

Educational Studies Research Day

APRIL 8, 2022

"Education in Transition"

Official Program

Register here:



<https://tinyurl.com/EDSTRD2022>

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Research Day 2022 Schedule – April 8th

Time	Opening Session		
10am-12pm	<ul style="list-style-type: none"> • Land Acknowledgement • Musqueam Welcome • Opening remarks — GAA team • Opening remarks — Prof. André Mazawi, EDST Department Head • The Graduate Academic Assistants Recognition and Appreciation Award for Exemplary Service to Students • Comments from award recipient • Keynote Address — Dr. Laurel Forshaw • Concluding remarks — GAA team 		
12pm-12:50pm	Lunch break		
	EDST 571 Research Proposal Poster Gallery		
1pm-3pm	Session I		
	Room 1: Racism and Resistance in Education	Room 2: Society, Policy and Space	Room 3: Adult Experiences and Education
3:10pm-5:10pm	Session II		
	Room 1: Perspectives on Teaching and Learning	Room 2: Perspectives in Higher Education	
5:20pm-6:20pm	Session III		
	Political Climate: A Game for Institutional Reconciliation		
7:30pm	Post-conference reception at the Wolf and Hound		

Research Day 2022 Extended Schedule – April 8th

Time	Opening Session		
10am-12pm	<ul style="list-style-type: none"> • Land Acknowledgement • Musqueam Welcome • Opening remarks — GAA team • Opening remarks — Prof. André Mazawi, EDST Department Head • The Graduate Academic Assistants Recognition and Appreciation Award for Exemplary Service to Students • Comments from award recipient • Keynote Address — Dr. Laurel Forshaw: ‘Music Education in Transition: Challenges to Decolonizing and Indigenizing Higher Music Education’ • Concluding remarks — GAA team 		
12pm-12:50pm	Lunch break	EDST 571 Research Proposal Poster Gallery <u>Moderator:</u> Prof. Amy Scott Metcalfe Link to posters: https://edst.educ.ubc.ca/researchday/	
	Session I		
	Room 1: Racism and Resistance in Education <u>Moderator:</u> Prof. André Elias Mazawi	Room 2: Society, Policy and Space <u>Moderator:</u> Dr. Jude Walker	Room 3: Adult Experiences and Education <u>Moderator:</u> Dr. Hongxia Shan
1pm-3pm	<i>Jonathan Turcotte-Summers — Adorno’s Demand: Alt-Facts, the Alt-Right, and the Need for Antifascist Education</i>	<i>Dr. Gail Hammond, Scott David Robertson, and Neha Gupta — Perspective Transformation about Self-Directed Learning in Undergraduate Students</i>	<i>Johanna Mufic — The “Quality Chase” in Adult Education and its Discursive Effects</i>
	<i>Mary Kostandy — The Pyramid of Justice</i>	<i>Daljit Gill Badesha — Unpacking Power Dynamics in Multi-Stakeholder Collaboration</i>	<i>Christy Frost — The Emotional Landscape of a Newcomer Language Classroom</i>
	<i>Jiin Yoo — Moving Beyond Two Homes: Counter-Stories of Canadian Youth of Korean and Japanese Descent Surrounding Identity and Sense of Belonging</i>	<i>Jedidiah Anderson — Dividing the Peace: Imperialism and higher education on the provincial periphery</i>	<i>Gabriella Maestrini — Viral humor in shaky times: Writing a dissertation during a pandemic</i>
	<i>Henry Lee and Daniel Shiu — Unpacking Whiteness within Education Leadership</i>	<i>Gayatri Gopalan — Making, Re-making, Unmaking: Exploring</i>	<i>Wendy Atkinson — Snatching Glamour or a Self-Inflicted Task: The</i>

	Scholarly Responsibility in Hindutva India	concept of curating in the performing arts
	Session II	
	Room 1: Perspectives on Teaching and Learning	Room 2: Perspectives in Higher Education
	Moderator: Dr. Robert VanWynsberghe	Moderator: Dr. Sharon Stein
3:10pm-5:10pm	<i>Devin Ozdogu</i> — Micro-Practice & Learning Labs for Pre-Service Teachers	<i>Yu Guo and Jingwun Liang</i> — “Chicken-hearted” or “Attacked”? A comparative study of media representations of Mainland Chinese and Taiwanese international students in Canada amid COVID-19
	<i>Rosemarie Desmarais</i> — Toward a Collective Global Framework of Environmental Education	<i>Orkhon Gantogtokh</i> — Neoliberalization in Mongolian Higher Education
	<i>Gabriella Maestrini and Vicheth Sen</i> — Dissertation writing 000: What’s before 101? - Things we wish we’d known before writing the darn thing	
	Session III	
5:20pm-6:20pm	<i>Blake Edwards</i> — Political Climate: A Game for Institutional Reconciliation	
7:30 pm	Post-conference reception at the Wolf and Hound	

Paper Abstracts

Keynote: Music Education in Transition: Challenges to Decolonizing and Indigenizing Higher Music Education

Speaker: Laurel Forshaw, PhD

Indigenous musicians and scholars have repeatedly demanded a transformative re-imagining of music education. While Canadian universities have, increasingly, begun to engage in decolonization and Indigenization efforts, engagement in these efforts has been inconsistent and uneven within institutions and across the sector. Higher music education, in particular, has done little in terms of participating in decolonization and Indigenization efforts. The transformative re-imagining of music education called for by Indigenous musicians and scholars needs to occur at all levels and areas of music education; however, higher music education has an immense power and influence on most interactions and experiences that students have throughout their lives with music education. Transformative re-imagining of all facets of higher music education will result in school and community music programs that are taught by music educators who understand, value, and include Indigenous perspectives, musics, and musical practices in culturally safe(r) ways that meaningfully and respectfully engage with reconciliation, decolonization, and Indigenization efforts.

This talk aims to address the challenges to higher music education's engagement in decolonization and Indigenization efforts and to consider the ways in which these efforts position music education as education in transition. The talk will draw on Laurel's doctoral research—*Engaging Indigenous Voices in the Academy: Indigenizing Music in Canadian Universities* (2021)—in which she engaged with six university-trained Indigenous musicians, conceptualizing a transformed higher music education in which Indigenous musics, musicians, knowledges, and musical practices are valued and included in ways that go well beyond Indigenous inclusion (Gaudry & Lorenz, 2018). The magnitude of what will be required of higher music education in the work of decolonization and Indigenization will necessitate visionary and courageous leadership and will necessarily involve all stakeholders in higher music education (including deans and senior leadership, chairs, faculty, staff, students, patrons and donors, and audience members) as the discipline navigates the challenges it faces as an education in transition.

Keywords: music, higher music education, Indigenization, decolonization, reconciliation, post-secondary music education, university, Indigenization of the academy, Indigenization of higher music education

EDST 571 Poster Session — 12pm-12:50pm

Moderator: Prof. Amy Scott Metcalfe

Students in this year's EDST 571: Educational Research: Relating Questions, Theory, and Methodology course created research posters that describe their research proposals (MA thesis, dissertation, conference, or other proposals). This digital poster gallery provides an opportunity for students in EDST 571 to interact with students and faculty in EDST on the topic of their own research. We might also ask each other "What could/should/does a research proposal look like?"

Session I — 1pm-3pm

Room 1: Racism and Resistance in Education

Moderator: Prof. André Elias Mazawi

Jonathan Turcotte-Summers — Adorno's Demand: Alt-Facts, the Alt-Right, and the Need for Antifascist Education

"The premier demand upon all education is that Auschwitz not happen again," insists Theodor Adorno (1966). I suggest that one of the many tasks involved in meeting this demand is countering fascists' attempts to not only impose their own version of the truth, but to strip the very concept of truth of its significance and usher in a "post-truth" era. In order to better understand this desire for the death of truth, I turn to Adorno and Horkheimer's *Dialectic of Enlightenment* (1947), which argues that fear of truth is "[t]he cause of enlightenment's relapse into mythology," and that this fear of truth is itself born of the positivist fear of departing from concrete empirical facts. Contemporary fascists mask the first fear by reveling in their lack of the second, exploiting liberal commitments to "free speech" in order to willfully and gratuitously propagate falsehoods, especially at educational institutions which claim truth as their highest value. How should students and teachers respond? What are some possible features of an antifascist education? And does mythology have a role to play in such an education, or is it really nothing more than falsehood?

Mary Kostandy — The Pyramid of Justice

In his book, *The Idea of Justice*, Amartya Sen (2009) argues that an idea of justice ought to start from the lived realities of people experiencing injustice. He privileges the vantage point of ordinary people whose daily lives are ravaged by injustices in shaping ideas of justice. Sen's argument is in line with many Arab scholars who have argued that an apt theory for justice for the Arab world ought to be inspired by the 2011 uprisings (part of the "Arab Spring"). When people revolted, they were not instigated by the philosophical question "what is justice?" but they were motivated by an intense feeling of injustice. The movement was less shaped by books or theoretical debates and more by their daily lived experiences (Elizabeth Kassab, 2013; Bishara, 2013; Elhadad, 2013) Building on this, I will share a few pointers towards an idea of justice for the Arab world inspired by my findings.

In my study, I focus on a teacher movement in Egypt, which supported the Egyptian uprising (Beinin, 2011) and was also inspired by it. Following the Arab Spring, Egyptian teachers started using Facebook as an alternative platform to the state-controlled Teachers' Union. The membership of some of their Facebook groups exceeds half a million, and span Egypt's

27 governorates. I examine the discourses of Egyptian teachers in one of the most active public Teacher Facebook groups and analyze their posts on the 2019 World Teachers' Day. Egyptian Teachers on Facebook call for moral, legal and material justice. What do these terms mean? I compare those terms and data that emerges from my study with Nancy Fraser's three dimensions of justice, namely redistribution, recognition, representation. Can Fraser's theory of justice adequately capture the injustices that some teachers face in the Arab world?

Building on teachers' in vivo categories, I share a few pointers towards an idea of justice aptly titled "the pyramid of justice."

Jiin Yoo — Moving Beyond Two Homes: Counter-Stories of Canadian Youth of Korean and Japanese Descent Surrounding Identity and Sense of Belonging

This empirical study explores lived experiences of Korean and Japanese immigrant youth in Canada regarding identity and sense of belonging across culture, nation, and race with two research questions. The first question involves how they construct and negotiate their cultural identity and sense of belonging, which shift between Canada and their homeland. The second question concerns how they perceive their racial identity—Asianness—and how it is intertwined with their lived experiences of racialization and racism. The study illuminates the complex nature of the cultural and racial identity of Asian youth by exploring two ethnic groups who share racial identity yet have distinct ethnic identities, cultures, and histories of the countries of their origin. Critical race theory was employed as a central theoretical framework, which offers a valuable lens to center race and racism for a better understanding of participants' racialized experiences. In-depth interviews and focus groups are employed as research methods. Six Korean and six Japanese youths living in Metro Vancouver participated in the study to share their voices and lived experiences. The findings demonstrate participants' counter-stories that confront master stories regarding Asian immigrant youth populations.

Henry Lee and Daniel Shiu — Unpacking Whiteness within Education Leadership

Educational organizations are currently exploring ways to increase equity, diversity, and inclusion (EDI), and this is now evident within the K-12 school system, universities, and teacher unions. These organizations have been creating and implementing new EDI specific policies. Their goal is to provide the framework and supports needed to establish EDI into the organizational culture. However, the implementation of EDI policies does not always lead to the intended outcomes. The purpose of this paper is to explore some factors regarding why the implementation of EDI policies within educational organizations can be problematic. This includes how Whiteness is replicated, promoted, and celebrated in educational leadership. How Whiteness and White supremacy are operationalized by BIPOC leaders within educational spaces, and how EDI specific training fails to understand the different training needed for both BIPOC and non-BIPOC leaders. This paper also addresses the model minority myth and how this inform and guides BIPOC identity and leadership within a predominately White dominant leadership in education.

Room 2: Society, Policy and Space

Moderator: Dr. Jude Walker

Dr. Gail Hammond, Scott David Robertson, and Neha Gupta — Perspective Transformation about Self-Directed Learning in Undergraduate Students

The academic literature on Andragogy has provided a rationale for practicing SDL that centers around students' learning in higher education, including their ability, perception, motivation, and interest in learning to construct new knowledge, as well as, for their preparation for continued education.

For over 5 years, Dr. Hammond, Faculty of LFS, UBC has used SDL as a pedagogical approach in their classrooms and has been trying to understand the concept better by knowing the voices of their students. With this ongoing research, Dr. Hammond and her team of researchers are interested in knowing, the trajectory of perspective transformation in students about the concept of SDL before and after completion of a ~3 months course. This qualitative research analyses responses of 54 undergraduate students from FNH 473 and FNH 250, through a survey in which each student reflects upon the development of their own learning experience.

Daljit Gill Badesha — Unpacking Power Dynamics in Multi-Stakeholder Collaboration

Daljit will provide an overview of the research that studied one collaboration involving non-profit and government stakeholders working together at one project site in the Metro Vancouver region.

The qualitative study asked three research questions: (1) How do participants describe their experiences of collaboration within the context of this early childhood refugee project?; (2) What discourses do participants use to describe their own positionality in a multi-organization partnership?; and (3) In what ways, if at all, do participant narratives and institutional documents reflect how power and democratic participation intersect in the space of collaboration?

Study data included five transcribed expert interviews, project documents, researcher reflexive journal, and media reports. A social constructionism approach underpins the study to examine how collaboration was designed, implemented, and experienced.

The preliminary findings include the role of empathy, participatory democracy, and power dynamics in the socially constructed space of collaboration. Gray and Purdy's (2018) definition of different forms of power (authority, resources, and discursive power) and power orientations (power over, power to and power for) was used to analyze participant experiences. The findings from this study will be of interest to researchers and practitioners working in similar spaces.

Jedidiah Anderson — Dividing the Peace: Imperialism and higher education on the provincial periphery

The provincial border between northeastern British Columbia and northwestern Alberta bisects a common cultural and geographic region. Indigenous and non-Indigenous people who live in this region have been subjected to the imperial rivalries of different federal jurisdictions within the settler project of Canada. The unchaga or sâkitawâhk, also known as the Peace River Country, covers the bulk of this conceptual place. This paper will explore how the development of higher education in northeastern BC and northwestern Alberta was uniquely affected by the imposition and entrenchment of Canada's internal colonial

borders. Policy research occurred during the New Democratic Party government of premier David Barrett in BC and the Progressive Conservative government of Peter Lougheed in Alberta, which offers a glimpse at an alternative path for higher education in the Peace Country. The recommendation by policy-analysts for a regional inter-provincial federated college system was rejected by the British Columbian government in 1974. This paper presentation will show how higher education is shaped by and helps shape political geography and concepts of space in Canada, particularly in peripheral and northern places.

Gayatri Gopalan — Making, Re-making, Unmaking: Exploring Scholarly Responsibility in Hindutva India

This halfway house used to be home.
Rendered half, I seek in jagged pieces
the peace we had once known, lived.
but yesterday is so much more distant
than memory's hand can reach, and
remembrance is seditious.

What does it mean to be a scholar in India today? This paper seeks to interrogate the notion of intellectual responsibility in a socio-political context of shifting (towards the far right) national narrative and identity. More specifically, it is part of an ongoing contemplation on what it means to embark on a scholarly path in neoliberal, Hindutva India where the individual self, the citizen self as much as the nation are being reshaped in the larger saffronisation, privatisation, and de-democratisation of public discourse and public sphere (Anderson & Jaffrelot, 2018). This paper, then, is an attempt at a response-ability, a forging in some ways of the contours of my responsibility as a scholar, an educator, and as a citizen (in the intersectionality of many identity categories).

Room 3: Adult Experiences in Education

Moderator: Dr. Hongxia Shan

Johanna Mufic — The “Quality Chase” in Adult Education and its Discursive Effects

What happens in an education system that is constantly chasing quality? How is quality construed in such narratives and what kind of talk and thinking is possible? And what are the discursive effects? These are some of the questions that are discussed in my thesis that focuses on how quality is construed in Swedish Municipal Adult Education. By drawing from transnational and national adult education policy, I critically scrutinize how quality is construed in such documents. With the help of Carol Bacchi's (2009) post-structural, Foucault influenced the “What's the problem represented to be” approach it becomes possible to interrogate and reconstruct the concept of quality. The initial findings indicate that the concept of quality often is left undefined in transnational and national policy. Instead, quality seems to be construed as a “problem” or something that is “lacking” and therefore must be “improved” in both transnational and national policy. This has effects on what can be said and thought about quality in different educational contexts.

Christy Frost — The Emotional Landscape of a Newcomer Language Classroom

In the last several decades, the affective turn in language studies has demonstrated that emotion contributes to how students experience their language learning journeys, whether or not teachers explicitly create space to acknowledge affect (Pavlenko, 2013). In particular,

the connection between language and emotion comes to the foreground in studies of language classes for adult newcomers, as these students must often simultaneously navigate emotionally charged linguistic and cultural transitions both inside and outside the classroom (Burgess & Rowsell, 2020; Dovchin, 2021; Waterhouse & Arnott, 2016). Drawing together personal narrative, theoretical perspectives and spatial metaphor, this paper is a theoretical exploration of the emotional landscape of an Adult newcomer language class. The structuring metaphor of a natural physical space works to illustrate the complex ways different affective layers are at play in the language learning process—as students and teachers simultaneously grapple with feelings about the learning journey itself, the complexities of engaging in emotional expression across different languages, and aspects of a new culture that can only be learned intuitively. Much of the literature on the affective dimension of language learning focuses on one aspect—such as motivation, self-efficacy or emotionality in different languages. My paper brings a unique approach to the topic by avoiding such narrow characterization, and instead employing a landscape metaphor to map the diverse and overlapping ways in which emotion may be at play in a newcomer language class.

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Gabriella Maestrini — Viral humor in shaky times: Writing a dissertation during a pandemic

Writing a dissertation is never easy as anyone writing one will attest; however, as humor researcher, times like these are a global humor goldmine. Not to underestimate the severe impact that pandemics like the 2020-2021-22- XX one present, the production of humorous interventions are sites of interest for me. People respond in many ways to changing events around them in an attempt to curb fear of the unknown, fear of death, fear of loneliness and fear for loved ones. Sharing the fear may ease it. Humor fuels a myriad of needs for those consuming and producing it including a wide variety of functions to deal with a fast-changing fearful world ‘out there’. Just remember the toilet paper crisis of 2020!

To show some of these functions, throughout the presentation I will provide examples of memes, cartoons, jokes, and language collected from friends around the world that are included as final chapter in my dissertation.

Wendy Atkinson — Snatching Glamour or a Self-Inflicted Task: The concept of curating in the performing arts

In popular culture curating has come to mean the selection of consumer goods: from curating your sandwich to your household furnishings. In this presentation I will explore the concept of curating and its potential as a method to further social justice goals in presenting the performing arts. I will begin by outlining the evolution of the concept of curating from its origins in the visual arts to its developing usage in the performing arts. Secondly, I will explore the emerging concept of “the curatorial” as a form of knowledge production and how that concept might be applied to the performing arts. I will conclude by using examples from the performing arts to explore the possibilities for using the concepts of curating and “the curatorial” as methods for programmers to pursue social justice goals in their practice.

Session II — 3:10pm-5:10pm

Room 1: Perspectives on Teaching and Learning

Moderator: Dr. Robert VanWynsberghe

Devin Ozdogu — Micro-Practice & Learning Labs for Pre-Service Teachers

Largely, teachers tend to teach the way they were taught (Lortie, 1975; Brizman, 1991; Grossman, 1991) -- this what teacher educators refer to as the “apprenticeship of observation.” This is a problem because older pedagogical practices don’t necessarily meet the needs of today’s students. In addition, pre-service teacher training and in-service ProD opportunities have struggled to impart pedagogical practices that lead to deeper learning. There are multiple barriers that resist innovation or experimentation in K-12 education: (1) teachers’ practice is siloed, (2) there aren’t spaces to experiment without risking failure, and (3) the grammar of schooling hinder change. Other fields (medicine, law, business, and even navigating oil tankers) overcame these barriers and created lab-like learning conditions that allowed novices to practice more authentically without the risk. Yet, teacher practicum typically moves from theory-based methods courses directly into real classrooms. My dissertation is action research that will create a series of Teaching Learning Labs for pre-service K-12 teachers at UBC. These labs intend to let teachers (1) break free of their apprenticeship of observation, (2) gain first-hand experience of what different learning strategies look and feel like (i.e. embodied practice), (3) and explicitly innovate through micro-practice under lab conditions.

Rosemarie Desmarais — Toward a Collective Global Framework of Environmental Education

Based on the Anthropocene literature and an exploration of current gaps in international agreements regarding environmental education, the presentation will explore possible features of a Global Framework of environmental education. I propose pathways for a collective global framework that is aware of the deep interconnections between the living and non-living world, built on a system of multi-scalar governance, conscious of the importance of social and ecological justice, and apt to foster unparalleled levels of cooperation at all levels. The presentation will address how such a framework may contribute to answering transnational ecological issues and offer political guidance to the

international community. The presentation is based on a paper written for the EDST 588 course and builds on insights from my thesis work.

Gabriella Maestrini and Vicheth Sen — Dissertation writing 000: What’s before 101? - Things we wish we’d known before writing the darn thing

We are two friends at slightly different stages of the dissertation writing stage. Vicheth Sen graduated last year, and Gabriella Maestrini should be done with this never-ending story this year.

Our dissertations are different, yet we have remained supportive of each other’s writing process through shared writing sessions and continued brainstorming activities. With this a bit tongue-in-cheek seminar, we would like to share some of the challenges we have faced that we wish others had told us about before, how we have addressed or overcome them. We can share some helpful resources as well. We encourage active participation and questions.

Room 2: Perspectives in Higher Education

Moderator: Dr. Sharon Stein

Yu Guo and Jingwun Liang — “Chicken-hearted” or “Attacked”? A comparative study of media representations of Mainland Chinese and Taiwanese international students in Canada amid COVID-19

The outbreak of the global pandemic has put many international students from Mainland China and Taiwan in vulnerable situations due to the resurgence of anti-Asian racism both from in-person violence and cyber racism (Guy, 2020; Dubey, 2020; Firang, 2020; Human Rights Watch, 2020). While there is some existing literature discussing international students’ experience in host countries (Fong, 2011; Guo & Guo, 2017), few explore how international students are portrayed and represented in the media from their source regions, and how these representations diverge/converge with the situation in host countries. In this study we use the lens of geopolitics of knowledge to analyze discursive frameworks present in Canadian media stories concerning international students and Anti-Asian racism and compare and contrast this to discursive frameworks present across major media outlets in Mainland China and Taiwan in relation to students who choose to study abroad. Critical Discourse Analysis is adopted to understand the power dynamic in the media representations in three jurisdictions.

Orkhon Gantogtokh — Neoliberalization in Mongolian Higher Education

In this short presentation, I reflect on Brown’s theorizing of neoliberalism as governing rationality. It gives me more insights into how higher education is being deregulated and is losing its values globally and how it is operationalized in Mongolia. Brown (2015) points out that neoliberalism should not be understood simply as an economic policy but ‘as a governing rationality that disseminates market values and metrics to every sphere of life and construes the human itself exclusively as homo-economicus’ (p.176). The neoliberal world is practiced locally and understood differentially (Brown, 2015). However, we can see that the common trends of increasing inequality, massive privatization, marketization, economization of everything, and diminishing value of public goods are all evident across cultures and systems but in different forms and scales. Brown (2015) argues that public higher education has been adversely affected by the narrow-minded governing rationality of

neoliberalism that portrays only a one-sided view of higher education as a producer of human capital. In this paper, echoing Brown (2015), I will analyze how neoliberalism has transformed the purposes of higher education and academic programs as well as the governance of Mongolian public universities.

Session III — 5:20pm-6:20pm

This session is also an invitation to play. We will first listen to the speaker's presentation on a game they developed, and then encourage participants to play together.

Political Climate: A Game for Institutional Reconciliation

Speaker: Blake Edwards

This game was developed to assist faculty, staff, and students to understand the complexities of institutional reconciliation in post-secondary. Players should be aware that Indigeneity and reconciliation is going to look different for every public institution. While this game attempts to provide insight to these complexities, it may provide a simplification to the process and standardization to the approach. Indigenous peoples are not all the same, however, Indigenous communities have a shared history with colonization and shared values with respect to their relationship with the natural world. This game is set to honour the strength and resilience of Indigenous people, and as such, avoids the use of pan-Indigeneity and use of Indigenous traits.

This is a creative project designed for EDST 531 and has not been reviewed and scrutinized by Indigenous scholars. Limited consultation has been conducted with Indigenous community for the purpose of this project, however, the author has mindfully selected academic scholarship from notable Indigenous academics. The author attempts to provide allyship by disrupting oppressive spaces and using this game as a means of education for others on the realities and histories of Indigenous peoples.

Political Climate is an adaptation of Matt Leacock's *Forbidden Desert: Thirst for Survival* (2013).

Presenter Bios

(In alphabetical order)



Ian Alexander

Ian Alexander is a second-year PhD student in the Department of Curriculum and Pedagogy. Ian first taught in South Korea and then in China, mostly teaching Social Studies, English Language Arts, and English as an Additional Language in two BC curriculum offshore schools. Upon returning to Canada, Ian completed an MA at the University of Victoria researching the perspectives and experiences of BC offshore school graduates and internationalization of education. Now at UBC, Ian is researching how Canadian teachers conceptualize, design, and teach Social Studies courses in British Columbia offshore schools.



Jedidiah Anderson

Jed Anderson is a PhD candidate and sessional instructor in the Department of Educational Studies at UBC. He is researching the development of higher education in northern British Columbia. Jed's research is historically framed and also draws from geographical and political writings to understand current norms. Jed has a MA in Political Science from the University of Northern British Columbia and a BA in English Literature from SFU. He has studied and worked as a researcher in the United Kingdom and Norway. His non-academic work-history includes journalism, local government administration, and eight years of factory labour.



Rosemarie Desmarais

My name is Rosemarie and I am a second year MA student in Educational Studies. I am originally from the province of Quebec but have been living abroad most of my adult life. My research at UBC focuses on the interlinkages between education, ecology, and social change. My thesis investigates, defines, and critically explores the concept of ecological literacy. I am very interested in the role education can play to answer the ecological crisis.



Blake Edwards

Blake Edwards (he, him, his) is a student in the Master of Education in Higher Education program, and currently works as a Manager of Student Life at BCIT. Blake is a community builder and dedicates his time to changing processes and policy to create more inclusive and decolonized spaces for students. Blake's research interests are in institutional "re"conciliation and decolonization, creating safe spaces for LGBT2QIA+, admission equity, and micropolitical decision making in educational institutions.



Laurel Forshaw

Laurel Forshaw is a Postdoctoral Research Fellow at the University of British Columbia in the Faculty of Education, Department of Educational Studies, where her research in decolonization and Indigenization seeks to draw attention to the disparity between Indigenous and non-Indigenous participation in higher music education within Canada and to encourage and engage in meaningful decolonization and Indigenization within music education and higher music education. Her recently completed doctoral research (PhD in Music Education, University of Toronto)— Engaging Indigenous Voices in the Academy: Indigenizing Music in Canadian Universities—engaged with six Indigenous musicians who have all studied music in university and was supported by a Joseph-Armand Bombardier Canada Graduate Scholarship (SSHRC-CGS). Laurel holds a Master of Arts in Music Education (Choral Conducting) and Kodály and Orff-Schulwerk certification from the University of St. Thomas, Minnesota, and serves on faculty for the Kodály certification program at Western University. Laurel has served as a course instructor at the University of Toronto and Lakehead University, teaching elementary music education methods and conducting.

An active choral conductor, Laurel was most recently conductor of the Strata Vocal Ensemble in Hamilton, ON, and before that, she was Artistic Director of the Dulcisono Women’s Choir, and founder and Artistic Director of the Rafiki Youth Choir, both in Thunder Bay, ON. Dedicated to providing singing opportunities for all, Laurel created a Kodály-based program for adult women to learn music literacy and vocal skills in a choral setting. She also provided professional development and facilitated learning labs for the itinerant music educators at the Lakehead Public School Board (Thunder Bay, ON).

Laurel is also involved in a multi-institutional research project and collaboration investigating all-ability choral experiences through the development of a new app, Adaptive Use Musical Instrument (AUMI) Sings, developed for research on the inclusion of peoples with vocal (dis)abilities in choral settings. The AUMI Sings research seeks to disrupt conventional expectations and experiences of choirs and singing with the goal of considering the complexities and possibilities of inclusive choral experiences.



Christy Frost

Christy Frost is a first year MA student in the adult learning and education stream of EDST. Before studying at UBC she taught ESL in North West China, and provided staff development coaching at a Canadian non-profit. Her research interests include the social, emotional, and cultural dimensions of second language acquisition, textbook analysis, and intercultural models of language learning.



Orkhon Gantogtokh

Orkhon Gantogtokh is a PhD student in Educational Studies. She completed an MSc in Higher Education at the University of Oxford in 2016 and an MA in international education and development at the University of Sussex in 2009. As a founder member of educational NGOs, Education Reform Movement and Academy of Higher Education Development, she has been actively engaged with higher education reform processes of Mongolia with her research publications, advocacy papers and involvement in the national level projects and programs to enhance the quality of higher education. Her research is dedicated to improving the quality of research training in Mongolia.

Gayatri Gopalan

I am a second-year doctoral student in the Department of Curriculum and Pedagogy at the Faculty of Education in the University of British Columbia. I am interested in exploring questions of critical pedagogical and educational responsibility within dominant neoliberal and increasingly, neoconservative discourses that frame curriculum and teaching practices. Broadly speaking, my academic interests include critical and decolonial approaches to education, democracy and citizenship education, educational equity, ethics, and teacher identity.



Yu Guo

Yu Guo is a Ph.D. student at the Department of Educational Studies, University of British Columbia. She obtained her B.A. in Journalism at Zhejiang University and M.A. in Educational Studies at University of British Columbia. Her research is focused on internationalization and marketization of higher education in Canada and China. She particularly interested in the media engagement of higher educational institutions in Canada for recruitment and marketing purposes through decolonial lenses. She also interested in the intersection between international student recruitment in higher education and immigration policies in Canada.



Neha Gupta

Neha is an international graduate student at EDST, currently pursuing MA in Adult Learning and Education. Her Master's thesis explores the Facebook Page of an Anganwadi Union based in Delhi, India as a site of Feminist Public Pedagogy. Neha is also working as a TA at Vantage college, and in 2020, she has worked as a Sustainability Scholar at UBC. Neha has a diverse academic and professional background prior to coming to UBC. She has gained formal education in Economics and Environment management, and has worked as a consultant, a corporate trainer, and an elementary school coordinator in India for about 7 years.



Gail Hammond

Gail is an Associate Professor of Teaching in Food, Nutrition & Health, and a registered dietitian with 10 years of work as a nutrition educator in the community before transitioning full-time into academia. She taught large undergraduate second, third and fourth year nutrition courses, that span from Introductory Nutrition and Nutrition Assessment to Applied Public Health and approach her practice with a social-constructivist philosophy. Gail says, “It is my privilege to see students grow personally and academically as they progress from second to fourth year and I am excited to see how each one will create positive change in the world”.



Henry Lee

As an immigrant settler from Hong Kong, He is a Doctoral Candidate from EDST at UBC and his research focuses on educational leadership within the context of equity, diversity, inclusion and intersectionality. Previously, he was an adjunct instructor with LLED at UBC and served as a faculty associate with PDP at SFU. Henry also taught secondary French immersion, Social Studies and Inclusive Education in Burnaby for 17 years. Currently, he is an Assistant Director (Leadership and Member Training) in the Professional and Social Issues Division of the BC Teachers’ Federation.



Mary Kostandy

Mary is a Ph.D. Candidate in EDST. Her doctoral research follows a digital movement of Egyptian teachers on Facebook, which mobilizes for the economic, social and political reform of the teaching profession. She received her MA in International and Comparative Education and her BSc in Computer Science, both from the American University in Cairo (AUC), Egypt. Mary is the Initiative Lead for the Diverse Career Paths of Educational Studies Alumni. The initiative, funded by the Faculty of Education Advancing Learning Transformed grant and the UBC Advancing Education Renewal Grant, aims to draw on Educational Studies (EDST) alumni’s career experiences to support graduate students in exploring diverse career pathways.



Jingwun Liang

Jingwun Liang is a Ph.D. student in the department of Critical Policy, Equity, and Leadership Studies at Western University. She is also a former master’s graduate from the University of British Columbia. Her research focuses on the internationalization of higher education and university mediatization. She is particularly interested in exploring how the currently dominant Anglo-American model of globalization and internationalization, especially the promotion of global university rankings, has reinforced the competition among the globalized higher education market.



Gabriella Maestrini

I have been teaching since the age of 13 when I needed a pair of new pants – this somewhat informal beginning to teaching has spanned an over 30-year career in teaching adults, languages, and recently humor around the world. The steppingstones to me lead through comic sensibilities, visual maps, and unexplained poetic outburst. Writing, thinking, and laughing in multiple languages is as much part of me as is my comic poetic dissertation work, where I focus on the worldview, pedagogical and post-disaster possibilities of humor expressed through cartoons, stand-up comedy, and found street humor.



Johanna Mufic

Johanna Mufic is a doctoral student in education specialising in adult learning at Linköping University, Sweden. Her doctoral work concerns issues of quality in relation to Swedish adult education and school inspection in Sweden. She is also comparing how quality is construed in Canadian and Swedish adult education.



Devin Ozdogu

Devin began teaching over 20 years ago driven by the belief that a great teacher can change students' lives. While most of his career was spent as a public high school English teacher in California, he has spent the last 5 years providing professional development for project-based learning, mentoring, self-direction, and data-driven leadership to hundreds of schools across the U.S. through the Summit Learning program. As a doctoral candidate in the Ed.D. program, he's interested in researching teacher education, writing pedagogy, and educational innovation.



Scott Robertson

Scott is a PhD Candidate in EDCP, a sessional instructor for UBC Teacher Education, and a SoTL Specialist with the Centre for Teaching, Learning, and Technology at UBC Vancouver. His research interests include teacher autonomy and the dynamics of curricular relationships as well as mentoring and teacher education, within the scope of qualitative methodologies. Prior to his doctoral studies, Scott enjoyed sixteen years as a secondary teacher in Vancouver, where he has also been a youth soccer coach for over thirty years.



Vicheth Sen

Vicheth Sen is currently a sessional lecturer in the Department of Educational Studies, University of British Columbia. He is also a senior fellow at the Center for Khmer Studies based in Cambodia. He has been an educator and researcher in the postsecondary educational setting for nearly two decades in his native country, Cambodia, and now in Canada. His main areas of research and teaching include adult and higher education and social justice and equity, coloniality and onto-epistemic justice, neoliberalism and public education, and adult learning and sustainability.



Daniel Shiu

As an immigrant settler, Daniel has taught high school for the last 30 years in Surrey, mostly as a Social Studies teacher. He obtained his Ph.D. from EDST at UBC focusing on Aboriginal Education and mis/representation of Aboriginal peoples in text. He was also a lecturer in EDST and has been a sessional instructor of EDST 404. Currently, he is an Assistant Director (Teacher Inquiry Program and Professional Support Coordinator) in the Professional and Social Issues Division of the BC Teachers' Federation.



Jonathan Turcotte-Summers

Jonathan Turcotte-Summers is a PhD student in EDST. He is a settler born and currently living in Tiohtià:ke (Montréal), on the territory of the Kanien'kehá:ka (Mohawk). His dissertation will be an autoethnographic study of student antifascist organizing.



Jiin Yoo

This is my second time participating in Research Day. As an MA student and a prospective Ph.D. student, my research interest lies in exploring the transnational activities of immigrants of colour in Canada. I am keen to examine how immigrants of colour negotiate social/cultural capital and values between their origin countries and host countries in their workplaces and how their transnational practices are interconnected with other variables, such as ethnicity, gender, family, and legal status. Other than academic activities, I enjoy various outdoor activities, including skiing, paddleboarding, and hiking with friends and family.