Department of Educational Studies
2016 Research Day Program

Exploring New Terrain: Proposing, Propelling and Provoking Emerging Educational Research

Friday April 1st, 2016, Thea Koerner House
The University of British Columbia
EDST Research Day 2016
Exploring New Terrain: Proposing, Propelling and Provoking
Emerging Educational Research

PROGRAM

9:30-10:45 AM
Ponderosa Commons: Oak House (PCOH), Room 1001
Pre-conference workshop: World café
  ● Jobs, publishing, and graduate school: Managing them all
  ● Writing grants
  ● Presenting at conferences
  ● Writing an academic CV

11:15-12:15 PM
Ballroom in Thea Koerner House

Welcome and acknowledgement
Dr. Cash Ahenakew

Welcome to EDST Research Day
Dr. Ali Abdi

Keynote presentation
“Meditations on the art of 21st century academic labour”
Dr. Sam Rocha

About: Sam Rocha was born in Brownsville, Texas, and has lived throughout the United States (and five years in Mexico) before coming to UBC. As a Gates Millennium Scholar, he did his undergraduate studies in philosophy and Spanish literature and a master’s in
educational leadership before, as a Gates Fellow, he completed master’s and doctoral work in philosophy of education at The Ohio State University. He is book review editor for *Studies in Philosophy and Education*, editor of pastoral theology at *Syndicate Theology*, an active member of the Philosophy of Education Society, and immediate past president of the Society for the Philosophical Study of Education. Rocha is interested in offering descriptions of education, study, teaching, curriculum, and schooling in the tradition of philosophy and the humanities.

12:15-1:00 PM (LUNCH) Ballroom in Thea Koerner House
All food and refreshments courtesy of EDST; catering by Nuba
(Vegan and gluten-free options included)

PRESENTATIONS

1:15-2:15 PM
Leon’s Lounge
**Round panel:** “Rethinking pedagogical practice”
*Virginia Rego (Chair), Jennifer Mansour, Yuliana Nugroho, and Salama Al Auﬁ*

Thea’s Lounge
**Panel:** “Analysis of four intersections of citizenship and education”
*Sam Eldridge (Chair), Ali Sutherland, Megan Ryland, and Lauren Oakley*

2:30-3:30 PM
Leon’s Lounge
**Multi-paper session:** “Theorizing citizenship education through the lens of collectivity”  *Kapil Regmi (Chair)*
“Cultural encounter with modernity and politico-cultural Identity: An Iranian experience”  *Taha Vostakolaei*
“Educating political passions as forces for dissent”  *Ryan van den Berg*

Thea’s Lounge
**Panel:** “Exploring new terrain in ethnographic research”
*Jennifer Moule, Paulina Semenec, and Stephanie Lim (Moderator)*
3:45-4:45 PM
Leon’s Lounge
Panel: “Critical perspectives on early childhood education”
Claudia Díaz-Díaz, Mariel Gómez, Áurea Vericat, and Dr. Claudia Ruitenberg
(Faculty/Moderator)

Thea’s Lounge
Panel: “Peru: Alternative caminos in times of crisis”
Sonia Medel (Chair), Maria Cecilia Saba, and Paola Sarmiento

5:00-6:00 PM
Leon’s Lounge
Multi-paper session: “Resisting oppression through popular culture”
“From stranger to monster: Constructing alternative imaginaries in “The Muslims are coming!” Gabriella Maestrini (Chair)
“Intersection of popular culture studies and emancipatory education” Yue Li
“Reclaiming our subjugated knowledge and historical truths: Using hip-hop as a form of decolonizing public pedagogy in Senegal” Joanna Da-Sylva

Thea’s Lounge
Interactive panel & arts-based workshop: “Tales from the field: Explore reciprocity, experiential learning and the meaning of community in a community service learning course”
Dr. Shauna Butterwick (Faculty/Moderator), Yaying Zhong, Jane Fitzgerald, and others TBC

6:00-9:00 PM Post-conference social in the Penthouse
Join us for snacks, refreshments, and good company upstairs in the penthouse!
ABSTRACTS

“Rethinking pedagogical practice”
*Virginia Rego (Chair), Jennifer Mansour, Yuliana Nugroho, and Salama Al Aufi*

This panel is composed of researchers at various stages of their research proposals and invites participants to offer presenters constructive feedback on moving forward with their individual research projects. Presentations are practically oriented, aiming to reconceptualize and refine school structure and teaching practice. Jennifer Mansour outlines philosopher Gert Biesta’s theory of educational domains with a discussion of how these domains are manifested in classroom settings and the different ways that humanities teachers might attend to this aim through their practice. Virginia Rego uses narrative inquiry to bring a compassionate yet critical lens to stories of her practice as a teacher. In her story “Attending to Attendance”, she rethinks how she would meet the parameters and policies of an alternative school that required that attendance be taken while balancing the “best interests” of her students. Yuliana Nugroho & Salama Al Aufi propose the YuliSal Learning Centre, whose goal is to engage students to the notion of learning using innovative strategies of self-learning and enjoyable assessment techniques. The Centre is a modest attempt to contribute existing varieties of free and alternative schooling.

“Analysis of four intersections of citizenship and education”
*Sam Eldridge (Chair), Ali Sutherland, Megan Ryland, and Lauren Oakley*

This panel will weave together four analyses of various intersections of citizenship and education. Sam Eldridge will explore global citizenship and its relationship to the intersections of race and disability. Ali Sutherland explores the concepts of difficult knowledge and willful ignorance in the context of global citizenship and the denial of every day interdependencies. Megan Ryland will analyze how the term “digital citizenship” is currently conceptualized and re-imagine the concept as community membership and political engagement dislodged from territorial commitments. Lauren Oakley explores internationalization of higher education by questioning how international standardization commitments engage with citizenship and the resulting international implications. Through this panel, we hope to demonstrate the precarious nature of citizenship as a politically constructed device and challenge its privileging structures.
“Theorizing citizenship education through a lens of collectivity”  
Taha Vostakolaei, Ryan van den Berg and Kapil Regmi (Chair)

Participants in this multi-paper session imagine how citizenship education can be improved in two distinct contexts. Against the backdrop of competing national and politico-cultural discourses in Iran, Taha Vostakolaei uses the metaphor of the participatory classroom to introduce an approach to citizenship education. He focuses on the centrality of the mental relationship of “we” versus “the West” as an imaginary other, and its relation to the binary between traditional and modern culture. He proposes instead a pluralization of “we” in relation to other cultural collectives. Ryan van den Berg makes the case that civic education curricula in Canada should attend to the passionate demands of democratic citizenship. Drawing on critical-radical understandings of passions as collective phenomena, he argues that educating political passions can support students’ efforts to dissent when things go wrong and teach resistance to political manipulation of students’ passions.

“Exploring new terrain in ethnographic research”  
Jennifer Moule, Paulina Semenec, and Stephanie Lim (Moderator)

This panel showcases two instances of ethnographic research, focusing on the creative possibilities that post-structuralism opens for the method(ology) itself. Jennifer Moule intends to produce something new through experimental re-analysis of a particular moment of data, producing Rylin, a four-year-old SuperBoy, as an assemblage in his encounter with a tutu. By using creative non/fiction writing as analysis, she aims to work with what else might be possible in approaching qualitative research data and analysis. This analysis allows exploration of the potential multiplicities of a single event that might have been easily co-opted in frames of static gendered bodies. Paulina Semenec engages with theories in new materialisms in order to re-imagine current visual and ethnographic work with children. Unlike many of the visual research methods used in the field of education, Paulina entertains the question of what it might mean to “do” visual work with children in ways that do not privilege the human child. She explores the work of one contemporary artist whose work illustrates productive human and non-human entanglements in ways that have the potential to provoke interesting methodological (and ontological) questions about how we “do” ethnographic research with children.
“Critical perspectives on early childhood education”
*Claudia Díaz-Díaz, Mariel Gómez, Áurea Vericat, and Dr. Claudia Ruitenberg (Moderator)*

In this panel presentation, three UBC doctoral students share their research, analysis, and reflections about Early Childhood Education (ECE) from different critical perspectives. **Claudia Díaz-Díaz** discusses whether Early Childhood Education and Care (ECEC) institutions can ameliorate the social inequalities that affect young children living in contexts of poverty, economic inequality, and social exclusion. She discusses how the marketization of ECEC in Canada is threatening educators’ promise of closing the socio-economic gap in children’s upbringing. **Mariel Gómez** asks what kinds of education are necessary to prepare early childhood teachers to fully support the learning and development of young children. She pays particular attention to the gaps between ECEs’ professional education and the challenges they face in the workforce. **Áurea Vericat** highlights some of the limitations of the western conception of the child as evidenced in the convergence of ECE and Trauma Informed Systems of Care (TISC). She argues that the dominant western approach strives to protect and normalize “vulnerable” children, but that this may further reproduce a power relationship between adults and children that helps perpetuate that very vulnerability.

“Peru: Alternative caminos in times of crisis”
*Sonia Medel (Chair), Maria Cecilia Saba, and Paola Sarmiento*

It is time to open up a dialogue on how Peruvians are living, resisting, reconstructing, and reimagining Peru’s socio-political, colonial, and undemocratic crisis into ‘other’ possibilities. All three presenters engage in and draw from decolonial, critical cultural, and ‘other’ counter-hegemonic theoretical and methodological frameworks, whilst constantly questioning their deployment. **Paola Sarmiento** will discuss the potential and concerns of using a critical and decolonial Latin American approach to Interculturalidad (Decolonial Critical Interculturality) as a possible theoretical framework for analyzing Intercultural Education discourses in the Peruvian context. **Sonia Medel** will further the decolonial discussion by exploring the impact of LUNDU’s *Apuntate Contra el Racismo* campaign and its subsequent anti-oppression initiatives on interculturality and development politics in Peru. **Maria Cecilia Saba** will be sharing how, through her research on Peruvian Andean horror films, she addressed issues of representation on national Peruvian cinema and actual accessibility by non-limeño filmmakers to public cultural policies aimed at promoting national film production.
“Resisting oppression through popular culture”
Gabriella Maestrini, Yue Li, and Joanna Da-Sylva

This multi-paper session showcases three perspectives of popular culture as a pedagogical space. Gabriella Maestrini explores how alternative imaginaries are expressed through comedy in the documentary, “The Muslims are Coming!” She understands the comedic encounter and the narratives created through comedy as unusual pedagogical spaces in which the stranger, the monster and the Muslim meet to question dominant narratives about what constitutes this ‘Muslim body’ at the local and global level. Yue Li investigates how emancipatory education can liberate people from the prevailing, one-dimensional mode of thinking and behaving that popular culture results in. Drawing from the social philosophy of Henry Giroux and the Frankfurt school, she explores how education allows people to participate in communities of wider society as informed, critical and responsible individuals. Joanna Da-Sylva focuses on critical and conscious Senegalese hip-hop, which embraces the hip-hop social and educational movement utilized to voice societal injustice and challenge the status quo. She argues that Senegalese hip-hop is a platform for political activists to denounce institutional racism, Western domination, poverty, and national corruption, thus recognizing and legitimizing knowledges and voices of the colonized African.

“Tales from the field: Explore reciprocity, experiential learning and the meaning of community in a community service learning course”
Shauna Butterwick (Faculty), Yaying Zhong, Jane Fitzgerald, and others

In this session, which includes an interactive panel and arts-based workshop, we will consider the experiences of students and a faculty member and the lessons learned (and questions arising) from Community Service Learning (CSL) (practicum) course. Through their CSL placements, students in this course have been providing a variety of assistance to their host organizations including: conducting small scale surveys and evaluations, designing and delivering workshops, working directly with learners (such as in the literacy and settlement services programs), conducting web-surveys and literature reviews, preparing databases, assisting with communication and so on. In this session, we will be sharing some stories and reflections based on our experiences of this course and making links with the literature. This will be an interactive session that will employ some creative forms of expression where both panelists and audience will explore the notions of community, reciprocity and experiential learning.

Remember to follow the EDST grad student twitter page @EDSTGradForum for the latest updates on upcoming workshops, events, grad student publications and helpful resources!