inclusion. Through this lens, I aim to look into the strategies that may contribute to the creation of more inclusive work settings for educators of diverse backgrounds. The current literature often identifies the social categories that create situations of power, privilege, and disadvantage for skilled immigrants in Canada. It provides insights into how the framework could be applied to understand the level of individual capital that skilled immigrants bring with them when arriving in Canada and its role in shaping their unique settlement and integration needs. However, there is not an extensive body of research to advance the understanding of immigrant ESL teachers' experience with nativism concept. To this purpose, I aim to critically explore challenges stemming from a recruitment process that often prioritizes native speakers and advocates for inclusion within the realm of education. This research is guided by a phenomenological study to gain insights into immigrant ESL teachers' unique experiences and perceptions. As an interpretive framework, critical race theory guides this study to explore the challenges immigrant teachers face. This paper argues for informing policies and practices that support a supportive and welcoming atmosphere for educators from various linguistic backgrounds and finds that navigating linguistic expectations in professional domains needs further research.

Shabnam (she/her) is a 2nd year M.Ed. candidate in the Department of Leadership, Higher and Adult Education. She is a dedicated adult ESL/LINC instructor and program planner with more than ten years' of teaching experience. Her academic interests include immigrant rights, workplace inclusion, second language acquisition, and anti-racist pedagogy.

Panel: Critical Approaches to Teacher Education, Leadership and Equity Policies (OI 2295)

Chair: Lincoln S. Smith

Unveiling Educational Leadership and Policy Dynamics through a Distributed Lens by Duaa Al-bao

The ultimate objective of this study is to comprehensively explore the dynamics of distributed leadership within the context of educational leadership and policy Canada, with a specific focus on Ontario.

This paper unfolds across five phases of work. Laying the groundwork for a comprehensive understanding of the subject, Phase 1 initiates with an exhaustive literature review, delving into theoretical studies on distributed leadership, particularly those by (Bush, 2013) and (Spillane, 2005; Spillane et al., 2003, 2004). Phase 2 involves debriefing and extracting main features from the literature, synthesizing key concepts integral to distributed leadership. In Phase 3, the study translates the key concepts into a practical matrix, the Distributed Lens Matrix, outlining discernible standards and indicators. This matrix serves as the basis for assessing the extent to which the education system and policies in Canada, with a specific focus on Ontario, align with the stipulated criteria of distributed leadership. Phase 4 conducts a practical investigation, evaluating the alignment of educational practices with the matrix criteria. In this crucial phase, the study shifts its focus to Wallin's seminal work, "Understanding Canadian Schools," exploring the congruence between leadership practices in the Canadian

STUDENT PANEL SESSIONS/PRESENTATIONS

School System, particularly in education policy-making, and established distributed leadership criteria (Wallin et al., 2021). Additionally, the investigation extends to a study commissioned by Ontario's Institute for Education Leadership and the Council of Ontario Directors of Education, led by (Leithwood, 2013), aiming to uncover critical factors contributing to successful school districts and effective leadership practices in Ontario, assessing alignment with distributed leadership criteria from the Ontario Leadership Frameworks (Leithwood, 2017). Phase 5 concludes the study, analyzing findings, and offering recommendations for enhancing distributed leadership in the Canadian education system, particularly in Ontario, based on identified criteria and indicators.

The research methodology leans more towards a qualitative approach. The study involves an extensive literature review, theoretical exploration, conceptualization, and the development of a practical (Distributed Lens Matrix). Additionally, the research includes a practical investigation and evaluation, analyzing leadership practices and educational systems based on identified criteria.

This paper is driven by the overarching goal of enhancing transparency in the often-opaque realm of school leadership. By scrutinizing the applicability of distributed leadership criteria within the Canadian educational landscape, with a particular focus on Ontario, this paper contributes to a nuanced understanding of leadership practices and their resonance with distributed leadership.

Duaa Al-bao is an educator who holds a Master's in Business Entrepreneurship and is currently pursuing a Master's in Educational Leadership and Policy at OISE. With 17 years of experience in quality management, excellence models, training, and professional development, she transitioned to education four years ago. Her research interests focus on bridging the gap between educational policy development and implementation, approaching it from a distributed lens.

An Exploration of Cognitive Dissonance Theory's Influence on Educational Leaders' Sensemaking of Ontario's Equity Policies by Pirasanya Gnanasuntharam

Despite extrinsic motivations like anti-racism training and accountability measures embedded in leadership frameworks that highlight the importance of creating equitable schooling experiences, educational leaders remain unwilling, unprepared, unaware, or uncomfortable to leverage critical awareness to mobilize critical action. This study seeks to examine the role of Cognitive Dissonance Theory in sensemaking processes to understand how equity policy mandates are internalized and enacted by system and school leaders. Specifically, to understand how cognitively derived motivational responses, shaped by racial, gendered and professional identities, influence sensemaking pathways to dismantle discriminatory policies, processes, and practices in districts and schools. Understanding cognitive dissonance through the variables of race and gender is ultimately about understanding how identity, power, and agency act as both dissonant triggers and motivational impetus for change. This humanizing approach can re-frame resistance and denial as curiosity, exploration and/or commitment to inform sensemaking pathways towards transformation. This study will utilize a mixed methods sequential explanatory research design to understand how racialized educational leaders across Ontario's public school boards engage with cognitive schemas (motivational factors) related to equity to operationalize their roles as policy enactors in schools and districts.

Research Question:

1. How do educational leaders measure their individual readiness for change (motivational factors) upon experiencing cognitive dissonance in equity-related training to influence sensemaking pathways towards transformational action?

STUDENT PANEL SESSIONS/PRESENTATIONS

2. How might Cognitive Dissonance Theory be used to reframe resistance as productive discomfort necessary for learning and growth towards action?

Pirasanya Gnanasuntharam is a doctoral student in the Department of Leadership, Higher and Adult Education. Her current research examines the influence of cognitive dissonance on leaders focused on driving transformational change for equitable policies, practices and processes in educational schools and systems across Ontario. Pirasanya currently works for the Ministry of Citizenship and Multiculturalism's Anti-Racism Directorate as their Senior Evaluation Advisor.

A Critical Policy Analysis of the International Baccalaureate's conception of Equity, Access, and Inclusion by Ruth Tate

Research Question: How is the concept of equity defined and framed within official IB discourse and documents?

Theoretical Framework: This critical policy analysis is concerned with how the concept of equity is defined and framed within the official IB discourse and documents, and the implications for policy and practice at local levels in IB schools.

Scientific or scholarly significance of the study or work: The IB Diploma Program (IBDP) is an example of how private credentials are being adopted in differing ways by public education systems, largely influenced by:

- Increased demand for elite high school diploma options
- Increased decision-making and autonomy at school/ board levels
- Successful partnerships between IB actors and HEIs
- The financial and logistical tensions public school administrators face when selecting and providing externally branded curriculum offerings in a competitive global education market.

The IBDP is firmly embedded as a choice for students in Ontario. There exist equity-related pressures and tensions as the continued expansion of the IB raises the question of how IBDP schools can meet espoused commitments to social justice/ anti-racist pedagogies and remain viable in an era of accountability and performativity, particularly given their founding reputation as an exclusive, elite program. The proposed study is an exploration of the power dynamics, opportunities, and tensions encountered by policy actors and school leaders in creating equitable and inclusive school environments in an era of school choice, marketisation, and accountability.

Ruth Tate has over 15 years of experience as an educator internationally and in Ontario. She holds an MA in International Education and Development from the University of Sussex. Her doctoral research is concerned with how equity is defined and framed within official policy documents, how discourse is representative of societal positions and dominant ideologies, and the implications for policy implementation in schools.

Teacher-Driven Teacher Development: A Case Study by Lincoln S. Smith

A child's teacher is the most significant factor in that child's school-based learning and growth. Consequently, efforts to understand and implement effective approaches to teachers' professional learning (TPL) continue to be widely identified as critical for continued educational research, policy, and practice. However, research has been limited by (1) an overly narrow conceptualization of teaching and (2) a lack of teacher voice in research processes. This case study of a teacher-led school's approach to TPL addressed both issues. First, it used a holistic, multidimensional conceptualization of teaching to investigate the experiences of TPL at the school.

STUDENT PANEL SESSIONS/PRESENTATIONS

Second, participating teachers were involved in methodological decision making at key points in the process. Results indicate meaningful TPL experiences are intimately interwoven with the multidimensional complexity of teachers' individual situations. This research contributes to efforts to enact and theorize TPL by (a) demonstrating the benefit of using a more holistic conceptualization of teaching to investigate teachers' experiences, (b) providing unique insight into the power and integral role of teachers' agency in TPL, and (c) offering an example of a methodological approach to studying TPL that incorporates teacher voices into the research process.

Lincoln S. Smith is a PhD candidate (Curriculum, Teaching and Learning) and sessional lecturer at OISE. Secondary teacher of 18 years, with experience working in public and private schools in the United States, Micronesia, India, and Canada. Research interests include the role of teacher agency in teacher learning, teacher-driven research, and accessible pedagogy in secondary and post-secondary contexts.

Panel (Hybrid): Facilitating Multilingualism through Educational Theory and Practice (OI 5170)

Chair: Jasmine Rice

The Role of Practitioner Research in Centering Multilingual Language Learners in Teaching and Learning and Jocelyn Yu

One in five households are multilingual (Statistics Canada, 2023), which is the experience of many students in Canadian urban centers (Statistics Canada, 2022). How are schools responding to this growing linguistic diversity? Guided by practitioner research of knowledge-of-practice and inquiry as stance (Cochran-Smith & Lytle, 1999; 2021), a suburban secondary school in Greater Toronto examined the realities faced by multilingual language learners (MLLs) and worked collaboratively with stakeholders to transform teaching and learning. The four dimensions of critical literacy (Lewison et al., 2002) shaped the action research, which was part of a larger professional learning collaborative. Students' diverse linguistic repertoires are often viewed as a deficit to acquiring academic English (Cummins, 2007; Ntelioglou et al., 2014) in pedagogical approaches dominated by monolingualism and monoglossia (Prasad & Lory, 2020). Analysis of the school achievement data revealed a persuasive underachievement among MLLs when compared to English L1 peers. This perceived lack of engagement (Cummins, 2009) was problematized. The practitioner-researchers considered multiple viewpoints using empathy interviews (Safir & Dugan, 2021) with a focus group of MLLs, teacher surveys, and family feedback in home languages. The monolingual approach prevalent in the school was not accurately responding to MLLs. Instead, these instructional and assessment practices reproduced coercive power relations (Cummins, 2009; Lory & Prasad, 2020) that linguistically constrained and devalued the identities' of MLLs. Taking action, the practitioner-researchers focused on empowering pedagogical choice (Cummins, 2009) to foster a shared vision for whole-school multilingualism through relationship building in teaching and learning. This is a visual representation of the action research.

Jocelyn Yu is a M.Ed student in Language and Literacies Education with a collaborative specialization in Éducation, francophonies et diversité. She is also a secondary FSL and ESL educator. Her interests are in developing language friendly instructional and assessment practices for all learners and fostering school-family relationships.

STUDENT PANEL SESSIONS/PRESENTATIONS

Cultivating Critical Language Awareness and Plurilingual Competence through a Translanguaging Pedagogy in Graduate-Level L2 Writing by Lu Xi

Extensive research has been conducted on translanguaging as a pedagogical resource in language teaching and learning (Cenoz & Gorter, 2020; Leonet et al., 2020). For example, according to a study conducted at a transnational university in China, adopting translanguaging practices in L2 writing classrooms raises students' critical language awareness (Sun, 2023). Nevertheless, more research is needed on the efficacy of a translanguaging pedagogy in cultivating L2 graduate students' critical awareness and plurilingual competence in a Canadian context. This study aims to investigate (1) how translanguaging pedagogical practices facilitate L2 graduate students' development of critical language awareness (Shapiro, 2022) and plurilingual competence (Yasar Yuzlu & Dikilitas, 2022) in graduate-level L2 writing, and (2) how students' evolving critical language awareness and plurilingual competence are reflected in their graduate-level academic writing.

Adopting a case study methodology, the researchers conducted in-depth semi-structured interviews and analyzed the written artefacts of 10 international L2 graduate students enrolled in the school of education at a Canadian public research university. Thematic analysis is employed for data analysis, identifying themes and patterns that index graduate students' evolving perceptions of linguistic and cultural conventions in L2 writing when exposed to a translanguaging pedagogy.

Preliminary findings show that a translanguaging pedagogy is useful for constructing a 'safe' and inclusive co-learning environment through building rapport between teachers and students (Liu et al., 2022). Further, a translanguaging pedagogy generates 'positive predisposition' that scaffolds language and content learning (Moody et al., 2019). Ultimately, the study advocates for leveraging translanguaging resources in graduate-level writing as they play a vital role in facilitating L2 graduate students' development of critical language awareness and plurilingual competence in L2 writing. Specifically, a translanguaging pedagogy: **(1) facilitates the mobilization of students' rich linguistic and cultural repertoires, (2) decolonizes L2 writing at the graduate level by confronting the monolingual writing conventions.**

Lu Xi

A Friend or A Foe? Multilingual Language Learners' Perceptions of the Use of Artificial Intelligence in Education by Rana Haidar

Recent advancements in generative AI, notably the introduction of GPT-4, have extended the scope of chatbot applications in the field of education (Okuyama and Suzuki, 2023). In the context of higher education, AI tools like ChatGPT have received mixed reviews: many scholars have raised concerns about the ethical use of AI in education and its implications for academic integrity (Sullivan et al., 2023; Kasneci et al., 2023) while others have examined its potential for improved learning outcomes (Halaweh, 2023) as well as its impact on instructional methods and assessment (Crawford et al., 2023). However, to date, very few studies have examined students' perceptions of the value and use of AI in education (Firat, 2023), especially the perceptions of students who belong to racialized and minority groups. This case study, underpinned by the theoretical framework of critical literacy, sought to answer the following question: What are multilingual learners' perception of the use of AI in education? Data was collected in semi-structured interviews from five multilingual college students. Thematic

STUDENT PANEL SESSIONS/PRESENTATIONS

data analysis revealed four broad themes pertaining to: the impact of generative AI on student learning; the effect of AI on assessment; the ethical use of AI in education; and AI as a tool of empowerment and economic gain for multilingual language learners. The results suggest that AI is ushering a significant transformation in language teaching, learning, and assessment. In this highly digitized era, both teachers and administrators should pay attention to the needs expressed by students and adapt pedagogical approaches accordingly.

Rana Haidar is a fourth year Ph.D. candidate in the Language and Literacies Education Program in the Curriculum, Teaching and Learning Department at OISE, University of Toronto. She has a Master's Degree in applied linguistics and has been teaching English for Academic Purposes and Academic English for over 15 years. Rana's research interests are in critical pedagogy, critical media literacy, and misinformation in digital media.

Poster Session 1 (OI 5240)

From Equitable Access to Equitable Success in STEM Programs at Canadian Universities by Ashley Yim

With the massification of universities in Canada and the fierce competition in the global knowledge economy, there have been growing discussions on equity, access, and success, especially in science, technology, engineering, and mathematics (STEM) disciplines. Despite efforts to increase access for equity groups, ongoing disparities remain prevalent as STEM students progress through their educational and professional trajectories. With that, my research questions are: (1) How did the massification of higher education and the global knowledge economy kickstart the focus on STEM and equity, diversity, and inclusivity (EDI) at Canadian universities? (2) How can universities in Canada expand their efforts on equitable access to address equitable success in STEM? By conducting a literature review, I argue that equitable access does not guarantee equitable success in STEM and at Canadian universities, and actions to address underrepresentation need to extend past enrolment. Institutional interventions, like mentorship, need to be implemented to improve persistence and post-graduation performance for STEM students in equity groups. This investigation contributes to the literature on equity, access, and success in Canadian higher education and has implications for achieving an equitable, diverse, and inclusive environment for equity populations.

Ashley (she/her) is a 1st year MA student in Higher Education at the Department of Leadership, Higher and Adult Education. She is committed to creating opportunities for students from traditionally underrepresented groups at postsecondary institutions. Through her research and practice, she strives to serve these students to enhance their postsecondary experience and promote their academic, professional, and personal successes.

STUDENT PANEL SESSIONS/PRESENTATIONS

Wrong Side of the Tracks: Impacts of Transit Disparities on Black University Participation in Scarborough by Liah Yared

Beyond the many barriers of entry existing within Canadian universities themselves, there are also a number of external systems that serve as obstacles for radicalised populations in accessing higher education. This paper argues that the impact of the Toronto Transit System's (TTC) closure of Line 3 will be disproportionately felt by low/middle-class Black populations, given Scarborough's concentrated racialized population. While highlighting the intersections of race, class and geography, this work unpacks cross-community conversations within the Greater Toronto Area. (GTA) Both the Scarborough population and the Black population have been severely underrepresented in city planning and access to education initiatives. The last segregated school in Canada closed in 1983, and currently, Scarborough has the same number of subway stations as it did in 1985. By utilising TTC reports, Uber reports, census data and various peer-reviewed studies highlighting correlation between transit and university participation, I conclude that the closure of Line 3 will impact university participation. As the Toronto downtown core locates three primary universities, while Scarborough only locates one.

Liah (She/Her) is currently pursuing a Masters of Education in Language and Literacy Education, along with a collaborative specialization in Éducation, Francophonies et Diversité. Having completed her Bachelors Degree in Critical Studies in Equity and Solidarity, her research interests surround the connections between Blackness and educational equity, examining how these intersections impact the experiences of marginalized communities in education. Her work aims to shed light on the specific challenges faced by marginalized communities in different geographic contexts, contributing to a deeper understanding of the equity landscape in the Greater Toronto Area (GTA).

Critical Review of the Effects of Educational Policies and Legal Frameworks on K12 International Students by Linfeng Zhao

Through a comprehensive literature review, this study delves into the regularity of changes in policy and legal contexts affecting K-12 international students. Employing quantitative methods, the research aims to empirically assess the tangible impacts of these policies and scrutinize the extent to which their intended objectives have been realized. Additionally, the paper explores the underlying rationales behind these policy shifts. Furthermore, potential alterations in these policies are considered. This research endeavors to provide a holistic understanding of how Canadian educational policies have shaped the current landscape for K-12 international students, while also proposing potential avenues for reform.

Linfeng (he/him) draws on 16 years of experience as an educator and school manager in international schools in Shanghai, China. During this time, he has passionately advocated for Global Competence Education, fostering an inclusive atmosphere that celebrates diversity and creativity. His research delves into the impact of policy changes on the education of students with a Chinese cultural background and explores ways to enhance global competence education within a Chinese cultural context. Linfeng is thrilled to be a presenter at the 2024 OISE GSRC!

STUDENT PANEL SESSIONS/PRESENTATIONS

Sexual Violence Prevention in Sun Yat-Sen University Before and After China's #MeToo Movement by Qichun Zhang

In China, universities and colleges act as important spaces for transformative actions taken by Chinese feminists. Recognizing the wide impact of sexual violence on communities in higher education, feminist activists utilize social media platforms as resistance sites to call out on sexual harassment and assaults Chinese women witnessed and experienced on campus. The grassroots efforts of Chinese feminists and digital activism for women's rights thus cannot be discussed without a careful examination of China's existing sexual violence prevention in higher education, and vice versa. In this context, this presentation examines the implementation of sexual violence prevention approaches in higher education in relation to 2018's #MeToo movement in China, using Sun Yat-Sen University (SYSU) as an example. It looks at the strengths and limitations of the institutional and community efforts to implement sexual violence prevention through an analysis of SYSU's university regulations, official documentation, news reports, research reports, and online articles. It also considers China's ongoing crackdown on the discussion of women's liberation through online censorship and offers suggestions for future approaches to sexual violence prevention in higher education under such a context.

Qichun Zhang is a second-year Ph.D. student at OISE's Social Justice Education department. She has an MA in Multicultural and International Education from the University of San Francisco and a BFA from California College of the Arts. She is an interdisciplinary artist, art educator, and novice researcher and her research interests include transnational feminism, art-based approaches in research and education, and digital activism under censorship.

China's Quality-Oriented Education: A Comparative Study with Sweden and Reflections on Policy Impact by Tao Lin

China's exam-oriented education system, with its long history, has faced various criticisms from multiple stakeholders. In response, the initiative of quality-oriented education (*su zhi jiao yu*), promoting holistic student development both academically and socially, began in the 1980s and gained momentum in the 1990s. This approach aimed to foster independent thinking, creative spirit, and practical abilities in the nation's youth. The research explores the impact of these initiatives on China's education system and draws a comparison with the education reforms in Sweden that started in the 1990s. Employing qualitative research methods, including policy analysis and interviews, this study seeks to determine the extent of change achieved after decades of implementing quality-oriented education. Preliminary findings suggest minimal changes. The research proposes that these initiatives, while aiming for policy legitimacy within a global context, also strive to maintain China's national identity, thereby resisting the reinstitution of Westernized ideas.

Tao Lin is currently a first-year master's student in the Department of Leadership, Higher and Adult Education. I graduated with a Bachelor of Arts in Sociology with a minor in Economics from University of British Columbia. My research interests include exploring educational disparities between urban and rural areas, as well as examining educational opportunities for immigrants in inland China.

STUDENT PANEL SESSIONS/PRESENTATIONS

Multilingualism vs. language insecurity: Building multilingual English teachers' holistic teacher identity with belonging and agency by Tin Yuet (Tiffany) Tam

As English has become a dominant language in language teaching, learning, and assessment worldwide, many multilingual English teachers have been under scrutiny because of their difference. The scrutiny comes from a prejudice that generalizes them as Other (a term suggested by Holliday (2006)) to the "native speaker" with "in-group identities". The binary narratives have stirred a sense of not belonging among multilingual English teachers.

Overlooked by many teacher educators, these lived experiences of prejudice and tension harm the multilingual English teachers' teacher identity construction. The first half of my research argues how Native-speakerism and English as a racialized language have created language insecurity among multilingual English teachers. Given the insecurity, this research wants to urge language teacher education to develop teachers' multilingual identity with the utmost importance for the purpose of building a holistic teacher identity. Through critically analyzing how multilingualism can foster agency in teachers to mobilize all linguistic resources, this research wants to make space for their original identity without being attached to the label of Second Language Speakers. By using translanguaging to cultivate difference in classrooms, these teachers' multilingual identities and teaching practices will be more congruous with the diversity for the future of education.

Tin Yuet (Tiffany) is a Master of Education (Language & Literacies Education) student of Curriculum, Teaching & Learning at OISE, University of Toronto. Being a multilingual English teacher, she has a passion for bringing authentic learning experience to and creating critical literacy for learners. Her research interests include language and identity, literacy education, multilingualism, and how cities and refugee, immigrant and diaspora communities interact to shape their identities.

Evaluating and Validating Early Literacy Screening in Diverse Bilingual Settings: A Kindergarten and Grade 1 Study by Sophia Banez, Victoria Gotcheva, Ada Karakoc, Steve Songtao Wang

This study seeks to validate early literacy screening methods for French Immersion (FI) kindergarten and Grade 1 students across diverse demographic groups, including ELL/ELI, high/low SES, and Indigenous students. The research questions focus on determining optimal cut-off scores for at-risk readers across various demographics and assessing the variability in diagnostic accuracy of each screening measure among these groups. The study is designed to ultimately identify the most accurate and equitable measures for early literacy screening in French immersion.

The methodology encompasses a diverse sample of FI kindergarten and Grade 1 students, implementing English phonological awareness tests (CTOPP-2) and French fluency tests. The preliminary analysis focuses solely on kindergarten students. Clustering methods (traditional local distribution-based, K-means, hierarchical) and various predictive modeling algorithms are employed to establish and evaluate the cut-off scores for literacy screening. Analysis and interpretation will be complete by February.

This study contributes to the field by highlighting the importance of tailored early literacy screening in bilingual and culturally diverse educational settings. By examining screening methods' effectiveness across kindergarten and Grade 1, the research aims to promote educational strategies that are both inclusive and equitable, addressing the unique needs of students at different developmental stages in bilingual education.

STUDENT PANEL SESSIONS/PRESENTATIONS

Sophia Banez: Sophia (she/her) is in her third year of her undergraduate studies at UofT. She is pursuing a Bachelor of Science in Psychology, with a minor in French and Anthropology. At OISE's Multilingualism and Literacy lab, she assists in research focused on the literacy and reading comprehension of children in French immersion.

Victoria Gotcheva: Victoria is in the second year of her undergraduate degree at the Faculty of Arts and Science. She is enrolled in the linguistics specialist program and is interested in researching bilinguals' and multilinguals' language development. Victoria is currently a Research Opportunity Program student at the Multilingualism and Literacy Lab.

Ada Karakoc: Ada (she/her) is a third-year undergraduate student at the University of Toronto. She is completing a Bachelor of Science with a Specialist in Psychology and a minor in Immunology. Her current research at OISE's Multilingualism and Literacy Lab focuses on French literacy skills in French Immersion students.

Steve Songtao Wang: Steve (Songtao) is a doctoral student in the Developmental Psychology & Education program at the Ontario Institute for Studies in Education (OISE). His research interests include quantitative methods in education, meta-analysis, experimental designs and analysis, structural equation modelling, and language assessment and testing. He is also an active member and proposal reviewer of AERA and NCME.

Friday, March 22nd 2024

Student Research Session 2 (3:15 pm – 4:45 pm)

Round table: Resistance as Transformation (OI 2296)

Chair: Mahassen Ramadan

Teacher Crisis: Early-Career Teachers (ECTs) Leave Professions in the Face of Neoliberal Forces in Schools by Jennie Hyun-Ju Kim

Teachers are the key practitioners that enact educational policies; however, a lot of teachers are leaving their professions due to intensified workload and unsupportive work environments, aggravated by globalization. As the competitive education marketplace pervades around the globe, teachers' roles in classrooms and professional identities are in danger of being ambiguous, and teacher attrition rates are growing exponentially.

Ameliorating work conditions for teachers is critical in the present time where schools consistently face neoliberal pressure. Working conditions affect the quality of instruction in the classrooms the most (Hanushek & Rivkin, 2007); hence, mentoring programs provided for ECTs without considering collegial empowerment and providing better work conditions will rather surge their workloads (Whalen et al., 2019), leading to higher attrition rates. It is important to encourage teachers to create workplaces of trust and collegiality themselves as 'change agents (Bradley, 1986; van der Heijden et al., 2015),' and provide systemic level support to create 'communities of practice (Wenger, 2010)' within schools, building collegial working conditions.

STUDENT PANEL SESSIONS/PRESENTATIONS

With a rich background teaching K-12 across various educational settings globally – including public, private, international, faith-based, and NGP schools in Canada, South Korea, and Haiti – **Jennie Kim** has firsthand experience of the pivotal role teachers play in shaping students' learning. Throughout her teaching career, she has observed the detrimental impact of critical teacher shortages on educational equity. Currently serving as a secondary math teacher in one of the public school boards in Ontario, Canada, she plans to leverage her insights in pursuit of her doctoral study, which explores pertinent global educational issues and proposes educational policy suggestions, informing evidence-based interventions, and bridging the gap between global educational policies and their practical implementation in classrooms.

Building Community and Raising Consciousness: Social and Solidarity Economies as Exemplars of Critical Feminist Pedagogy by Ekta Bhatia-Bromley

Given the emphasis placed by Social and Solidarity Economies (SSEs) on organizations meeting the needs of their communities; and on creating conditions and spaces to foster dialogue, collective decision-making, and co-responsibility for people's mutual care (Vieta and Heras, 2022, pp. 6-8), this presentation will contend that SSEs serve as promising exemplars of key tenets centred by critical feminist pedagogy. The theoretical framework employed will draw from critical feminist pedagogy's considerations of power dynamics, intersectionality, and The relationship between choices of techniques and goals, as well as a social constructivist paradigm focused on shared experiences and the co-creation of understanding and outcomes. This study is significant because it will problematize and address the "... mutual ignorance of social movements and social economy" (Laville, 2021, p. 258), and will contribute to frameworks for implementing classroom practices informed by critical feminist pedagogy. It will do this by highlighting specific structural practices that SSEs embrace; and that embody the notions, values, and approaches that critical feminist pedagogy considers as integral to consciousness-raising activities and the building of community within and beyond the classroom. Examples include adopting expansive notions of 'work' and 'community'; and recognizing the interconnectedness of all 'actors' within a system.

Ekta Bhatia-Bromley (she / her) is an educator and facilitator with over fifteen years' experience using community development-informed pedagogies to create participatory learning environments that honour collective wisdom and agency, and centre critical consciousness. Her experience spans the K-12 system, and public, private, and non-profit organizations; and encompasses her time living and working in Canada and India. Her current research explores the intersections of organizational design and social justice outcomes, with a specific focus on advancing gender equity.

Feminist Participation: A Certainty To Build Commons Or An Illusion Of Community Engagement? by Mahassen Ramadan

Community-based research, assets-based or needs-based, tend to create partnerships with community stakeholders (Susser, 2017). This partnership with policymakers focused on feminist participation as an elemental stakeholder in the understanding of power dynamics (Sato et al., 2019). Programmes developers consider knowledge-production from the communities secondary: a disabled position in the decision-making process but an enabled viewpoint at the support level. This oversimplification of relational power fosters channels of mistrust between the community actors and the programmes developers. The recommendations of capitalists are brought to the decision platforms and the neoliberal practices dominate the voices of the communities (Boeren, 2017;

STUDENT PANEL SESSIONS/PRESENTATIONS

Fursova et al., 2022). Power imbalances are built at three levels: the local context - micro, the interpersonal societal and institutional - meso, and the formative national context - macro (Egid et al., 2021; Roura, 2021). The 'Social Ecology of Power' framework filters within these levels. It describes the perception of power, in what ways it impacts partnership with communities, and how it advances/hinders their participation (De Angelis, 2005). In my paper, I attempt to frame the existing relational power between feminist participation and building commons by mediating this feminist role through the concept of community engagement in assets-based or needs-based programmes.

Mahassen Ramadan (she/her) is MEd student in the Department of Leadership Higher & Adult Education, 2nd year. She has worked extensively in the Middle East in post-secondary institutions with youth from diverse backgrounds to promote their affiliation toward their own learning and improve their enrolment in STEM. She is an advocate for a needs-based paradigm in community research and is passionate about putting into practice social justice education. She is currently volunteering at UofT with Seeds of Change Food Justice Program and is the Associate VP for Academic Affairs at the Leadership, Higher and Adult Education Departmental Students' Association.

Panel: Disruption, Defiance, and Difference: Resistance-Centered Theoretical and Pedagogical Creativity (OI 8170)

Chair: Blessing Digha

Rhymes Beyond Borders—Unveiling Dialogic Meaning-Making and Defiant Spaces through Hip-Hop Literacies by Xun Ril Li

This research explores hip-hop as both an active defiance against societal norms and a source of nourishment for marginalized communities. The investigation seeks to answer questions about hip-hop's impact on autonomy, agency, and counter-narratives for marginalized individuals, especially in the context of post-COVID transitions. With a focus on critical literacies for counternarratives, the study examines how hip-hop literacies serve as a means of dialogic meaning-making. The paper focuses on synthesizing a theoretical framework that views hip-hop cultures as spaces of counter-narratives, utilizing Krim's hip-hop system and Androutsopoulos's three-sphere theory. Combining literacy theories and the global linguistic flow of hip-hop, the paper defines hip-hop literacies as the ability to critically make meaning through hip-hop, express identity through cultural artifacts, and engage in trans-cultural dialogical practices.

Highlighting the global reach of hip-hop, the research explores its capacity to transcend borders and form a transnational community known as the Hip-Hop Nation. The paper also explores hip-hop as a dialogic space, connecting it to Freire's philosophy and Rule's concept of dialogic pedagogy. Examining the reclamation of identities and narratives on TikTok as a creative learning space, the research presents examples of how hip-hop affiliates engage in counter-narrative meaning-making during and after the pandemic.

STUDENT PANEL SESSIONS/PRESENTATIONS

In conclusion, the research underscores the transformative potential of hip-hop literacies in resisting societal norms and shaping dialogues. It calls for future research to explore the evolving nature of hip-hop literacies in the global flow of hip-hop and suggests further exploration of dialogic public pedagogies in digital spaces.

Ril (she/her) is a dedicated researcher pursuing a Ph.D. in Adult Education and Community Development at OISE. Her background includes roles within settlement and resettlement services, where she provided settlement counseling services and coordinated programs for young adult refugees from 18-25. Beyond work, Ril has been actively involved in boards and committees promoting social justice and well-being of vulnerable populations.

Figured World of the Fantasy Writers' Room: Analyzing Secondary-Level Critical Literacy Teaching through Screenwriting by Paddy T. Watson

Engaging with figured world theory in the context of a comedy-writing focused English language arts class at the secondary school level, this qualitative study explores how a teacher positions themselves as a writer and in relation to student writers. By developing a practitioner inquiry partnership in order to reflect collaboratively on teaching, the participants connected theory and practice. The concept of the "writers' room" as a "figured world" (Holland et al., 1998) brought clarity to the environment created within a school—an environment that privileged humor and encouraged students to exercise criticality. The authenticity of the screenplay format, exercises like table reads, and the ease of feedback it allowed for contributed to the teacher's positionality and relationality in the context of their course. The study provides an example of how working within a system to create new structures and artifacts of importance can allow a teacher to tap into their expertise and passion, while engaging with and living out a concept like critical literacy, through their pedagogy.

The presentation of this research will include slides detailing the screenplay format, teaching screenplay connected to critical literacy, connecting theory and practice, and information about my theoretical framework and methods.

Methodology: Practitioner inquiry partnership, adapted from (Cochran-Smith & Lytle, 2009) Theoretical Framework: Figured World Theory (Holland et al., 1998)

Paddy (he/him) is completing his M.A. at OISE in language and literacies education. He has taught both in Canada and internationally and is a published writer of short fiction and poetry. His current area of research considers screenwriting in secondary-level English classrooms as a vehicle for critical literacy.

Identifying Purpose in Research: Imagining New Roles by Shari Thompson

Objectives: This paper aims to articulate a perspective on how research can expand from the limitations of the current damage centered paradigms and highlight the strengthening approach of accepting a state of fluid collaboration and roles – taken from various paradigms to meet the terms of the community. Better articulated as what Johnson and Stefurak (2013) calls a dialectical pluralism.

Perspectives: Highlighting how oppression is the currency in which research trades with. The fungibility of research subjects as we extract for the sake of taking. "Stories, artifacts, and knowledge have been stolen... this is the legacy of research that social scientists have inherited" (Tuck & Guishard, 2013, p.21). Current research methods leave communities in a debilitated state that leaches from their joy, resistance, and existence.

STUDENT PANEL SESSIONS/PRESENTATIONS

Modes of inquiry: This paper focuses on refusal as a strategy against possession which can be a place of re-possessing oneself. Whilst exploring power, domination within research and how the practice of refusal can lead community(ies) and the researcher(s) into new balancing roles, giving permission to redirect and be desire center throughout every stage of research.

Conclusion: A desire-based framework that draws on the idea of complex personhood, we see that “all people remember and forget, are beset by contradiction, and recognize and misrecognize themselves and others” (Gordon, 1997, p. 4) (Tuck, 2009, p.420). The concept of complex personhood can afford researchers to view research participants as co-researcher, guiding and building a new practice towards purposeful research.

Significance to scholarly work: Limit oppressive research practices and imagine/innovate new frameworks for future practices.

Shari (she/her) has worked internationally as an educator in the public, private, and non-profit sectors. She holds an M.A. in Digital Media, Culture and Education from the University of London, Institute of Education. Her research examines Black intersectional identities, identity formation, performance, pluralism, and belonging from a Canadian and global context.

Panel: Breaking Mental Health Stigma through Multi-Dimensional Approaches (OI 8180)

Chair: Shukri Hilowle

Implementation of Mental Health Services in Ontario Schools by Abigail Fisher

In Ontario, there are increasing calls for more mental health supports in schools (People for Education, 2023). Mental Health Leaders and Implementation Coaches are implementing school-based mental health services (SBMHS) however, successful implementation relies on many factors. To understand these factors, seven semi-structured interviews with Mental Health Leaders and Implementation Coaches were conducted. Data analysis was conducted with Framework analysis and the Consolidated Framework of Implementation Science (CFIR) as a framework. Preliminary analysis suggests that facilitators of the implementation of SBMHS in Ontario lie within the cosmopolitanism domain of the CFIR. School Mental Health Ontario significantly aids the implementation of SBMHS. Barriers to implementation can be categorized into individual characteristics and implementation process domains. Individual characteristics such as poor self-efficacy from educators and misunderstanding of SBMHS from school leadership act as barriers to implementation. Furthermore, low attraction from students reveals barriers within the implementation process. Improvements need to be made to increase confidence in educators, increase understanding of school leadership, and increase engagement strategies. This study provides critical information for Ontario schools to enhance SBMHS access for students.

Abigail (She/Her) is currently a MA student in the LHAE department. She is dedicated to student success which has led her to hold various positions such as an after school instructor, academic success peer coach at OISE, and VP Academic of the OISE GSA. She also is a research assistant at the University of Alberta.

STUDENT PANEL SESSIONS/PRESENTATIONS

De-Stigmatizing Mental Health in the Somali Community by Shukri Hilowle

The focus of this poster is to examine the cultural, economic, and linguistic barriers to accessing proper mental health care for Somali Canadian. One of the major issues that create barriers for people who need mental health support is the cultural and social stigma around admitting you suffer from mental health issues. While the Somali Canadians are not a monolith group, it is common to find in many households the reluctance to accept mental health support because it may increase social stigma of being labelled "waaan" which means "crazy" in the Somali language. This can contribute social stigma which may be used to discriminate or even put the person at risk of being sent back to Somalia for religious and spiritual help. In addition, this label can create barriers when it comes to accessing marriage or being treated with dignity, as many may see the person as "cursed" or they may be treated as a "pariah." Secondly, this paper will look at economic barriers when it comes to accessing proper therapy; this is an issue that many people who suffer from low-socioeconomic conditions, while this is improving with higher rates of educated Somalis in the West, it still is an issue for many Somali refugees to gain access to mental health support. Some may also not think it is priority when it comes to affording basic needs (rent, food, transportation, education cost, medical...). This plays a role in creating a culture whereby mental health is seen as not important for survival compared to other human needs. Lastly, one of the key areas that plays a role in stigmatizing therapy is linguistic barriers since many Older Somali Refugees who speak English as a second language, they can have a hard time finding therapists that speak Somali.

Key terms: stigma, mental health, Somali diaspora, culture, refugees, barriers, access, discrimination, economic, diversity

I currently work as an Educator with a combined ten years of experience volunteering, tutoring and teaching students K-8. I am passionate about Curriculum Development, International and Comparative Education. I have recently completed my Doctorate Degree at the Ontario Institute for Studies in Education in Comparative International Development Education.

Eco-Anxiety on the University Campus: A Multispecies Duoethnography by Steve 4. Tu

We live in a world beset by multicrisis (Litfin, 2016), including anthropogenic climate change and its attendant consequences. Several studies have found that university students, in particular, are experiencing heightened eco-anxiety (Cunningham et al., 2023; Daeninck et al., 2023), which the American Psychological Association defines as "a chronic fear of environmental doom" (Clayton et al., 2017, p. 68). Given that eco-anxiety can be unproductive (Pihkala, 2020; Verplanken et al., 2020), how can students cease from habitual worry amid ecological horror?

While various ideas for how students might cope with eco-anxiety have been suggested (Cunningham et al., 2023), little attention has been paid to the perspective of other-than-human beings and what their unique standpoint(s) might offer. Trees, for instance, aren't only impacted by climate change, but many are able to adapt remarkably well to rising temperatures and shifting atmospheric conditions. The American Sweetgum is one such species. Not only is it resilient in the face of global climate disruptions, its resin is also a traditional Indigenous medicine used to treat anxiety (Bloch, 2020).

This essay explores the perspective of one American Sweetgum tree, in particular, located on Philosopher's Wal. Via multispecies duoethnography, a form of research inquiry I am pioneering that draws on new animism and traditional ecological knowledges, along with field notes and scholarly commentary, I, with the aid of this Sweetgum tree, examine the eco-anxiety of university students and sketch some possible ways forward, toward a radical aesthetic of hope and the pluriverse (Reiter, 2018).

STUDENT PANEL SESSIONS/PRESENTATIONS

Steve (he/him) is a PhD student and anti/ante-disciplinary researcher at the Ontario Institute for Studies in Education at the University of Toronto. His academic interests include philosophy of higher education, multispecies ethnography and the other-than-human turn, critical plant studies, post-qualitative inquiry, research-creation, possibility studies, new animism, and anti-Asian racism.

Panel: Language Revitalization, Resistance, and Refusal: Linguistic Preservation in the Face of Settler-Colonial Reproduction (OI 5170)

Chair: Gayatri Thakor

Kanien'ké:ha in the City: An Overview of Mohawk Language Learning in the Urban Context by Jasmine Rice

This paper explores the challenges and opportunities surrounding Indigenous language learning, focusing on the Kanien'ké:ha (Mohawk) language, within the urban context. The study constitutes a critical literature review that draws from a diverse range of sources, including personal experiences and frameworks such as Shulist & Pedri-Spade's (2022)¹ distinction between language revitalization versus reclamation.

The review delves into the Kanien'ké:ha language revitalization efforts, emphasizing the successes of immersion programs and grassroots initiatives within Indigenous communities. However, it exposes and highlights the challenges faced by urban Indigenous populations, revealing limitations in accessing language learning resources. Such challenges can include the scarcity of nation-specific language programs, financial constraints, and the absence of dedicated spaces for language learning. The limitations faced by urban language learners have emotional and spiritual consequences, emphasized by the cultural significance and healing potential of reconnecting with Indigenous languages documented in previous research.

The findings from this critical literature review bring forth calls for innovative and accessible language learning programs tailored to the needs of urban Indigenous populations. It advocates for bridging the gap between mechanical linguistic instruction and culturally embedded knowledge, presenting a crucial area for future research and the attention of linguists, researchers, and activists alike.

Jasmine (she/her) is a PhD student in the department of Curriculum, Teaching, and Learning. She is a secondary languages and social studies educator looking to merge these experiences with her background as a Kanien'ké:ha (Mohawk) student and language learner. Her areas of interest in research include socio-emotional and socio-cultural factors on First Nations language learning experiences.

STUDENT PANEL SESSIONS/PRESENTATIONS

Can non-Indigenous people contribute to Indigenous language revitalization? by Sara McDowell

When we think about cross-community conversations language is fundamental. What does it mean when we speak primarily in English here on the homeland of Indigenous languages? As Rick Hill, Sr. and Daniel Coleman (2019) argue colonialism functions in part by displacing a people's worldview or epistemology. One of its methods is to suppress languages which mediate how we see the world and offer unique visions authentic to the place. In this context, language becomes an important factor in decolonization. How can we, as conference participants of many different language backgrounds and identities, resist the domination of English as a settler colonial language and ethically contribute to Indigenous-led language revitalization?

To seek guidance as a non-Indigenous researcher, I interviewed eleven mostly First Nations members of Toronto communities. We discussed frameworks that can guide us as Indigenous and non-Indigenous peoples working together. These include the Two Row Wampum belt treaty with its teachings of respect for difference as well as the potential for movements of solidarity across those who have experienced linguistic or language suppression among others. We talked about ways of working together in language revitalization including relationship building, raising awareness, political lobbying, and contributing our time and labour. The over all goal of the research is to stimulate discussion and informed support for Indigenous-led language revitalization movements.

Sara McDowell

Heritage Language Learning in Light of Japanese Canadian Internment: Developing an Oral History Informed Pedagogy? by Christopher Gradin

Japanese language learning environments in Canada are traditionally oriented towards a Japan-bound conception of identity and language use; however, for Japanese Canadians who have a family history of Internment, dispossession, and forced relocation during and after WWII, a shift towards a historically informed Japanese as a heritage language (JHL) is needed. There is a sense of urgency in engendering this shift, as direct witnesses are beginning to disappear. In this study, I draw upon the oral history archives in the two largest Japanese Canadian cultural institutions in Canada. I reviewed over 63 hours of audio and video recordings, spanning a period of almost 40 years, from 1976 to 2013. The primary recurrent theme is the progressive loss of Japanese in favour of English across the Issei, Nisei, and Sansei generations. Utilizing Bourdieu's Theory of Practice (Bourdieu, 1991; Swartz, 1997), I conducted an analysis of habitus and the field of intergenerational communication, revealing shifts in cultural capital intergenerationally and the subsequent assimilation of habitus; this gives rise to the second recurrent theme, the breakdown of intergenerational communication, resulting in obstacles to the transmission of collective memories of the family and discontinuities in cultural identity. The pedagogical implication of these results is that

STUDENT PANEL SESSIONS/PRESENTATIONS

heritage language learning should not be approached from a second or additional language orientation, but from one focused on family. Developing an oral history informed pedagogy for heritage language education facilitates resisting disenfranchisement, raising ethnolinguistic consciousness, and maintaining intergenerational continuity; it is a means of seeing difference as belonging.

Christopher Gradin (he/him) is a PhD candidate in the Language and Literacies Education program. In his 20 years of teaching experience, he has taught EFL in Japan, ESL, and EAP at the post-secondary level in Vancouver and Toronto. His oral history-based research of Japanese Canadian families who have experienced Internment examines symbolic violence, intergenerational communication, and reversing language shift.

Unsettling Tongues and Tones: Fleshing Out the Colonial Reproduction of English Language Education by Fiona Cheuk and Cristina Jaimungal

Fanon (1967) reminds us that, "To speak means...above all assuming a culture and bearing the weight of a civilization" (p.1). Implicit in Fanon's renowned words is the idea that there is a material body: a body that assumes a culture, a body that bears the weight of a civilization. As such, the act of speech cannot be detached from the corporeality of the speaker. In this paper, we bridge conversations across critical disability studies, decolonial theory, and post-colonial studies to inquire into the ways that ableism and western imperialism appeared in our experiences of English language education as transnational women of colour. Drawing on the works of feminist scholars who have engaged the complex relationships with language, bodies, colonialism, and education (Ahmed 2010; Anzaldúa 1981; Chow 2014; Erevelles' 2011; Grande, 2008; Motha 2014; Simpson, 2007); we bridge our experiences to how certain expressions of the English language is normalized and pathologized in Tkaronto, the place that we write and teach from using the Toronto District School Board (TDSB)'s website. What does it mean to learn/teach English when education is situated within European colonial frameworks and settler-colonial occupied Land? How do we matter Land in our language teaching practices? These questions address a crucial gap in disability studies, critical language theory, anti-colonial theory, and decolonial education praxis. Overall, we seek to understand how disciplinary processes of disability and disciplinary processes of language work together in English language-based colonial classrooms.

Key Words: English Language, Ableism, Education, Colonialism, Settler-colonialism

Fiona Ning Cheuk (Any pronoun) is a PhD candidate in Social Justice Education at the University of Toronto who holds a dual citizenship in Hong Kong. Their dissertation develops aphasia as a way of theorizing the political meanings of telling disability stories as a social, cultural, and political phenomenon in the Canadian context. By exploring what aphasia shows them about engaging with public consultations on accessibility, they trace the appearances of ableism, saneism, racism, and settler-colonialism within taken for granted social expectations that institutions hold when demanding disabled people to tell their stories for the purpose of institutional inclusion.

Cristina Sherry Jaimungal, a Toronto-based scholar, researcher, and educator from Trinidad and Tobago, is pursuing a PhD at the University of Toronto (OISE) in the department of Social Justice Education with a collaborative in Comparative, International, and Development Education. Her expertise is focused on critical language theory, anti-racism, anti-colonialism and decolonial praxis within the context of global English language education.

STUDENT PANEL SESSIONS/PRESENTATIONS

Panel (Hybrid): Global Citizenship Education: International Perspectives from Nigeria, China, and Estonia (OI 2279)

Chair: Obiagu, Adaobiagu Nnemdi

Global Citizenship Education Principles and Ruism Ethics: An Analysis of Zhuge Liang Accomplishing Tianxia Citizenship (online) by Dongzhao Chen

This paper discovers the convergence between Social Responsibility, Humanitarianism, and Intercultural Harmony under the Global Citizenship Education framework and Chinese Ruism's ethical pursuits. I refer to the cosmopolitan perception and elaborate on the question: How did Zhuge Liang, the representative Ruist practitioner, act, and how do such actions speak with GCE's principles and ethics?

To do so, this paper will rely on reviewing studies on the above three principles by explaining how Social Responsibility, Humanitarianism, and Intercultural Harmony are perceived in GCE. In addition, this paper will refer to historical records of Zhuge Liang's deeds and relevant research to depict how this Ruist practitioner embedded values like those promoted by GCE in ancient China.

The significance of this paper can be perceived from two aspects. Regarding object selection, Ruism, China's most fundamental and representative philosophical school, can be a reasonable channel to underscore China's ideological potential in speaking with GCE. Focusing on the practitioner's deeds rather than pure philosophy can prevent the study from being abstract. I aim to investigate the consequence, thus efficacy, of embedding such values. Regarding the writing purpose, I aim to underscore the great potential of GCE's future development in China by engaging indigenised fundamental principles to respond to the doubts on China's compatibility with GCE observed in previous studies. Besides, I also want to criticise the prevailing Western domination of the domain, as similar principles can be witnessed in ancient Chinese figures.

Dongzhao Chen is a new graduate from MEd, Educational Leadership and Policy program with a collaboration on Comparative, International and Development Education. Dongzhao's research interest is in the significance of Chinese culture and philosophy in today's education development. She now focuses on the alignment of Confucianism/Ruism ethics with Global Citizenship Education pursuits, aiming to illustrate the value of ancient Chinese wisdom in the modern international context.

The challenges of teaching civic education in an illiberal democracy: Towards a participatory critical pedagogy for humanizing democracy by Obiagu, Adaobiagu N.

This study examined teachers' challenges with teaching civic education in Nigeria, using qualitative data collected from 21 civic education teachers. The study is informed by the growing political issues that confront illiberal democracies and the need to produce participatory citizenry that safeguard democratic principles. Data for the study were collected using an interview schedule on teachers' beliefs about civic education; the schedule covered questions on their challenges with teaching civics. The teachers reported that a disconnect between civics lessons and society's realities evident in rising corruption and moral decadence is the most prominent challenge with teaching democracy values via civic education in Nigeria. Asymmetric power relations between agents of state

STUDENT PANEL SESSIONS/PRESENTATIONS

institutions and the citizens as well as high level of human rights violations constrain teachers' ability to motivate or foster active and engaged citizenship in learners who challenge the non-practicability of taught democratic values and skills in Nigeria. Surface-level and outdated learning materials is a problem to civic education teaching and learning. Teachers work under poor conditions and are less trained to teach democracy topics, especially how to navigate teachers' doubts about and students' dismissal of democratic ideas. Drawing on critical theory, this study discusses the possibilities of critical democracy pedagogy in resolving teachers' and learners' defeatist attitude towards democracy and open space for constructive discussions that could foster active and engaged citizenship in illiberal democracies through giving democracy a human face. Humanizing democracy could increase interest and resilience in safeguarding and pursuing the survival of democracy.

Keywords: citizenship; civic education; democratic pedagogies; critical pedagogy; democracy; Nigeria

Adaobiagu Obiagu is a doctoral student of Curriculum and Pedagogy, and Comparative, International and Development Education Collaborative Program at the Ontario Institute for Studies in Education (OISE), University of Toronto. Her research interests include peace and citizenship education, conflict, peacebuilding and education, gender and human rights education, and teacher education.

Global Citizenship Education in a post-Soviet Context – Attitudes of Estonian Educators and Policymakers towards Transformative Education by Johanna Helin

This study investigates how the concept of Global Citizenship Education (GCED) which in the academic discourse is linked with understanding global interdependencies, appreciating human diversity and educating active global citizens (Bourn, 2020; Manion & Weber, 2018) is understood and supported by Estonian educators and policymakers. The mainly qualitative analysis is based on a survey conducted among Estonian UNESCO ASPnet teachers (N:24) and interviews with educators (N:13) and policymakers (N:15). The ideas presented by the actors are compared with the recently revised 1974 Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development adopted in November 2023 by all UNESCO member states including Estonia.

Estonia is a small post-Soviet country with a well-performing education system. The preliminary results indicate that while its official policy documents make mainly implicit reference to GCED, the issues related to global solidarity, diversity, social justice and civic activism are new and sometimes controversial. However, having a better understanding about the attitudes of the main actors is key to understanding the opportunities and constraints of GCED in Estonia as well as more generally the challenges of having a jointly agreed holistic and transformative pedagogy to address global challenges within a formal education system.

Johanna Helin is a EdD candidate in the first cohort of IELP (International Education Leadership and Policy) programme at OISE. Her thesis research aims to develop a historical policy analysis of Global Citizenship Education in the Estonian formal education policy and practice. Johanna has a long experience from working in the Estonian civil society sector and she has also worked in international organisations like UNICEF and OSCE. She holds an MA in Anthropology of Europe from University of Sussex/UK, and MA in Political Science and Social Anthropology from University of Helsinki/Finland.

STUDENT PANEL SESSIONS/PRESENTATIONS

Panel (Hybrid): Complicating Dominant Narratives of International and Immigrant Student Experience to Locate Resistance (OI 2295)

Chair: Wendy Pope

Exploring the Complexity of Immigrant Students' Educational Trajectories by Kanza Tariq

It is a frequent claim of several Canadian governmental organizations that student multilingualism and multiculturalism is celebrated in Canada (Education Ontario, 2022; Government of Newfoundland and Labrador, 2023). However, in reality, newcomer students' "funds of knowledge" (Moll et al., 1992), their linguistic and cultural proficiencies, and the educational foundations they acquired prior to entering Canadian classrooms, fall to the wayside due to systematic neglect. Immigrants and refugee students have expressed distress at the institutional disinterest they experience towards their hard-earned investments (Maraj et al., 2023). Conducting a comprehensive study comparing the curricula of students' previous education systems with that of immigrant receiving countries, such as Canada, is a crucial step in recognizing the skills these children possess and embracing a culturally responsive pedagogy (Wattar & Le Pichon, 2022).

It is also important for educators to recognize that some countries house a multitude of educational streams and regional languages, leading to students with disparate educational experiences.

In this paper, I investigate the complexities of using curriculum comparison as a tool to integrate newcomer multilingual students, using Pakistan as an example of a country with an as yet fragmented education system (Hunter, 2020). Using a constructivist lens I review existing literature on the educational trajectories of Pakistani and Afghan students who have transitioned through Pakistan's education systems.

I attempt to answer the following questions:

1. What types of education are available to Pakistan nationals and Afghan nationals in Pakistan?
2. How does the availability of these types of education differ regionally?

Kanza Tariq is a Ph.D. candidate in the Language and Literacies Education program of the Department of Curriculum, Teaching and Learning at OISE.

Spreading a Message: A Critical Discourse Analysis of International Student Offices in Canada (online) by Alison D'Cruz

As the number of international students (IS) pursuing higher education in Canada rises, deconstructing the ways in which institutions have ensured ISs successful academic and social integration is an important and underexplored area of research in the international higher education field. This paper utilizes Critical Discourse Analysis (CDA) and a decolonial lens to interrogate the language in publicly available documents produced by International Student Offices at Canadian universities. One of the first touch points ISs have with an institution is with international student services. In light of these offices' critical role, the purpose of this study is to expose and deconstruct the hidden colonial matrices of ISSOs. This study seeks to answer the following question: How does power manifest through institutional discourses available in the IS office webpages?

Three overarching themes were identified: hierarchical dominion, language that may privilege one group over others; power dynamics, language that implies a certain form of relationship where one group gains more benefits

STUDENT PANEL SESSIONS/PRESENTATIONS

over the other; and unchecked assumptions, language that provides little to no explanation on the significance of the message it aims to communicate.

Until now, much of the research on IS experiences focuses on the often visible and immediate challenges they face as newcomers to a country. Our study with its decolonial lens contributes to IS research by identifying the implicit and underlying barriers that are ingrained in higher education systems.

Alison is a 2nd year PhD student specializing in Higher Education and Education Policy. Her research focuses on understanding the experiences of immigrants and international students in Canada.

Relationships as Opportunities for Resistance in Education by Kruti Patel

South Asian immigrant students encounter many challenges in the Canadian education system which are shaped by dominant narratives, societal expectations, and their cultural backgrounds. They have been stereotyped as a model minority group as academically and economically successful, despite their financial hardships and familial challenges (Harpalani, 2013). Mainstream media in the Global North has contributed to this narrative by illustrating South Asians as either unproblematic and perpetual foreigners (at best) or as terrorists (at worst). Such narratives emphasize racial and cultural differences between being "Indian" and "Brown" and being "Canadian" and "white", thereby making integration into the dominant culture difficult. However, South Asian immigrant students draw on their (and their community's) agency to improve their education outcomes and life. Hence, in this presentation, I explore the following research question: How do recent South Asian newcomers describe the factors that have helped them acculturate into their new schools? Drawing on acculturation theory (Berry et al., 2006), as well as a qualitative study which involved semi-structured interviews (Brinkmann & Kvale, 2015) with recent South Asian immigrant students, I explain that socio-cultural approaches that value language, reciprocal learning, and intra- and extra-familial relationships are opportunities for resistance, agency, and autonomy. Participants in this study articulated that these factors are foundational to their academic, social, and mental wellbeing. These perspectives thus allow us to rethink the ways in which educators and families can, individually and collaboratively, support students in fostering a sense of belonging and agency in order to thrive and resist dominant narratives.

Kruti (she/her) is a first-year PhD student in the Social Justice Education program at the Ontario Institute for Studies in Education. She has a B.A. and M.A. in Child and Youth Care from Toronto Metropolitan University, and currently works as a child and youth care practitioner in the education sector. Kruti's research focuses on South Asian immigration, identity formation, and education, with a particular focus on the role of community building and empowerment in immigrant youth identity formation.

STUDENT PANEL SESSIONS/PRESENTATIONS

Panel (Hybrid): Resistance by Any Means: Transnational Perspectives Across Narratives of Organizing and Subversion (OI 5240)

Chair: Qichun Zhang

Embodied Learning in the Praxis of Feminist Self-Defense Collective Organizing (online)

by Emily Dobrich

This paper shares qualitative research on embodied learning in the context of self-defense collective organizing as a decolonizing praxis to build agency and resistance with newcomer women.

Research Objectives: 1) Develop and evaluate educational and community building practices which nurture newcomers' resistance and agency. 2) Reflect on the collective organizing processes and examine the role of scholar-activism through situated solidarities for supporting resistance against colonial ideologies and injustices. Research Question: How can the embodied and social learning processes within a self-defense collective support decolonizing diasporas, situated solidarities and self-determination?

Theoretical frameworks: The research employed Transnational Feminist Theory (Alexander, 2005; Mohanty, 2003) and embodied learning theories (Ng, 2018; Simpson, 2017), which value a politics of diversity and acknowledge multiple ways of knowing, being, and learning.

Methods: Participants attended twelve workshops designed following principles of feminist self-defense collective organizing. Data from in-depth interviews, embodied ethnographic fieldwork, and participant journals was analyzed using thematic analysis (Braun & Clarke, 2021) to evaluate the project's impact.

Preliminary findings: Embodied learning approaches can strengthen knowledge-sharing practices and intercultural connectivity that advance collective agency. The collective organizing process was effective in fostering productive dialogues and constructing community between newcomer women from diverse social and cultural backgrounds.

Significance: Self-defense collective organizing presents a strategy to mobilize individual and collective resistance and agency against Westernized, heteropatriarchal, and colonial ideals. This project illuminates ways grassroots community development work can create spaces for collective connection to inspire and produce more positive migration outcomes and experiences.

Emily Dobrich is a Doctoral Candidate in the Adult Education and Community Development program with the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education (OISE), where she is also enrolled in OISE's Collaborative Specialization in Comparative, International and Development Education. Her doctoral research explores how embodied learning practices and pedagogies support situated solidarity building and self-determination for decolonization, community building and collective action amongst migrant and diasporic populations.

STUDENT PANEL SESSIONS/PRESENTATIONS

Resilience in the Shadows: Navigating Identities and Resistance Strategies of Queer Women in Pakistan (online) by Natasha Gilani

Objectives and Research Questions

This study aims to explore the experiences of queer women in Pakistan, a context deeply rooted in conservative Islamic traditions. The primary research question focuses on how these women, often compelled to remain closeted, develop and employ strategies of resistance and resilience to navigate their multiple, intersecting identities. The aim is to unravel the nuances of their daily resistances, offering a window into their lives that challenges the assumption of passivity and unveils the resilience within the shadows.

Perspectives or Theoretical Frameworks

Employing queer theory and intersectionality as its main theoretical frameworks, the study analyzes the interplay between sexual orientation, cultural norms, and religious beliefs. These are complemented by insights from South Asian studies and Islamic studies to contextualize the unique societal backdrop of Pakistan.

Methods, Techniques, or Modes of Inquiry

The research utilizes a qualitative approach, conducting in-depth interviews with queer women from various regions of Pakistan. Thematic coding is used to analyze these narratives, identifying common and distinct strategies of resistance.

Preliminary Results and/or Substantiated Conclusions

Preliminary findings reveal a range of subtle yet powerful resistance tactics, from coded language and symbolic gestures to discreet community involvement. These strategies illustrate the creativity and resilience of queer women in navigating a conservative society.

Scientific or Scholarly Significance

This research contributes to a broader understanding of queer identities in non-Western, conservative Islamic societies. By bringing to light the experiences of queer women in Pakistan, it challenges the conventional perception of activism and offers significant insights for both academic discourse and policy development in similar cultural contexts.

Natasha (she/her) is a doctoral student of Social Justice Education; Workplace Learning and Social Change; and Comparative International Development Education. She has worked extensively in the tech sector in Canada, Asia and Europe and currently lives and works in Paris, France. She is a fierce advocate for social justice and social change.

"Get married before being forced to marry a Talib!": Female students' challenges in Taliban-run universities by Sayeed Naqibullah Orfan

The study examined challenges faced by female undergraduate students at a university in western province of Herat, Afghanistan, following the Taliban's return to power in August 2021. Data were collected from 11 female undergraduate students majoring in various fields at the university in late 2022, using interview protocols. Thematic analysis was employed to analyze the data. The findings indicated that female students grappled with numerous challenges within their families including lack of encouragement by their family members, restriction on their clothing, and limited participation in extracurricular activities. Moreover, they experienced a number of challenges when going to university and in their community such as harassment by the Taliban, lack of freedom of mobility and prevention from attending social activities. Notably, female students were not even allowed to

STUDENT PANEL SESSIONS/PRESENTATIONS

take a taxi to university without a mahram (a male companion). The study highlighted various difficulties female students encountered at the university including shortage of qualified professors, lack of academic freedom, more focus on their clothing than the quality of learning, and instances of discriminatory and violent treatment by university administrators. Female students expressed concerns about the potential shutdown of the university for women, being forced into marriage, an uncertain future, and overall insecurity. The study contributes to the literature on the impact of geopolitical changes on higher education, especially for female students. It provides insights into the understanding of the challenges faced by women pursuing education in conflict zones.

Sayed Naqibullah Orfan (he/him) is a first year PhD student in Higher Education at LHAE Department. His research interests are governance, leadership and administration in higher education institutions, particularly those based in conflict-affected countries. He enjoys reading books and playing football.

Saturday, March 23rd 2024

Student Research Session 3 (11:00 am – 12:30 pm)

Roundtable: Enhancing Current Theory and Practice (OI 2296)

Chair: Bushra Shahrin

Are We Doing Enough?: A Critical Analysis of Commodification of International Education and Student Affairs by Bushra Shahrin

Despite the richness of literature involving international students, little research has investigated the effects of commodification of international education and pervasive colonial attitudes in Canadian universities on South Asian international students' racial and ethnic identity development. This study explores the abovementioned phenomenon through the lens of person-environment interactive theories which include Astin's Theory of Student Involvement, Tinto's Theory of Student Departure, and Pascarella's Model for Assessing Student Change. The paper then critiques three of Kuh et al. (2010)'s high-impact practices (learning communities, community-based learning, and diversity and global learning) using Lange and Stewart (2019)'s four tenets of critical and poststructural scholarship: (a) decolonization, (b) redistribution of power (c) validation of multiple forms of knowledge and counternarratives, and (d) pervasiveness of power and oppression. The study is significant because it strives to fill a gap in literature regarding how to transform student development theory into practice, as the study incorporates the abovementioned theories to illustrate how current international student services can be modified and improved upon to better serve South Asian international students.

Bushra (she/her) is a higher educational professional, and also a student-researcher currently working on her M.Ed in Higher Education at OISE. Her research interests include exploring the gender gap in scientific fields, and also examining the South Asian international student experience through a critical and post-structural lens. She is excited to present at OISE 2024 GSRC!

STUDENT PANEL SESSIONS/PRESENTATIONS

Linguistic Discrimination in Canada Through Linguicism and Glottophobia by Stephanie Salib

According to Statistics Canada, one in five Canadians are multilingual, meaning they speak two or more languages (Statistics Canada, 2021). The prevalence of research into multilingualism in North America has grown with the increasing number of multilingual households. In much of the research on language education, there are two terms that are used to describe linguistic discrimination: linguicism (Skuttnab Kangas, 1987) and glottophobia (Blanchet, 1998). In my presentation, I would like to focus on the differentiation of these two terms by discussing the origin of the contexts in which they were brought up. Then, I will break down the words themselves to reveal how each term aligns with the specific context in which it was founded. After, I will show why these terms are different and should not be construed to mean the same thing. Finally, I will conclude by explaining how each concept is necessary to the conversation of linguistic discrimination and how both concepts co-exist in the context of Canadian education. This presentation will show the importance of engaging in international research in various languages to advance the global conversation in language diversity and education by allowing participants to leverage their own experiences with language education in Canada.

Stephanie (she/her) is a French educator in both the French-language and English school boards in Ontario. As an MA student in the Language and Literacies Education program, her research interests have been centered on the different types of linguistic discrimination experienced by students and teachers in Ontario's francophone minority. She is very excited to lead you in a session focused on bringing international research into the Canadian context of education, and allowing you to draw on your own experiences to contribute to the conversation.

Studying in Virtual Multicultural Classroom: The Application of AI in Dialogical Education

by Jinyang Wang

In the post-pandemic era, the shift from human-to-human interaction to human-machine interaction in educational settings has raised questions about AI tools' ideological and decision-making influences like ChatGPT. The research delves into multicultural communication theory, highlighting the importance of understanding and navigating cultural differences in communication, especially among international students and new immigrants in Canada. It highlights how AI tools like ChatGPT can offer personalized dialogical learning experiences, instant language translation services, and help overcome cultural and language barriers.

In such a circumstance, the research aims to provide a deep understanding of the application and impact of ChatGPT/AI application in multicultural education, explore the theoretical and practical applications of Critical Discourse Analysis (CDA) in this context, and discover and summarize language paradigms (or potential bias) with ideological influence in ChatGPT, and offer guidance for future use of AI in multicultural education. Methodologies will involve qualitative analysis using CDA to examine interview and case study data, focusing on the impact of language feedback from AI on users' subjectivity and ideological influences.

This project investigates how AI tools influence and reconstruct the dialogical education environment, and how students' subjectivity will be affected in this new teaching environment.

This research is significant in understanding the intersection of AI, education, and multiculturalism, and its findings will contribute to the development of more effective educational strategies that incorporate AI tools in multicultural settings.

STUDENT PANEL SESSIONS/PRESENTATIONS

Jinyang Wang

Panel: Situated Interventions: Diverse Approaches to Community Sustainability (OI 5230)

Chair: Steve 4. Tu

Fanben Kaixin: Exploring the Potential of Chinese Traditional Culture for a Holistic Understanding of Sustainability by Mengyuan Guo

In a world grappling with crisis like escalating climate change, resource depletion, social inequalities, and geopolitical tensions, these issues are often attributed to a consumptive culture. Recent shifts in perceiving culture as a distinct dimension of sustainability underscore its role as an enabler and driver of economic, social, and environmental dimensions. Meanwhile, an increasing amount of research is focusing on insights from traditional cultures worldwide that can illuminate contemporary sustainability discourse. Chinese traditional culture has received major emphasis. While numerous studies have shed light on the contributions of Chinese traditional culture to the comprehension of sustainability, a significant gap persists as few endeavors have sought to explain these connections through a unifying conceptual framework.

This thesis aims to bridge this gap, providing a structured and nuanced exploration that moves beyond isolated insights. The central research question is: Can Chinese traditional culture inform and contribute to a comprehensive understanding of sustainability? The research employs a literature review to scrutinize key philosophical principles within Confucianism, examine historical alignments or misalignments with sustainability, and assess the potential contributions of Chinese traditional culture to sustainability using a conceptual framework consisting of three parts—ecocentrism, counter-hegemony, and transformation. This research aims to pave the way for a more integrative and transformative understanding of the interplay between Chinese traditional culture and sustainability. Such efforts will not only deepen our understanding of the subject but also contribute to the development of effective strategies and policies fostering a sustainable future rooted in the enduring wisdom of Chinese traditional culture.

Mengyuan Guo is currently in her second year of the MA program in Adult Education and Community Development at OISE. Her research focuses on the intersection of environmental/ecological sustainability and cultural sustainability, particularly exploring their connections to Chinese traditional culture.

Redefining Consumption and Sustainable Planning: Freetown and the City of Darkness Through a Green Lens by Alison Lam

Green Parties exist all around the world, either as official democratic parties of their nation or as political movements, all sharing a common Global Greens Charter.

Traditionally, Green political theory discusses the concept of the commons from the perspective of nature, sustainability and globally shared natural resources. However, Green principles include social justice, respect for diversity and participatory democracy. This paper explores whether the Green concept of the commons still

STUDENT PANEL SESSIONS/PRESENTATIONS

through the disciplines of urbanism and community development. How do the commons through a Green lens apply to urban commons as opposed to the more traditional understanding of commons from an environmental or ecological perspective?

The two case studies that will be used to further examine the concept of the urban commons according to Green political theory will be Christiania and Kowloon Walled City. Each community will be studied as a political movement, through the concept of enclosure, and from the perspective of land rights and conflict. There is also an aspect of colonialism, as Kowloon Walled City was a Chinese enclave within British-colonized Hong Kong. The concept of collective management would be studied using Green political theory and Green republicanism.

The research will be largely documentary, as most of the historical knowledge on both communities is well-documented. There may be interviews with political theorists, historians, and current inhabitants of Christiania. The main theorist to be used will be Derek Wall, who writes extensively on Green theory and is a scholar of Ostrom and common pool resources.

Alison Lam is a first year PhD student in the Adult Education & Community Development program of the Department of Leadership, Higher & Adult Education. Her work focuses on socio-environmental movements and global political activism with a particular interest in the Global Greens, the Federación de Partidos Verdes de las Américas and the Green Party of Canada. Using the political theories of Robert Michels and Ronald Inglehart, as well as the specific Green theories of John Barry and Derek Wall, her research seeks to discover what is driving Green parties around the world from environmentalism to social justice causes, and whether participatory democracy and Green republicanism are sustainable in a global political sphere.

Velut arbor ævo: Other-than-humans and the future of higher education research by Steve 4. Tu

The legacy of human exceptionalism is anthropogenic climate change and the destruction of ecosystems (Elton, 2022). Yet despite an increasing recognition concerning the fallacious and hubristic assumptions regarding human exceptionalism and its accompanying humanistic worldview, the university remains a deeply humanist project (Giannakakis, 2020).

Some have argued that only by decentering the human can humanity possibly survive into the future; that “only a profound shift in consciousness and institutions regarding the significance and standing of nonhumans will keep us viable” (Cooke, 2021, p. 217). The university, as one of the only institutions with an eye toward the future (Thrift, 2022), is ideally positioned respond, but must turn toward the other-than-human.

Prompted by the University of Toronto’s motto, *velut arbor ævo*, “as a tree through the ages” (University of Toronto, n.d.), this research-creation paper considers how the university can contribute to possible solutions to our multicrisis (Litfin, 2016), via interviews with one particular White Mulberry tree on Philosopher’s Walk. As methodologies for qualitative research with other-than-humans are still being developed (Elton, 2021), I employ multispecies duoethnography, a form of research inquiry I am pioneering in my doctoral work.

STUDENT PANEL SESSIONS/PRESENTATIONS

If the university is serious about decolonizing and indigenizing (Knopf, 2015), we must take seriously Eastern and Indigenous knowledges. As such, my approach, rooted in a flat ontology, draws on traditional ecological wisdom (Moeller, 2004), critical plant studies (Hartigan, 2017), and environmental philosophy (Marder, 2013). Together with the White Mulberry tree, we offer an aporetic meditation on future educational imaginaries.

Steve (he/him) is a PhD student and anti/ante-disciplinary researcher at the Ontario Institute for Studies in Education at the University of Toronto. His academic interests include philosophy of higher education, multispecies ethnography and the other-than-human turn, critical plant studies, post-qualitative inquiry, research-creation, possibility studies, new animism, and anti-Asian racism.

Panel: Illuminating the Transformative Potential of Education Policy and Practice (OI 5250)

Chair: Christina de los Santos

Increasing Access to Study Abroad Programs for Underrepresented Students by Rida Fatima

Studying abroad can be a transformative learning experience. Recent studies show that program participation is linked to improved personal and professional outcomes, but study abroad programs – historically exclusionary to begin with – have remained inaccessible even as the student body of higher education institutions has become more diverse. The typical study abroad student has been described as overwhelmingly white, female, and affluent. On the other hand, students of color, low-income students, first-generation students, and Indigenous students are still underrepresented in most study abroad programs. Higher education institutions are increasingly invested in fostering equity, diversity, and inclusion practices on campus to drive student success; as such, it should be an institutional objective for higher education leaders to increase access to study abroad programs for underrepresented students so that they too can reap the personal, academic, and professional benefits of participating in these programs.

Using an extension of the push-pull framework of studying abroad and Pierre Bourdieu's theory of cultural capital, this paper examines the most pressing barriers to studying abroad for underrepresented students, including financial cost, lack of program awareness, low social and cultural capital, exclusionary marketing language and imagery, and lack of culturally relevant programming. The second half of this paper proposes possible solutions at multiple stakeholder levels to increase access to study abroad programs for underrepresented students, highlighting successful case studies of culturally relevant heritage programs in the United States to propose the development and implementation of similar programming at Canadian higher education institutions.

Rida (she/her) is a first year MEd student in Higher Education Leadership at OISE, University of Toronto. She is also a higher education professional with multidisciplinary experience in recruitment and admissions, international student services, and international mobility.

STUDENT PANEL SESSIONS/PRESENTATIONS

Internationalization of Higher Education and Quest for Global Common Good by Usha Sharma

Canada is branding international higher education and have taken one of the top positions in the recruitment of international students (Gomez, 2020). Universities have done scanty amount of research in international higher education. The rapid growth of international higher education as well as the escalating numbers of international students have become an emerging issue of social justice. This study will examine the possible challenges and tensions (Marginson,2018) of international higher education, and to frame questions; how could international higher education establish common good and reduce the increasing inequalities of income and resources? Or how could Canadian international higher education policy become socially accountable and move towards the common good for global equity?

There is a paradigm shift in Canadian international higher education system when international higher education is intensified with neoliberal economic policies (Tamtik, et al, 2020). Canada revised the national strategy in 2014 and became one of the prominent receivers of international students to fulfil the gap of aging population and labour market (Tamtik et al,2020).

This research is committed to promote global social justice and demanding the assessment of international higher education for social, cultural, economic, and political harmony to alleviate the global poverty. At this early stage, this study intends to employ a qualitative data analysis, and critically examine the political knowledge and economic climate in Western internationalization.

Usha Sharma is a doctoral student at OISE Social Justice Education. She has been in academic professionalism, for twelve years, as a teacher to undergraduate level, in Nepal, and has obtained interdisciplinary knowledge from various universities. Her research elaborates the sociopolitical and socioeconomic perspectives in the internationalization of higher education.

Collage-making as bridge-building: Gathering insights into a transformative pedagogical practice with racialized youth in Toronto by Mehdi Hassan

While it is never guaranteed, the possibility of social justice transformation through the arts still exists and is shaped by the various social contexts in which the arts are produced (Gaztambide-Fernandez, 2013; Anzaldua, 2002). The art form of collage allows us to build bridges across our differences, fostering knowledge sharing and meaningful discussions about the co-existence of multiple perspectives (Anzaldua, 2002; Sameshima et al., 2019). The process of collage-making allows young people to accessibly assemble, reconfigure, and build new connections between various experiences (Davis, 2002). It also encourages critical self-reflection, collaborative dialogue, and visual storytelling in non-linear ways, across temporalities and spaces (Davis, 2008). In this paper, I demonstrate the transformative impacts of using collage as a critical method of visual inquiry in community-engaged learning, inside the classroom, and in research contexts to build bridges across different perspectives (Anzaldua, 2002). For example, I share some of my insights and experiences of facilitating collage-making sessions with racialized youth in St. James Town, Toronto, and with undergraduate students at UTSC; I also share insights from some of my preliminary data and fieldwork in my doctoral research with Afghan youth in Toronto. In these three contexts, collage-making has effectively bridged across various perspectives of youth to inform

STUDENT PANEL SESSIONS/PRESENTATIONS

action-planning around community safety, allow for the collective knowledge sharing of healthy practices, and catalyze critical conversations around everyday informal learning practices outside of the school classroom. It has also bridged pedagogical possibilities for reciprocal learning practices within the classroom that centre youth's diverse lived experiences.

Mehdia Hassan (she/her) is a visual artist, community arts facilitator, and PhD candidate in the department of Social Justice Education at OISE, University of Toronto. Her doctoral research uses collage to explore the lifelong learning experiences and stories of Afghan youth within their Toronto neighbourhoods and communities. Check out her mixed media artwork on migration journeys and diasporic identity showcased in University of Toronto's Research Revealed Exhibition: <https://researchrevealed.utoronto.ca/beyond-borders-and-hyphens-the-journeys-of-migration/>

Panel: Navigating Complex Identities: Centering Alternative Approaches to Queerness and Parenting (OI 5270)

Chair: Alissa Lévesque

How First- and Second-Generation Immigrant Mothers Provide Ethnocultural Education to Their Children Within Pluralist Canada by Christie Lazo

The acculturation and/or assimilation experiences of mothers, as applied to motherhood, can connect first- and second-generation immigrant mothers to Canada on an interpersonal level. Their individual experiences of navigating parenting within a Canadian context, as acculturated to Canadian society, while balancing their ethnic and cultural influences, and those of their families [1], interconnects mothers from immigrant families in unique ways regardless of their home country.

While raising a family in Canada, mothers are likely to follow rituals and practices of Canadian society, however it is fascinating to uncover the aspects which parents choose from their home countries to pass down to their children, from language [2] to customs. Additionally, it is also equally as interesting to examine the cultural and ethnic elements which mothers choose not to pass down to their children in the form of breaking intergenerational cycles; such as physical discipline for example [3]. Essentially, living in Canada provides mothers with the privilege and ability to practice both in forms which they deem best for their children and families.

Through this research, I aim to explore the considerations, decisions, and practices of mothers as they raise and educate their children in multi-cultural and multi-ethnic family units within the Canadian context. While their experiences as first- and second-generation immigrants themselves guided them into acculturation, and potentially assimilation, it is key to study which aspects of their home cultures and ethnicities they will pass down to their children as they grow to enrich the pluralistic Canadian nation and society.

STUDENT PANEL SESSIONS/PRESENTATIONS

Christie Lazo is a motherscholar and Indigenous-Peruvian migrant completing her MA Social Justice Education degree at OISE, as well as a Specialized Collaboration in Ethnic, Immigration, and Pluralism Studies at the Munk School of Global Affairs & Public Policy, University of Toronto. Her research examines the intersections of motherhood, migration, indigeneity and indigenous knowledge systems, and racial/cultural/ethnic identity. As a digital marketing strategy professional, Christie thrives in creating content for @DecolonizedMotherhood, bringing her research to digital spaces and making it accessible to parents and educators.

Queering Parental Care: Informed by Queer Asian Youth by Elaine Yu

Parental care plays a crucial role in the identity development and well-being of youth identifying as queer. Yet, queer Asian youth face double marginalization and barriers related to gender, race, and sexuality justice. As a result, they often do not receive adequate parental care. Therefore, this research uses queer theory to challenge the normalized and essentialized understanding of parental care from Asian immigrant families. By asking how queer Asian youth maintain close family ties while also navigating their queer identity (Ngo & Kwon, 2015 & Wei, 2023), this paper uses the “re-membling a queer of colour critique” (Salas-SantaCruz, 2021) as a methodological approach to presents a synthesis and critique of the existing research, and reimagine a family tie which “going home” is possible (Ngo & Kwon, 2015). By connecting queer theory and parental care in the context of Asian Canadian studies, it contributes to the ongoing queer of colour knowledge production while highlighting the negotiation of care and transnational family connections for queer and trans youth. Finally, this presentation proposes an agenda for future participatory research in continuing to build knowledge of care informed by and for queer and trans youth.

Longchunzi Yu (she/they) is currently pursuing their PhD in Social Justice Education at OISE. Their academic interests focus on exploring the complexities of Chinese identities through the lens of transnational feminism, decolonization, and anti-racism frameworks. Their time is dedicated to community organizing with Chinese Canadian National Council (CCNCTO).

Exploring the Link between Financial Abuse and Sexual Reproductive Health and Rights

by Blessing Timidi Digha

This paper explores the complex connection between financial abuse and sexual reproductive health and rights (SRHR). Survivors frequently encounter increased susceptibilities, including difficulties in obtaining contraception, reproductive healthcare, and exercising autonomy over their reproductive decisions. Financial abuse is also linked to a higher likelihood of being pressured into making reproductive choices.

Objectives and Research Questions:

- Assess the impact of financial abuse on the availability and accessibility of sexual reproductive health services and information.
- Explore the impact of financial abuse on the ability to make independent decisions on sexual and reproductive choices.
- What is the impact of financial abuse on the ability to get necessary sexual reproductive health services?
- How does financial abuse intersect with questions of consent and decision-making about sexual and reproductive choices?

STUDENT PANEL SESSIONS/PRESENTATIONS

Perspectives or Theoretical Frameworks:

The study is based on a feminist and rights-oriented theoretical framework, highlighting the interdependence between gender-based violence, economic inequalities, and reproductive rights.

Research Methods:

The study involves conducting qualitative interviews and focus group discussions with survivors of financial abuse, healthcare practitioners, and social workers, and surveys to gather data on the frequency and trends of financial abuse in relation to sexual and reproductive health and rights (SRHR).

Scholarly Importance of the Study:

This research makes a substantial contribution to the comprehensive understanding of the overlap between gender-based violence and reproductive rights. By uncovering the linkages between financial abuse and SRHR, the study provides empirical information to inform policy and advocacy activities in order to create focused interventions that cater to the unique requirements of survivors and foster a more holistic comprehension of reproductive justice.

Blessing Timidi Digha is a Black woman who identifies as a Feminist, Advocate, Storyteller and Community Based Researcher who brings all her intersections and ideologies to the work she does on Gender Based Violence and Sexual Reproductive Health and Rights. She likes to Kickstart very uncomfortable conversations on issues that concern, affect and impact girls and women. Blessing works at the intersection of community and policy and is currently studying Social Justice Education to complement her professional and lived experience.

Panel (Hybrid): Strategies in Engaging Students in Sociolinguistic Development Across French-Speaking Schools (OI 5170)

Chair: Sara Zoghbi

Ontario French immersion students: goals, retention, and sociolinguistic development by Gabrielle Forget

French immersion (FI) students in Ontario have been the subject of many studies, which examined topics such as their motivations for learning French (e.g., MacIntyre et al., 2011), their reasons for remaining (or not) in FI programs (e.g., Arnott, 2019), and their development of sociolinguistic competence (e.g., Lasan & Rehner, 2018). However, these topics have been considered separately, and the objective of this study is to investigate their interconnectedness and how they can inform each other considering the goals identified by the Ontario Ministry of Education in the Framework for French as a Second Language in Ontario Schools (2013). Complexity Theory (Larsen-Freeman, 1997) as the theoretical framework allows for a comprehensive view of the FI system and the actors within it. The Common European Framework of Reference for Languages (CEFR) as the conceptual framework highlights the action-oriented approach, which "views students as 'social agents'" (Council of Europe, 2001, p. 10). The study privileges the student perspective while triangulating the data from various sources. First, current Ontario secondary students and recent secondary school graduates complete an online survey, as do their parents/guardians. Second, a subset of current students and recent graduates participate in follow-up

STUDENT PANEL SESSIONS/PRESENTATIONS

interviews, and FI teachers and administrators participate in stand-alone interviews. Rich quantitative and qualitative datasets will be analyzed using a mixed-methods approach. The hope is to inform the pedagogical practices of FI educators to help students reach their confidence, proficiency, and achievement goals in FI, and thereby increase FI student retention rates until secondary school graduation.

Gabrielle is interested in French as a second language (FSL) teaching and learning in the Canadian context. More specifically, her research centers on French immersion programs in Ontario with a focus on student goals and motivations, retention and attrition, and the development of sociolinguistic competence of learners. She is a certified elementary school teacher and has five years of experience working full-time and part-time as a French immersion teacher in an Ontario public school board.

Using Critical Literacy to Reimagine Student Engagement in Ontario Grade 9 Core French (online) by Jocelyn Yu and Heidi Dienesch

Core French programs in Ontario have a history of poor student engagement and low retention (Arnott, 2019). Curriculum adaptations (MOE, 2014) to align with the Common European Framework of Reference for Languages (2020), a communicative, action-oriented approach, have not materialized in bolstering student engagement (Rehner, 2017). High levels of attrition persist, anchored by sentiments that French is not relevant to students' academic or professional goals (Arnott, 2019). This has been compounded by the destreaming initiative implemented by the Ministry of Education for Grade 9 courses (Naylor, 2021). In the midst of this transition, how can critical literacy provide a framework for reimagining student engagement in secondary Core French teaching and learning? Based on the exploratory textbook analysis of *Tu Parles 1* (DeBlois et al., 2015) using the four dimensions of critical literacy (Lewison et al., 2002), functional and didactic literacy (Cadiero-Kaplan, 2002) are not adequately responding to the motivations of students in secondary Core French. Instead, a multilingual (Prasad & Lory, 2020), multimodal (Stille & Prasad, 2015) and multiliteracies (New London Group, 1996) approach grounded in critical literacy (Vasquez et al., 2019) centers engagement by honouring students' cultural and linguistic diversity (Prasad & Lory, 2020). Students' lived experiences, funds of knowledge (Moll et al., 1992) and home languages, assets to second language learning (Cummins, 2009), are amplified through the intentional use of identity texts (Cummins and Early, 2011). This pedagogical choice invests in secondary Core French students' identities, empowering educators to transform coercive power relations (Cummins, 2009), while working collaboratively towards inclusive education.

Jocelyn Yu is a M.Ed student in Language and Literacies Education with a collaborative specialization in *Éducation, francophonies et diversité*. She is also a secondary FSL and ESL educator. Her interests are in developing language friendly instructional and assessment practices for all learners and fostering school-family relationships.

Heidi Dienesch is an M. Ed student in Language and Literacies Education and a secondary French and English teacher in Toronto. She is passionate about building engagement in Core French programs in order to help make language learning accessible and equitable for all.

STUDENT PANEL SESSIONS/PRESENTATIONS

Intercultural Competencies in Education: a solution for a more inclusive and diverse world by Sara Zoghbi

A global environment marked by perpetual transformation and development makes multilingualism a collective concern (Calvet, 1987). As every language is the vehicle of culture, talking about multilingualism implies considering interculturalism as a non-negotiable actor.

The first step towards reflecting on a global reality seems to be understanding the different concepts to be observed. In this case, it would be "intercultural awareness". My research sheds light on this concept and develops the idea of intercultural skills. It answers the questions of "what it means to develop intercultural competencies in a diversified world. What aspects of the world of education are targeted by these skills? Why are they important? How do they change the dynamics in schools and the education world as a whole?"

I conducted qualitative and quantitative research in Lebanon between 2020 and 2021, to better understand the underlying tensions that can happen in the world of education that are due to cultural preconceptions and expectations (Hickel, 2010). I studied the implementation of the French school system in the country and found how cultural differences can impact the school experience of students, teachers, and admins. Following this, I have created a curriculum for intercultural skills in Education.

In July 2023 I presented the results of my research for the International Baccalaureate conferences. It is those results that I would like to have the opportunity to share because they clearly show the unconscious and silent conflicts that are present in Education, from students to admins, and that can slow the learning process. Based on this curriculum, I intend, for my Ph.D., to build another one specifically for the Adult Education for Immigration and Foreign Affairs.

Sara (she/her) grew up in a diverse environment and, drawing from her experience as an educator in private international schools, developed for the M.A. a tailored curriculum on Intercultural Skills for educators and principals. Now pursuing a Ph.D. in Social Justice Education at the University of Toronto, Sara focuses on understanding and fostering unity within the Francophone community in Ontario, reflecting her commitment to addressing challenges of cultural diversity and promoting social justice in educational and broader community settings.

Workshop: Exploring Differences and Belonging through a Poker Game (OI 5150)

Xun Ril Li

In this interactive workshop, participants will engage in a poker game designed to illuminate the nuanced experiences of insiders and outsiders, fostering a transnational perspective on the theme of Difference and Belonging in educational spaces. The session aims to explore how cultivating diversity influences teaching and learning, with a focus on dismantling exclusionary practices and embracing radical strategies for inclusive education.

STUDENT PANEL SESSIONS/PRESENTATIONS

Objectives:

Provide participants with a hands-on experience to understand the impact of differences on the sense of belonging in a classroom learning context.

Prompt critical reflections on the binary narratives of "in-group" and "out-group" identities to encourage discussions on the fluidity of belonging.

Discuss concrete strategies for educators to create inclusive learning environments by addressing and removing exclusionary practices.

Overview:

The session will begin with an introduction to the workshop's objectives, followed by an engaging poker game where participants will move between groups to experience the struggle of navigating a new context where rules are implicit. Post-game, participants will engage in facilitated discussions to reflect on their experiences, connecting them to broader themes of inclusivity in education. The workshop will conclude with a collaborative exploration of actionable strategies to cultivate learning environments where learners feel they belong.

Ril (she/her) is a dedicated researcher pursuing a Ph.D. in Adult Education and Community Development at OISE. Her background includes roles within settlement and resettlement services, where she provided settlement counseling services and coordinated programs for young adult refugees from 18-25. Beyond work, Ril has been actively involved in boards and committees promoting social justice and well-being of vulnerable populations.

Performance: Journey Through Grief and Healing: An Autoethnography, Research Informed Theater/Verbatim Monologue (Auditorium)

Maryuri Marin

In this art-based research project, I want to share the ways I have used Performed Ethnography and Research Informed Theater Theater to explore the notion of personal trauma and healing. This is an autoethnographic verbatim theater monologue based on triangulated data, including a 16-minute interview, a timeline of events and artifacts pertinent to the theme, and the experience. This project responds to the question of how honoring my parents through gardening, journaling, and creating art/theater projects helps me heal from grief? It was intriguing to use verbatim for this project because it gave me a voice and a place to myself to tell my story. Since the theme is a universal social problem that everyone faces at some point in life, it also seems to me that it is giving a voice to people who cannot be heard or who are fearful of being heard. Grief continues to be perceived as a private and individual process that doesn't require school-wide intervention. My personal narrative became public when I used the interview to construct a play. The project takes into account research, aesthetic and pedagogical design.

In her second year at OISE, **Yuri** is enrolled in the MEd in Languages and Literacies Education program. She is very proud of her South American (Colombia) ancestry and identifies as Latinx. Being a teacher at heart, she is eager to pursue further education so that she can use Performed Autoethnography and Research Informed Theater (RIT) to ground her practice in research-creation projects. In order to tackle discrimination, foster conversations, raise awareness, and be a voice to the voiceless, she wants to investigate social and political topics in education while encouraging artistic and creative engagement.

STUDENT PANEL SESSIONS/PRESENTATIONS

Poster Session 2 (OI 5240)

An overlook into the experience of internationally-trained teachers in the post-secondary education setting by Seo Young Lee

In the field of adult education, there are many criticisms around internationally-trained teachers' experiences in the Canadian education system as they encounter some challenges despite having credentials in teaching in their home countries, completing bridging programs to be eligible to teach in Ontario, and meeting requirements to be assessed for the certificate program in the first place. Through secondary research involving a literature review and analysis of case studies, this study delves into the experiences that affect internationally trained teachers who go through retraining and reskilling to conform to the Ontario standards and face cultural differences in the teaching environment. This study will reflect on the participatory mode of governance coined by Shan (2015), which refers to a practice "to involve immigrants in the design and delivery of the services" (p. 22) as an anti-racism approach to redeveloping the bridging program. This method could facilitate a more encompassing strategy to modify requirements and allow more opportunities by working with potential teachers and working around cultural competency to care about internationally trained teachers from diverse backgrounds who arrive in a new cultural environment.

Seo Young Lee is a second-year PhD student in AECD program at OISE. Seo Young's research focuses on the experiences of internationally-trained teachers in Canada who are both newcomers and adult educators.

Barriers and Solutions to Reporting Gender Based Violence: The Experience of Survivors

by Savina Nankoo

Survivors of gender based violence often experience negative reporting experiences with institutions that can contribute to revictimization and negatively impact their wellbeing. The research findings indicate how formal and informal community based resources can mitigate barriers to reporting and work towards breaking the cycle of violence for individuals who have experienced gender based violence.

In contexts where gender based violence intersects with multiple forms of oppression, the negative impacts of violence are more challenging to overcome and potential pathway for recovery become less accessible. Likewise, past historical events and practices have created distrust in mainstream institutions and pose barriers to formal help-seeking among survivors.

Adopting an intersectional lens as our theoretical framework, we recognize that survivors experience a convergence of multiple forms of oppression, necessitating diverse responses to address their unique needs. Our research methods are grounded in community-engaged principles, utilizing interviews, and integrating participatory action research within the framework. This study contributes to cross-community conversations by offering insights into effective approaches to empower survivors and reshape institutional responses to gender-based violence.

STUDENT PANEL SESSIONS/PRESENTATIONS

Savina (she/her) is a first-year master's of education student in the Department of Social Justice Education. As a community activist, facilitator, and educator, she brings professional experience gained through her dedicated work on sexual and gender-based violence education and awareness.

Professional Development on Gender Identity and Teaching Trans Youth in Ontario Secondary Schools by Afraa Yusuf

This research focuses on the need for professional development in Ontario secondary schools for teachers to better support and understand their gender-diverse students, particularly trans youth. With the evolving terminology related to gender identity, educators need current information to support their students effectively, enhancing their knowledge, alleviating any hesitations, and prompting them to seek additional guidance and engage in professional development opportunities. This study will be divided into three parts to view secondary school teachers' current knowledge of gender identity and teaching trans youth. The study will include a web-based survey distributed to Ontario secondary school teachers, a 90-minute professional development session on gender identity and trans youth and a one-on-one interview with secondary school teachers examining their newfound knowledge, identifying lingering questions, and exploring their evaluations of the one-time workshop. The study's findings will explore adult learning's impact on teachers' receptivity to new concepts and investigate how collective efficacy can promote collaborative efforts among educators. The study's findings will identify challenges, concerns, and recommendations for future professional development initiatives and examine the professional development guidelines currently in place by the Ministry of Education when funding and allocating professional activities day.

Afraa Yusuf is a high school teacher in Ontario and a doctorate student in Social Justice Education at the University of Toronto. She holds a Bachelor of Arts in Law & Society and a Bachelor of Education from York University and her Master's in Education from the University of Toronto in Educational Leadership and Policy. Her research interests include teacher professional development and gender diversity in Ontario secondary school classrooms.

An Exploration of Support, Training, and Resources for K-8 Ontario Teachers Working with Students with Chronic Illnesses (online) by Fatima Farrukh

As survival rates among children with chronic illnesses improve, the critical role of schools in aiding survivors' reintegration into academic life becomes increasingly important. The purpose of the study is to investigate the extent of support, training, and resources provided to K–8 Ontario teachers working with students facing chronic illnesses. The central research question focuses on understanding the teachers' experiences, emotional responses, and the support systems in place for these students. The study employs a qualitative approach, using interviews with three elementary school teachers who meet specific participant criteria. The interview protocol covers three main areas: background information, teacher perspectives and beliefs, teacher practices, and supports and challenges. Findings from the three participants revealed that teachers lack training when it comes to working with students who have chronic illnesses; no professional development was provided, and they had to rely on their own resources to assist the students, such as reaching out to other educators and organizations, emphasizing the need for schools to prioritize student identity and inclusion, coupled with a focus on mental health, to empower students with chronic illnesses academically and emotionally, and exploring the cause of the educational inequalities and issues. Teachers recommended that schools and policymakers improve support networks, establish inclusive environments, and provide ongoing professional development for educators working with children who have chronic illnesses.

STUDENT PANEL SESSIONS/PRESENTATIONS

Fatima Farrukh

Transcending the Classroom: Re-imagining “Social Justice Education” for TDSB Teachers by Sara Pagliaro

This research is currently at the conceptual stage, but it aims to investigate the complex and nuanced experiences of teachers at the Toronto District School Board (TDSB), who are also current Social Justice Education (SJE) students at OISE. Specifically, this research seeks to understand how these individuals draw from, use, and engage with SJE while participating in their schools and interacting with educational stakeholders, with purposes of unearthing the multiplicity and diversity of social encounters. Currently, it is unknown how SJE students, who are concurrently TDSB teachers, apply the tools, resources, and knowledge that they receive through the program in social spaces that are within their schools. Thus, this study asks: what are the experiences among concurrent TDSB teachers and SJE students when they are interacting with other educational stakeholders in their schools? How are these experiences informed, guided, and/or shaped by SJE? The study will employ qualitative methods where participants will take part in one-on-one semi-structured interviews (n=5). This will occur in the winter of 2024. Once interviews are complete, the data will be analyzed (Note: main findings are TBD due to the current preliminary stage of the research).

Sara Pagliaro (she/her) is a second year MA student in the Social Justice Education program. Her research interests include critical pedagogy, experiences of K-12 teachers as they navigate social justice topics and issues at their schools, and transformative education practices. She looks forward to showcasing her original research via poster presentation at the 2024 OISE GSRC.

The Effect of Attention on Elementary Word Reading in English-French Bilinguals by Shelley Rafailov

Reading is affected by cognitive, psychological, and environmental factors as per the Component Model of Reading (CMR). However, the effect of psychological factors is understudied in bilingual populations. The purpose of this study is to evaluate the impact of attention on English and French word reading among elementary English-French bilingual students enrolled in French Immersion (FI) programs.

A total of 190 Canadian FI students in Grades 3 and 4 participated in the study. Students were administered a battery of English and French literacy measures. The Strengths and Weaknesses of ADHD symptoms and Normal behaviour scale (SWAN) was completed by parents. Hierarchical regressions were run to test whether inattention and hyperactivity predict word reading in both English and French above and beyond known predictors.

Results demonstrate that inattention is a stronger predictor than hyperactivity for word reading in both languages. In addition, hyperactivity has a greater effect on word reading accuracy in French than English. Furthermore, the effects inattention and hyperactivity are more consistent in student's second language of French.

The findings suggest attention impacts the development of literacy in bilingual children. These findings have implications for monitoring of inattentive/hyperactive behaviours alongside word reading skills to allow for early intervention.

STUDENT PANEL SESSIONS/PRESENTATIONS

Shelley Rafailov (she/her) is a first year PhD student in the department of Applied Psychology and Human Development, Developmental Psychology and Education program at the Ontario Institute for Studies in Education (OISE). Her research interests include bilingual education, attention and executive function, and the effect of mental health on literacy outcomes.

The impact of the EQAO assessments on students' opportunity to learning (OTL) by Aliya Mustafina

The historical organization of the educational system in Canada has resulted in disparate educational experiences for diverse student populations, particularly due to waves of immigration (Anisef et al., 2010; Cummins, 1997; Omidvar & Richmond, 2005). Despite persistent efforts by educational ministries to provide students with equitable opportunities to learn (OTL), disparities within the system have persisted, manifesting as achievement gaps between different student groups (Levin, 2007; Schmidt et al., 2015).

Ontario, a province renowned for its dedication to quality education, has embarked on a journey to assess and enhance the educational opportunities available to its diverse student population (Harper, 1997; Lopez, 2016). Central to this endeavor are the Education Quality and Accountability Office (EQAO) assessments, which have assumed a pivotal role in the province's education (Eizadirad, 2019; Wolfe et al., 2004). Designed with the intent of monitoring student achievement, these assessments extend their influence far beyond, profoundly shaping the equity of educational opportunities afforded to Ontario's students (Gardener, 2017; Campbell, 2021).

In my study, I embark on a comprehensive exploration of the impact of EQAO assessments on the equity of educational opportunities. Through a critical examination of existing research, my review seeks to illuminate the multifaceted ways in which EQAO assessments influence educational opportunities, inform teaching practices, and contribute to the overarching discourse on educational equity.

Aliya is a distinguished scholar and educator specializing in the field of assessment. Renowned as a co-author of a critically acclaimed IELTS assessment book for CIS countries, her expertise extends to roles such as Educational Assessment Research and Policy Analyst in Kazakhstan and an Expert for the National Commission for Student Assessment and Scholarships Abroad. Presently engaged in research within the Canadian academic landscape, Aliya's work is centered on the intricate domain of EQAO assessment.

The impact of demographic characteristics on the phonological processing skills of French Immersion students by Zein Abuosbeh, Avril Brigden, Yu Shan Wei, and Shelley Rafailov

French Immersion (FI) programs in Canada are a unique reflection of the country's two official languages: English and French. There is a growing popularity of FI programs in Canada, with the goal to increase multilingualism through accessibility of minority language education. Growing diversity of FI students prompts questions of how reading skill acquisition might differ between groups.

The purpose of the current project is to explore the impact of demographic factors including, gender, grade, and language status (English as a first language [EL1] vs English as a second language [ELL]) on FI students' phonological processing skills.

STUDENT PANEL SESSIONS/PRESENTATIONS

Our sample consists of 833 FI students (406 kindergarten students and 427 grade 1 students). Students were given a battery of English phonological processing measures including blending, elision and working memory. We will use a three-way ANOVA design to evaluate the effect of gender (male/female), grade (KG/GRI) and language status (EL1/ELL) on the phonological processing skills mentioned above.

Preliminary analysis shows that grade 1 students outperformed kindergarten students in phonological processing. Analyzing the impact of demographic characteristics on phonological processing will be an important step to understand the performance of diverse students in FI and how FI classrooms can better cater to their needs.

Avril (she/her) is an undergraduate Psych and Cogsci student whose community engagement efforts span numerous disciplines. She is passionate about science communication and the use of artistic mediums to increase the accessibility of scientific knowledge. At UofT, she works as an ROP research assistant in the Multilingualism and Literacy lab at OISE, and is also the Vice-President External of UofT Blueprint, a software engineering club dedicated to creating technology solutions for non-profits.

Shelley Rafailov (she/her) is a first year PhD student in the department of Applied Psychology and Human Development, Developmental Psychology and Education program at the Ontario Institute for Studies in Education (OISE). Her research interests include bilingual education, attention and executive function, and the effect of mental health on literacy outcomes.

Yushan Wei is a second-year undergraduate student studying Human Biology and Physiology at the University of Toronto. She is passionate about contributing to research.

Zein is a second year PhD student in the department of Applied Psychology and Human Development. Her research focuses on the development of oral language skills and reading comprehension among French Immersion students and Arabic-English bilingual children. Zein is especially interested in using her research to help create evidence based resources for multilingual learning environments.

Saturday, March 23rd 2024

Student Research Session 4 (3:15 pm – 4:45 pm)

Round table: Imagining transformative pedagogies (OI 2296)

Chair: Cristina Peter

Finding the Secret Sauce to Success: Measuring Metacognitive and Non-Cognitive Skills in Ontario, Canada by Cristina Peter

Metacognitive and non-cognitive skills appear to be more effective at predicting future student outcomes such as postsecondary education attainment and employment income, than curricular grades and standardized test scores. As such, global organizations like the Organization for Economic Co-operation and Development (OECD) and local governments have become increasingly interested in building these skills as means of promoting economic growth and capital. Schools in Ontario, Canada have measured metacognitive and noncognitive skills for 3 decades in the form of the Learning Skills and Work Habits (LSWH); yet evidence shows that these skills are assessed inconsistently and may be perpetuating bias.

STUDENT PANEL SESSIONS/PRESENTATIONS

Through the theoretical frames of psychology, economics and sociology literatures, the current research proposes a quantitative secondary data analysis to explore: 1. How LSWHs are assessed; 2. LSWHs' relationship to academic achievement; and 3. How LSWHs impact post-secondary decisions. Student demographics are also to be considered. This research not only addresses a gap in the literature around the local Ontario context of LSWH assessment but may also provide global educational jurisdictions with new avenues for increasing the development of metacognitive and non-cognitive within their own educational curricula.

Cristina Peter is currently an OISE EdD student and supervises a team of Learning Strategists at the University of Toronto. In her current role, she sees the great impact that metacognitive and non-cognitive skills can have on student preparedness for university learning. Cristina's current doctoral research focuses on how Learning Skills and Work Habits are developed and assessed in Ontario secondary schools as a way of supporting system and policy change.

Changing The Way We Think: Sex Education as a Tool of Sexual Violence Prevention

by Sara Shivafard

The presentation will speak to changing the way we think about sexual violence prevention, especially within higher educational institutions. The presentation will explore how implementing a solid sex education curriculum within secondary schools can be used as a tool for sexual violence prevention. I argue that when implemented correctly, sex education can have a tremendous impact on students that can reduce the need for sexual violence prevention interventions in post-secondary schools. The methodology used for this study will consist of a curriculum reconstruction, a review of present literature and policy related to sexual education in secondary schools and sexual violence prevention for post-secondary schools. By doing so, I will better understand the gaps within the current sex education curriculum related explicitly to consent. What can be changed, and what is missing from secondary school consent education? How does it impact students and their understanding of consent and healthy relationships once they enter post-secondary schools? As a result of my analysis, I will create an updated sex education curriculum section related to consent. The scientific significance of the work considers the needs of students by understanding what is missing from their consent education and is essential in sexual violence prevention.

Sara Shivafard is pursuing her Doctor of Education (EdD) in Social Justice Education at the University of Toronto. She holds a Master of Arts in Gender Studies from Queen's University and a Bachelor's of Arts (Honours) Degree in Psychology with a minor in Sociology from Brock University. She works in gender-based and sexual violence prevention in higher education. Her research interests include exploring the intersections between sex education and sexual violence prevention in post-secondary and higher education.

Harmonizing theory and practice in Environmental & Sustainability Education through embodied, compassionate and eco-spiritual praxis by Danielle Denichaud

This presentation responds to the co-existence of a plethora of aspirational theory and paucity of transformational practice in Environmental and Sustainability Education (ESE). Championing the need for ESE to centre the embodied experience of being Earth, this contributor speaks to the viable possibility and urgent need to evoke regenerative resilience and transformational creativity from the heart-body-spirit-mind of diverse learners within the microcosmic ecosystems of our classrooms.

STUDENT PANEL SESSIONS/PRESENTATIONS

Frameworks of carnal hermeneutics (Kearney & Treanor, 2015), eco-feminism (Shiva, 1994); eco-spirituality (Macy & Brown, 2014; Seed et al., 1988), and trauma-honouring somatic/relational practices (Johnson, 2018; Mate & Kaur, 2019) offer a theory/practice experience of being Earth. This presentation advocates for the premise that our learning must be seeded equally within the living terrains of our body-heart-spirit-mind to awaken the necessary courage, creativity and regenerative capacities to make ESE transformational for self, human, more-than-human and Earth care.

This approach to ESE sees each classroom as holding equally, facets of the hypocrisies, harms, inadequacies, doubts and despairs of local and global environmental sustainability inaction, alongside the fecund seeds of their antidotes. By cultivating the felt reality of our embodied interdependence and carnal belonging to Earth, ESE praxis can awaken regeneration from existing soils of degeneration.

Danielle Denichaud is a daughter of the Earth; student of eco-spirituality, regenerative healing praxes and herbal medicine; dancer, wellness consultant; researcher/knowledge mobilizer and advocate for enlivening compassion, dignity and responsive care in learning communities. Her work and research centre our subjective mind-body-heart-spirit embodiments as the salient terrain to cultivate resilient languages of earth stewardship, individual wellness and relational harmony.

Unsettling Decolonization in Education: Exploring the Past and Present of Settler-Colonialism (OI 5240)

Chair: Elena Hannach-Courard

Unveiling Truth, Recognizing Complicity: A Call for Equity, Diversity, and Inclusion in Child Study by Elena Hannach-Courard

This paper delves into a complex web of historical and contemporary issues surrounding the residential school system in Canada and its connection to the field of child study, with a particular focus on Dr. William Blatz and the Institute of Child Study at the University of Toronto. It examines the complicity of educational institutions in sustaining systemic oppression and colonialism through their silence and exclusion of Indigenous perspectives. The paper argues for a fundamental shift in the Child Study curriculum, emphasizing equity, diversity, and inclusion, and taking a stance against historical complicity. It highlights the urgency to incorporate the Truth & Reconciliation framework, with an anti-oppressive lens, into teacher training programs. By acknowledging past wrongs and actively working towards change, institutions like the University of Toronto can lead the way in fostering a more inclusive and just education system for future generations.

Elena Hannach-Courard is a 2nd-year MA-CSE (Child Study Education) student in APHD (Applied Psychology and Human Development) at the University of Toronto, specializing in French Immersion teaching. Elena is also a Ontario College of Teachers (OCT) candidate. Originally from South America, Elena is fluent in Spanish, English, French, and some Portuguese. Rooted in arts and ecological agriculture, she is a women's and indigenous rights advocate. Her graduate research focuses on social justice, underscoring her dedication to creating inclusive educational environments. Elena's diverse linguistic and cultural proficiency underscores a global perspective, seamlessly integrating her experiences and advocacies into the realms of education and social justice.

STUDENT PANEL SESSIONS/PRESENTATIONS

Exploring the Dark History of Colonial Education on Indigenous Communities in Canada and India by Elwin Varughese

According to John W.F. and Virginia L.F. (2019), "the province of Canada endorsed...the superiority of the European culture and the need to raise them [Indigenous] to the level of the whites". Similarly, in 1835, Sir Thomas Macaulay, after his visit in India, said "they would become a class of persons, Indian in blood and colour, but English in test, in opinions, in morals and intellect" (Ghosh, 1995). In both these countries which were colonised by the British, the objective was to eliminate the traditions and culture of the Indigenous communities and assimilate them to the coloniser's way of living.

This is a comparative literature review where we look at it through the lens of dependency theory. We look at it by understanding how in each country there is a dominant class or caste that seeks to use their education system in reproducing their values and system of stratification by marking their continued hegemony (Eckstein & Noah, 1985). With this, the following research questions being explored:

1. What were the similarities and differences between the education of Indigenous children during the British colonial period, in Canada and India?
2. How did the British colonisers impact the education of Indigenous communities in Canada and India?

In Canada, the residential school system, was introduced by the Department of Indian Affairs where they believed that "it was the only way of advancing the Indians in civilisation" (Milloy, 2017). While in India, the government decided to take education of tribal children in their own hands by inviting them to schools which taught through western education. In both these systems, Christian missionaries partnered with the government and took over the responsibility of 'civilising' the Indigenous children.

Elwin Varughese has worked as an educator and researcher in the non-profit sectors. He holds a Master of Arts in Education from India and is currently doing his Master of Education in Educational Leadership and Policy. His research interests include understanding the impact of educational policies in challenging contexts, decolonisation in education and alternative education pathways.

Embedding Decoloniality: Constructing Anti-Colonial Epistemological Possibilities for Education by Marie McLeod

Western theories of knowledge, adopted through European global expansion, are often taken as objective and universal. This epistemic arrangement has implications on ways of knowing, defining legitimate knowledge as Western knowledge. This understanding imposes a monolithic worldview which often formed the foundation for Western knowledge's domination and subjugation. Epistemologically, if there are built-in systems of privilege operating in knowledge production, then this is an initial power play (Dotson, 2018, p. 131). It delegitimized other ways of knowing as primitive and barbarian. This presentation discusses the concept of decolonization of the Western epistemological tradition and proposes a more anti-colonial way of conceptualizing epistemic justice through the thought of decolonial thinker Walter Mignolo. The objective of this presentation is to consider the prospects of decolonization through eliminating epistemic oppression in the production of knowledge about reality, specifically education reality. The assumption that underlies the thesis of this presentation is that epistemic

STUDENT PANEL SESSIONS/PRESENTATIONS

oppression is a reality and an action-oriented decolonial call for epistemic liberation must be taken to end it. The presentation focusses on Mignolo's formulation of the concept of decoloniality proposed from an anti-colonial perspective. Without a decolonial lens, people will assume the possibility of epistemic oppression does not come into play in mainstream theory of knowledge and can be dismissed as Dotson notes, as an upshot of social and political oppression (Dotson, 2014, p. 116). I am arguing that an anti-colonial perspective of what constitutes Western epistemology is important to understanding current epistemic oppression.

Marie McLeod is a PhD candidate at the University of Toronto. Marie is an educator with comprehensive proficiency in research, policy, and educational administration. Her doctoral research is anchored in anti-colonial discursive theories, and it explores epistemic oppression in Western epistemology and how it is produced and reproduced in educational discourse and learned in schools through philosophical constructs of theories of knowledge. Her research is dedicated to providing scholarship to apply an anti-colonial/anti-racism lens to Western traditional epistemology to build solidarity in knowledge creation, and create spaces for "Othered" epistemologies, and advocate for effective transformation in educational research and curricular development.

Challenging Race-Based Discrimination in Canadian Education Policy and Teacher Practices (OI 5250)

Chair: Meral Choudhry

Resisting Islamophobia: Muslim Students' Identity Formation and Agency in Ontario Elementary Public Education by Meral Choudhry

Hate crimes against Muslim communities in Canada are increasing in the form of Islamophobia, which is defined as "the dread, hatred and hostility towards Islam and Muslims perpetrated by a series of closed views that imply and attribute negative and derogatory stereotypes and beliefs to Muslims" (Wilkins-Laflamme, 2018, p. 87). Despite these facts and research illustrating the heightened increase in Islamophobia and anti-Muslim racism, little is known about how young Muslim students' agency and resistance movements against Islamophobia foster their identities in Ontario public education (Zine, 2012). There are various representations of being Muslim around the world and identity is constructed by several factors. Therefore, Muslim students must be analyzed through their multiple, and unique intersectional identities. Hence, in this presentation, I will explore how we as educators can engage with resistance movements to disrupt coloniality and create classroom spaces which foster agency in students and educators. This presentation will draw upon the social identity theory (Tajfel et al., 1979) whereby social identity or a person's sense of who they are, is based on their group membership(s). Therefore, I will draw on a qualitative research methodology approach consisting of semi-structured interviews to answer the following question: How does Muslim students' resistance and agency against Islamophobia strengthen their identity? The presentation will allow educators to better understand how Muslim students' resistance movement and agency foster self-esteem in their intersectional Muslim identity, allows them to see a connection to their heritage and feel a sense of belonging in Ontario elementary public education.

STUDENT PANEL SESSIONS/PRESENTATIONS

Meral Choudhry (she/her/elle) is an educator and researcher who is deeply passionate about social justice, equity, and anti-racist education. She is currently pursuing her Ph.D. in Social Justice Education at the University of Toronto, OISE. She also holds a Masters of Education in Social Justice Education from the University of Toronto, OISE, a Bachelor of Arts degree in Criminology from Simon Fraser University, BC, and a Bachelor of Education degree from the University of Regina, SK. She is an Ontario Certified Teacher who is on an ongoing pursuit to ensure that her teaching and learning is through an anti-oppressive and anti-racist lens. Her current research looks at the role of Islamophobia in Muslim student's identity formation. As an educator and researcher, Meral hopes to inspire her students to become future change makers who advocate for peace, love for all and social justice.

Addressing Anti-Muslim Racism in Ontario Public Schools by Palvi Sidana

This paper intends to unpack and complicate anti-Muslim racism within Ontario public schools as reflecting a larger, historical project of the simultaneous rejection and assimilation of Muslims. Anti-Muslim racism makes visible the colonial process by which Muslims are racialized as part of, "...various political, economic, imperial [and colonial] agendas" (Kumar, 2021). As such, Jasmine Zine's (2004) theorizing of integrative anti-racism will lay the theoretical framework of this paper to critically examine the construction of race and racism as inseparable from other forms of oppression which function to reinforce one another. With race-making and unmaking in constant flux with colonial and imperial agendas, in this paper I draw from Deepa Kumar's (2021) work on the history of anti-Muslim racism as one that is rooted in empire's suspicion of and obsession with Muslims. I argue that it is necessary to understand the ideological underpinnings of anti-Muslim racism as it manifests in Ontario's public schools through both overt displays of violence that are rooted in the suspicion of Islam and Muslims, and the benevolent, liberalist discourse of saviourism. This context is essential for informing structural changes that address both educator biases toward Muslim communities and educator efficacy to identify, redress, and report incidents of anti-Muslim racism.

Palvi Sidana (she/her) is a South Asian educator, equity consultant, and MEd Candidate in the Social Justice Education department at the Ontario Institute for Studies in Education. Her research interests focus on uncovering and recovering colonial histories, and exploring liberatory possibilities through anti-colonial and anti-racist teaching practices in the Early Years.

Re-imagining Race-Based Data to Elevate Equitable Decision-Making in Educational Policy and Leadership Spaces by Pirasanya Gnanasuntharam

As transnationalism, globalization and pluralism contribute to demographic diversification at an unprecedented rate, epistemological subjectivity as a counter-narrative to strategic essentialism is emerging as an urgent locus of study. Using critical race theory and anti-colonial theory as theoretical anchors, this paper seeks to humanize racialized identities as complex entities through epistemic conceptions of belonging, identity-formation, and personhood. Specifically, it is a call-out to policy makers and educational leaders to dismantle data-informed decision making as a space steeped in Eurocentric, patriarchal and imperialist cultural ideologies of modernity, and to re-imagine it as a site of disruption, resistance, and subversion. Race-based data categories and identifiers will be problematized as misguided attempts at homogeneity that hinder the potential of education to address structural and cultural violence. In its current iteration, geographically-broad racial data categories (i.e. Black, South Asian, East Asian, etc.) complicate inclusion by (1) erasing intra-racial complexities, geopolitical tensions,

STUDENT PANEL SESSIONS/PRESENTATIONS

interlocking oppressions, and anti-Blackness; (2) negating students' reclamation of autonomy and personhood that exist outside the bounds of strategic essentialism; and (3) furthering a 'collective' voice that denies the subaltern speech for social and political gain.

This is a fragile re-imagining of race-making and race-unmaking by creating a collective space of knowledge exchange, embracement and visibilization across differences.

Research Questions:

1. How can communities engage in collective deconstruction of existing transnational hegemonies within race-based data categories by critiquing the co-option of strategic essentialism in data as a tool for maintaining colonial imaginaries of power?
2. How can new radical imaginaries of race-based data categories legitimize subaltern subjectivity, personhood and voice?

Pirasanya Gnanasuntharam is a doctoral student in the Department of Leadership, Higher and Adult Education. Her current research examines the influence of cognitive dissonance on leaders focused on driving transformational change for equitable policies, practices and processes in educational schools and systems across Ontario. Pirasanya currently works for the Ministry of Citizenship and Multiculturalism's Anti-Racism Directorate as their Senior Evaluation Advisor.

Student-Centered Academic Resistance: Case Studies of Community, Union, and International Student Experiences (OI 5280)

Chair: Xuefan Li

The University of Ottawa Students' Union Revolution by Justin Patrick

In 2019, following years of sustained activism against alleged corruption, mismanagement, and inequitable behaviour in the Student Federation of the University of Ottawa (SFUO), University of Ottawa students voted in a referendum to replace the SFUO with a new student government, the University of Ottawa Students' Union, an unprecedented event in Canadian politics and education. A Foucauldian lens is applied to analyze primary source historical artifacts and 22 semi-structured interviews with former student activists involved in the movement for change and former student journalists to determine why and how the UOSU Revolution occurred. Results reveal the importance of knowledge co-creation through constructive discourse to form structures that can produce and influence power-knowledge relations envisioning a more just, democratic, and equitable student government. Student activists' efforts to gather, deliberate upon, and disseminate power-knowledge opposed alleged attempts by the SFUO establishment to centralize power in the hands of a few, give too much discretionary power to unelected roles, and erode liberal democratic safeguards protecting the rule of law and minority rights within student union contexts. The results expand understandings of student leadership and education governance by highlighting the need for equitable praxis to match equitable goals within student government spaces, drawing attention to the systemic issues posed by the corporatization of Canadian student unions, and showing the value of open, transparent, and decentralized governance for supporting an equitable and inclusive student movement.

STUDENT PANEL SESSIONS/PRESENTATIONS

Justin Patrick is a PhD candidate in Educational Leadership and Policy. His research focuses on student government, student movements, and other forms of student leadership. He also serves as President of the Global Student Government and President of the OISE Graduate Students' Association.

When Community meets Academia by Blessing Digha

Introduction

The interaction between the community and academia is a dynamic and varied domain that has great potential for mutual development.

When you look at Academia from outside as a community member or worker, you get the perception that there is no place for you because of the different approaches to work, languages used, pedagogy, and processes. Community and Academia must, can and will intersect successfully to bring about a balanced perspective of knowledge to lead to balanced interventions.

Objectives:

To explore

- methods by which community interaction enriches academic research and learning.
- the influence of educational programs on the progress and empowerment of the community.
- The impact of community-academia collaboration on generation and dissemination of knowledge
- biases Community and Academia have of each other.

Perspectives or Theoretical Frameworks:

The study utilizes a blend of community-based participatory action research (CBPAR) and social exchange theory. CBPAR prioritizes collaboration, observation, acknowledging community members as active participants rather than passive individuals. Social exchange theory offers a framework for examining the mutual ties and advantages that are traded between academia and the community.

Research Methods:

The study utilizes qualitative interviews, focus group discussions and surveys. Interviews are conducted with individuals from academics and the community to gather a wide range of viewpoints.

Conclusion:

The convergence of community and academics presents a fertile ground for investigation and cooperation. This paper highlights the significance of cultivating partnerships between communities and academic institutions that stress shared learning, reciprocity, and comprehensive development of both parties.

Blessing Timidi Digha is a Black woman who identifies as a Feminist, Advocate, Storyteller and Community Based Researcher who brings all her intersections and ideologies to the work she does on Gender Based Violence and Sexual Reproductive Health and Rights. She likes to Kickstart very uncomfortable conversations on issues that concern, affect and impact girls and women. Blessing works at the intersection of community and policy and is currently studying Social Justice Education to complement her professional and lived experience.

STUDENT PANEL SESSIONS/PRESENTATIONS

Decoding Performance: Chinese PhD Students' Motivation, Finances, and Cross-Cultural Adaptation in Canada by Xuefan Li

Objective: This study investigates how Chinese PhD students in Canadian universities contribute to cross-community academic dialogues, enhancing educational disciplines through diverse perspectives. It explores the complexities of integrating these perspectives in transnational education and the precautions needed for effective transnational conversations.

Research Question:

How much influence do different segments of Chinese international doctoral students' experiences in Canada on their academic performance?

Sub questions:

1. What factors motivate Chinese students to choose Canada for PhD studies?
2. Do financial resources affect PhD students' academic performance?
3. Do cross-cultural cognition affect PhD students' academic performance?

Theoretical Framework: Grounded in acculturation theory and educational psychology, this research examines the interplay of cultural adaptation, motivational factors, and academic engagement in an international context.

Methods: Employing qualitative interviews with Chinese doctoral candidates, this study seeks to understand their unique experiences and viewpoints within Canadian academia.

Preliminary Results/Conclusions: The findings reveal the significant role of Chinese PhD students in introducing diverse, often underrepresented perspectives in academic discourse. Their experiences emphasize the importance of culturally responsive and inclusive academic environments.

Significance: This research sheds light on the vital contributions of international doctoral students to global academic dialogues. It underscores the necessity of incorporating diverse voices in educational policy-making and practice, advocating for a more inclusive and comprehensive approach to international education.

Xuefan Li is a Phd candidate in Educational Leadership and Policy at OISE, with special interests in educational industry development and educational economics, co-founder of an Ontario international high school.

Workshop: Releasing the Imagination: Cultivating Future Literacy in Education (OI 5270)

Annalisa Crisostomo

As we navigate through the Information Age and rapid pace of technological innovation, it has become increasingly important for students, educators and administrators, to be 'future literate' (Azoulay, 2017). Future Literacy (FL) extends beyond envisioning future possibilities; it entails cultivating the skills and knowledge to comprehend and navigate the ever-evolving landscape of the future. Drawing inspiration from Riel Miller's (2018) work, "Transforming the Future", participants in this FL workshop will actively explore and challenge future

STUDENT PANEL SESSIONS/PRESENTATIONS

imaginaries within the realm of Education. Through collaborative activities and discussions, attendees will articulate their aspirations for Education, critically reframe inclusive future imaginaries, and consider practical and scholarly practices for integrating FL in their classrooms and broader contexts.

This session serves as an introduction to the concept of Future Literacy, elucidating its relevance in Educational and Community praxis. Participants will have the opportunity to uncover, question, build upon and connect assumptions about the future by immersing themselves within diverse possible worlds. By the end of this session, participants will acquire practical resources and strategies to implement FL practices across disciplines and in their own personal lives.

Annalissa (she/her) is a creative educator, artist, community consultant & facilitator with nearly a decade of experience in Community Education and Engagement. Her work and research focuses on creative and radical healing pedagogies for adults within organizations and community learning spaces. She is passionate about the transformative power of the arts to ignite and foster the imagination, learning, leadership and healing.

Workshop: Co-Creating Feminist Leadership Models and Practices (OI 5230)

Christina de los Santos

Feminist leadership is an evolving and developing organizational leadership model, most commonly practiced in the third sector of the Global South. Its paradigm shifting nature may be a source of significant adult learning, transformative change and liberation for individuals, organizations, and communities, yet its conceptualization, implementation, and practice is under-researched. Today, "(o)rganizational leaders – disproportionately highly privileged, white, elite class, cisgender heterosexual able-bodied men – overwhelmingly protect and preserve the oppressive social systems that grant them their privilege and power" (Liu, 2021, p. x). By contrast, a feminist leadership practice commits to dismantling oppressive systems such as white-supremacist capitalist hetero-patriarchy by reimagining the responsibilities and impacts of leadership. Thus, feminist leadership requires a fundamental transformation in how individuals conceptualize and practice leadership; its adoption necessitates significant learning, unlearning and change (Batliwala, 2010).

Using a feminist, embodied pedagogical approach, this workshop will provide space for participants to explore and co-create feminist leadership frameworks. Based on several working definitions of feminist leadership and referencing Srilatha Batliwala's (2010) seminal text depicting the "Feminist Leadership Diamond", participants will work together in groups to co-create third sector organizational models. Based on these new models, intersectional feminist conversation about power, purpose, values, and practices (the four quadrants of the "Feminist Leadership Diamond") will be facilitated. Participants will also have time to reflect upon their personal and professional values and how those might be integrated into their leadership practice.

This workshop will equip participants to reexamine and even transform their leadership practice at work and in community.

STUDENT PANEL SESSIONS/PRESENTATIONS

Christina (she/her) is an Med student in Adult Education & Community Development and a consultant with over a decade of experience advising, supporting, and delivering for community-based agencies in the nonprofit sector. She is a community organizer, educator, and gender equity advocate. Her research interests include feminist leadership, shared leadership, and power decentralization in nonprofit organizational structures and leadership practices.

Workshop: BreathHRV_Workshop (OI 5150)

Debanjan Borthakur

In the fast-paced and often stressful environment of academic life, students frequently encounter challenges to their mental and emotional well-being. Recognizing the critical need for effective stress management tools, our workshop introduces "BreathHRV," a groundbreaking application designed to facilitate relaxation and reduce stress through guided slow breathing exercises. This workshop aims to educate students on the scientific underpinnings of stress reduction via controlled breathing, and provide hands-on experience with the BreathHRV app.

BreathHRV is an innovative tool that not only cues users to breathe at a slower, more therapeutic rate, but also tracks heart rate variability (HRV) – a key indicator of stress levels and autonomic nervous system balance. Emerging research suggests that slow breathing techniques can significantly lower stress, improve emotional regulation, and enhance overall mental health. By integrating real-time HRV monitoring, BreathHRV offers a unique approach to personalizing and optimizing the breathing exercises for maximal benefit.

During the workshop, participants will engage in guided breathing sessions using the BreathHRV app, allowing them to experience firsthand the calming effects of slow breathing. The session will include an interactive component where participants can view and discuss changes in their HRV readings, fostering a deeper understanding of the physiological mechanisms behind stress reduction.

Our goal is to empower students with a practical, science-backed tool to manage stress, enhance focus, and improve their overall quality of life. By incorporating BreathHRV into their daily routines, students can take proactive steps towards maintaining mental wellness in a demanding academic environment.

Debanjan's (he/him) is a PhD candidate in the department of Psychology, 3rd year. His research area focuses on health and social psychology. currently his research area focuses on human robot interaction. He also has a startup breathrv.com that focuses on biofeedback to provide intervention for stress management.

STUDENT PANEL SESSIONS/PRESENTATIONS

Artistic Presentation: Breathing to Abolition & #WebComics (OI 5170)

Breathing to Abolition by Alissa Lévesque

With the impactful activist actions of 2023, institutional and individual accounts of violent Whiteness have increased in visibility. The systemic attacks on queer, disabled, racialized, unhoused, sex working, immigrant, and women & gender-nonconforming communities have fueled the acute embodiment of outrage, sadness, and helplessness. As activists take the streets to name the horrors done at the hands of the carceral state, capitalism, border imperialism, patriarchy, heteronormativity, and the prison industrial complex, this spoken word piece explores the personal experience of dismantling Whiteness. By tracing a line between individual participations within White institutional frameworks and communal actions for abolition, I illustrate the importance of purposeful breath as an agent for societal change.

Alissa (she/her/elle) is a student-researcher, community-based facilitator, and activist who leads with the pedagogy of holding Whiteness accountable. As a white cis-gendered able-bodied queer woman, Alissa actively uses Black feminist and Queer theoretical frameworks in anti-capitalist, anti-imperialist, and anti-colonial discussions. Her focus lies in fostering radical conversations to increase awareness on the continuous impact of systemic Whiteness on inter and intrapersonal relations.

#WebComics: Fostering Global Dialogue through Political Webcomics on Instagram
by Xun Li

This art exhibition explores the transformative potential of political webcomics as a form of public pedagogical practice. By utilizing social media as dynamic spaces for counternarrative-making, this session aims to facilitate cross-community conversations. Using real-time audience engagement through social media (Instagram) to facilitate immediate counternarrative-making, the presentation explores the power of multimodal storytelling that allows cross-community and trans-contextual narratives of defiance.

Ril (she/her) is a dedicated researcher pursuing a Ph.D. in Adult Education and Community Development at OISE. Her background includes roles within settlement and resettlement services, where she provided settlement counseling services and coordinated programs for young adult refugees from 18-25. Beyond work, Ril has been actively involved in boards and committees promoting social justice and well-being of vulnerable populations.

Conference co-chairs and the entire GSRC team are especially proud that 79 students engaged in the conference peer review process, which generated 325 abstract reviews. We would like to conclude our student panel sessions/presentations section with a huge thank you to all our anonymous abstract reviewers.



GSRC/GSA SOCIAL



OISE GSRC is excited to co-sponsor this year's post-conference social with the OISE Graduate Students Association (GSA)!

Join us this year on Saturday, March 23rd at 6:30 pm!

Location: Pauper's Pub
539 Bloor St. W
Toronto, ON
416.530.1331



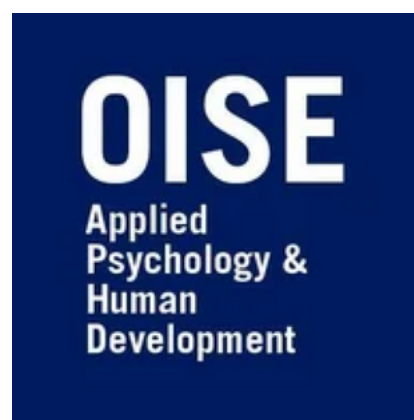
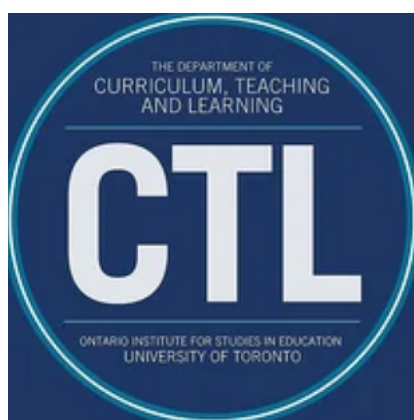
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Among an entire community of sponsors who contributed to this year's GSRC, we are especially proud to have established relationships with the Dean's Office, all four departments at OISE, the Centre for Learning, Social Economy and Work (CLSEW), the Centre for Media and Culture in Education (CMCE), the Comparative International & Development Education Centre (CIDECE), Hart House Good Ideas Fund, OISE Graduate Student's Association (OISE GSA), University of Toronto Graduate Student's Union (UTGSU), and University of Toronto School of Graduate Studies (SGS).