

EDST RESEARCH DAY 2023



'Reimagining education for an equitable, sustainable, and connected world'

The conference invites us to come together to rethink education for a world that is equitable, sustainable, and connected. We welcome proposals that engage the themes of social justice, environmental justice, technology and education. We also invite proposals on other education related topics. All students are welcome: Ph.D., Ed.D., M.A., and M.Ed. EDST

March 31, 2023
Friday

In-person

Conference website:
<https://edst.educ.ubc.ca/researchday/>

RESEARCH DAY 2023 - THEME

Reimagining education for an equitable, sustainable and connected world –

In the past few years, the world has undergone intense changes, the nature and pace of which are unprecedented. The disruption and uncertainty caused by the Covid-19 pandemic have highlighted that we cannot continue life as usual, and this demands a different educational response. This conference is an invitation for us to come together to rethink education for a world that is equitable, sustainable, and connected. Social justice, environmental justice, technology and education, therefore, are important themes for this conference.

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Research Day 2023 Schedule – March 31

Time	Opening Session <i>Venue: Ballroom, PCN</i>	
10am-12pm	<ul style="list-style-type: none"> • Land Acknowledgement — GAA team • Opening remarks — GAA team • Opening remarks — Prof. André Mazawi, EDST Department Head • The Graduate Academic Assistants Recognition and Appreciation Award to EDST Faculty for Exemplary Service to Students • Comments from award recipient • Keynote Address — Dr. Kari Grain • Concluding remarks — GAA team • Group Photo — all participants 	
12pm-12:50pm	Interactions over lunch (Ballroom, PCN)	
1pm-2pm	Session I	
	Room 1: MPR, PCN 2012 Resistance, resilience and healing	Room 2: PCN 1215 Perspectives on educational policy and practice
2:10pm-3:10pm	Session II	
	Room 1: MPR, PCN 2012 Power, politics and re-imagining education	Room 2: PCN 1215 Diverse perspectives on education
3:20pm-4:20pm	Session III	
	Room 1: MPR, PCN 2012 Panel Presentations EDST 571 – Relating questions, theory, and methodology in research proposals	Room 2: PCN 1215 Panel Presentations Diverse perspectives on equity, sustainability, and connection in educational research
4:30pm-5:30pm	Session IV	
	Room 1: MPR, PCN 2012	
	Workshop: How to write research differently: Examples of comic poetic inquiry	

Research Day 2023 Extended Schedule – March 31

Time	Opening Session	
10am-12pm	<ul style="list-style-type: none"> Land Acknowledgement — <i>GAA team</i> Opening remarks — <i>GAA team</i> Opening remarks — <i>Prof. André Mazawi</i>, EDST Department Head The Graduate Academic Assistants Recognition and Appreciation Award to EDST Faculty for Exemplary Service to Students Comments from award recipient Keynote Address — <i>Dr. Kari Grain</i>: ‘Facing the Brokenness: Cultivating Critical Hope in Educational Research and Teaching’ Concluding remarks — <i>GAA team</i> 	
12pm-12:50pm	Interactions over lunch	
1pm-2pm	Session I	
	Room 1: MPR, PCN 2012	Room 2: PCN 1215
	Resistance, resilience and healing <u>Moderator: Prof. André Elias Mazawi</u>	Perspectives on educational policy and practice <u>Moderator: Yotam Ronen</u>
	<i>David Warkentin</i> – Unsettling research: A personal reflection	<i>Jedidiah Anderson</i> – Bill Vander Zalm’s Lesser Known Fantasy: Decentralization and the potential impacts on education policy in British Columbia
	<i>Ana MacLeod</i> – Witnessing the journey: A spiritual awakening	<i>Katherine Yuko Fry</i> – Mapping Opportunity Hoarding: Attendance Zone Boundaries in the Seattle Public School District
	<i>Rena Del Pieve Gobbi</i> – Mental health disability in higher education: An autoethnography of stigma and resilience	
2:10pm-3:10pm	Session II	
	Room 1: MPR, PCN 2012	Room 2: PCN 1215
	Power, politics and re-imagining education <u>Moderator: Dr. Samuel Rocha</u>	Diverse perspectives on education <u>Moderator: Dr. Fei Wang</u>
	<i>Yotam Ronen</i> – Prefigurative Education: The Case of Two Early	<i>Yeonjoo Kim</i> – Changing relationships of work, learning, and life of millennials

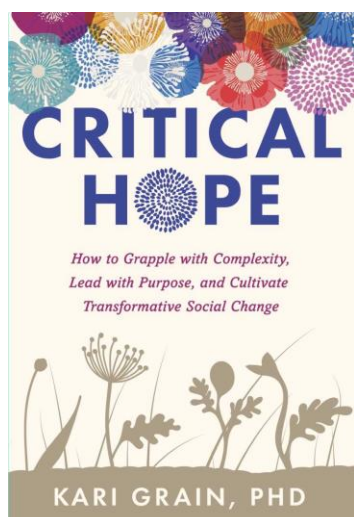
	20th Century Educational Experiments	
	<i>Silas Krabbe</i> – Critical pedagogy and Black theology: Paulo Freire and James Cone's mutual influence	<i>Daljit Gill-Badesha</i> – What's at stake and what's at play: multi-stakeholder collaboration
	<i>Jonathan Easey</i> – Queer patients as physician educators about PrEP, an HIV-prevention tool	<i>Gayatri Gopalan</i> – Of Muses and Musings: Versifying a response to inhabited words and worlds
	Session III	
	Room 1: MPR, PCN 2012	Room 2: PCN 1215
3:20pm-4:20pm	<p><i>Panel Presentation</i> EDST 571 – Relating questions, theory, and methodology in research proposals</p> <p>Moderator: <i>Prof. Amy Scott Metcalfe</i></p> <p>Presenters: <i>Khaled Al Awar</i> <i>Vincent Chien</i> <i>Harriet Dai</i> <i>Kentaro Hasa</i> <i>Cindy Hong</i> <i>Aneet Kahlon</i> <i>Kelsey Sablan Martin</i> <i>Alexandra Ross</i></p>	<p><i>Panel Presentation</i> Diverse perspectives on equity, sustainability, and connection in educational research</p> <p>Moderator: <i>Dr. Jude Walker</i></p> <p>Presenters: <i>Kusai Alsalhanie</i> <i>Jonathan Easey</i> <i>Jafar Iqbal</i> <i>Carrie Krekoski</i></p>
	Session IV	
4:30pm-5:30pm	Room 1: MPR, PCN 2012	
	<p>WORKSHOP: How to write research differently: Examples of comic poetic inquiry – Gabriella Maestrini</p>	

Paper Abstracts

Keynote: Facing the Brokenness: Cultivating Critical Hope in Educational Research and Teaching

Speaker: Kari Grain, PhD

The role of hope in education has long been a discussion that inspires and repels. Just as hope can be a vital foundation for the construction of possible futures, its soft edges and utopian ideals can alienate those for whom hope is not easily aroused or summoned. In an era wrought with interconnected injustices like toxic drug poisoning, continued colonial violence toward Indigenous and Racialized Peoples, unchecked capitalism, and myriad manifestations of the climate crisis, a hopeful stance that lacks action or contextual complexity is naive to the dire realities before us. And yet, people and communities who demand (and work for) change – activists, educators, healthcare workers, community leaders, and others – need connection and fortitude now more than ever. In this talk, I introduce the idea of “critical hope” (Freire, 1994; Grain, 2022) and ask how it might offer a nourishing, relational framework for those engaged in research and teaching. In the book, *Critical Hope* (2022), I conceptualize this notion with the original ideas of Freire, but infuse it with diverse research and ideas presented by poets, neuroscientists, critical feminist scholars, musicians, Indigenous leaders, anti-racist writers, and community activists. Critical hope prioritizes “relational accountability” (Wilson, 2001) and active hospitality toward emotions like anger and grief. As a relational practice, critical hope is a dance - a messy, embodied entanglement between the difficult knowledge of the brokenness facing education, and the host of vibrant possibilities that education is ideally positioned to bring into being. The intention of this talk is to further explore how we, as a community in the Department of Educational Studies, might engage with the broken pieces and reimagine what it means in our own teaching and research, to heal.



Session I — 1pm-2pm

Room 1: Resistance, resilience and healing

Moderator: Prof. André Elias Mazawi

David Warkentin — Unsettling research: A personal reflection

This short presentation will introduce my dissertation research, tentatively titled, “An Integrative Curriculum of Place: Decolonization in the Fraser Valley.” I will do so by giving a brief personal reflection of some of the ways this research has been unsettling (Regan, 2010), both personally and professionally. My project is engaging a lens for curriculum research that incorporates critical place-based and Indigenous land-based education. This approach to curriculum invites practices of unlearning colonialism and renewing relationships with Indigenous people and places (Donald, 2022). Early on in my research, however, I experienced the unsettling nature of this research through institutional resistance and eventual dismissal. My termination forced me to ask this important question: “How much effort are you, and others in your institution/office/department, willing to put into your own learning (and unlearning)?” (Stein, et al, 2021, p. 33). This presentation will highlight how my experience of unsettling is framing my posture and practice of research in Fraser Valley higher education.

Ana MacLeod – Witnessing the journey: A spiritual awakening

Indigenous adoptee scholars across Turtle Island and beyond have done good work in coming to understand their identity through community connection, culture, education and practice. A plethora of research has guided young Indigenous interracial adoptees on their journey, yet there are few stories focused on the experiences of interracial Maya adoptees reconnecting to their culture in KKKanada. Currently there is limited research documenting Maya adoptees experiences of displacement and cultural reclamation in KKKanadian adoption studies. Research must make more space for these stories and the stories of local Indigenous communities supporting them. In this story (thesis), through engagement with current literature and ten research questions, I explored what it meant to live as an interracial adoptee in West Coast Indigenous communities. An Indigenous Youth Storywork methodology was applied to bring meaning to relationships I have with diverse Indigenous Old Ones, mentors and Knowledge Keepers and their influence on my journey as a Maya adoptee returning to my culture. My personal story was developed and analyzed using an Indigenous decolonial framework and Indigenous Arts-based methods. This storying journey sheds light on the intricate intersections of interracial adoption, specifically for Maya Indigenous Youth who currently live in KKKanada. The intention of this Youth Storywork research work is to create space for Indigenous, Interracial, Transracial and Maya adoptees in Child and Youth Care, Social Work and Counselling Psychology education, policy and practice.

Rena Del Pieve Gobbi – Mental health disability in higher education: An autoethnography of stigma and resilience

This presentation explores an autoethnographic and a/r/tographic methodology for sharing experiences of and mental health disability. Mental health issues are universal affecting

many university students and others in academia. I focus on stigma and resilience. Through autoethnography I tell a story as much about my self as it is a story about my people. I view my people as others with mental health disabilities. We find kinship in our state of otherness. As a person with a severe mental health disability, I look to share my experiences to inspire others through both autoethnography and artography, I strive to communicate and research through art. My primary mediums are photography and fabric arts. I look to my past as a person who underwent many psychiatric hospitalizations and kept hope for the future. I illustrate my experiences as a graduate student struggling through depression and mania during Covid 19 as I made four projects: “The great tardigrade hunter”, “The physical manifestation of my invisible purple jumpsuit,” and “Turning my duvet into a quilt”. My artography projects turn tribulation into hope and joy. I hope they inspire others with mental health issues.

Room 2: Perspectives on educational policy and practice

Moderator: Yotam Ronen

***Jedidiah Anderson* – Bill Vander Zalm’s Lesser Known Fantasy: Decentralization and the potential impacts on education policy in British Columbia**

Bill Vander Zalm was the premier of British Columbia from 1986 to 1991. He is now mostly known for the conflict-of-interest case regarding the sale of his Fantasy Gardens theme park – a political scandal that not only ended his premiership but also decimated the Social Credit Party in BC. However, Vander Zalm was briefly a wildly popular social and fiscal conservative populist premier. He often made political announcements to the press with little to no consultation with his own cabinet. One such announcement was a plan to decentralize government in BC into eight separate economic regions, a plan which he claimed resembled a United States of British Columbia. The uproar over this plan was as acute within Vander Zalm’s own party as it was among the opposition and public service in Victoria. Perhaps due to Vander Zalm’s loss of office in 1991, the plan to decentralize government in BC has been largely forgotten. Yet it would have had enormous impacts on all levels of government policy and spatial structures of power in BC. Education policy would have been deeply affected by decentralization, and there is evidence to suggest that it was Vander Zalm’s time as Minister of Education under Bill Bennett, where he initially conceived of the first ideas that would eventually lead to his plan to decentralize BC into eight sub-regions. This paper will explore the history of Vander Zalm’s proposal and possible impact it had on the establishment of the University of Northern British Columbia.

***Katherine Yuko Fry* – Mapping Opportunity Hoarding: Attendance Zone Boundaries in the Seattle Public School District**

In a 2019 report by the UCLA Civil Rights Project, scholars found that over the past 30 years, the number of racialized students attending schools of over 90% non-white students, also known as apartheid schools, has tripled. Scholars cite mechanisms of de facto segregation, a form of segregation existing outside of the mandates of law, as the leading cause of American public schools' increasingly divided racial demographics (Orfield et al., 2016). Centered on the Seattle Public School District, this research uses digital cartography to

understand how historical mechanisms of de facto segregation have facilitated the resegregation of high schools and the implications for access to higher education. Particular focus will be placed on attendance zone boundaries and opportunity hoarding - understanding how space and privilege can facilitate access to educational opportunities. Furthermore, this presentation will introduce participants to the different tools and data used in digital cartography to understand better how this interdisciplinary method can apply to other topics of investigation.

Session II — 2:10pm-3:10pm

Room 1: Power, politics and re-imagining education

Moderator: Dr. Samuel Rocha

***Yotam Ronen* – Prefigurative Education: The Case of Two Early 20th Century Educational Experiments**

During the early 20th century, various independent and radical educational experiments sprung up around the globe, the most famous of which was probably the Modern School Movement in the United States, and its inspiration, the Escuela Moderna in Barcelona. This paper will focus on the work of educators in two other educational projects: The Overseas Chinese Workers' School in Paris, which operated between 1916-1918, and the Mount Gilboa Children's Society, which operated between 1926-1929. The paper will argue that these experiments—while separated in time and space—constitute fascinating examples of education as a site of prefiguration. Sharing an analysis of contemporary society as one of crisis, and a hope for a utopian society based on freedom and solidarity, educators in both spaces took to education to prepare learners to life in a better world and to realize aspects of their vision for a future society in the present. Rather than a hinderance, differences in context between the two experiments serve as a productive environment to analyze how contingencies inspire diverse modes of action and resistance in the two locales. Furthermore, employing a global history perspective, this paper will argue that the two experiments shared a great deal, both ideologically and materially, in their political analysis and goals, and in their dependence on global migration and movement of texts across space and time.

***Silas Krabbe* – Critical pedagogy and Black theology: Paulo Freire and James Cone's mutual influence**

Beyond Johnella E. Butler's 1979 dissertation, significant treatment of the work of Paulo Freire and James Cone rarely intersect despite their meeting on three occasions and expressed mutual regard for one another. This presentation lays out the context of their three meetings, notes the content of those encounters and the engagement between the two, and comments on how these interactions early in the publishing careers of both Freire and Cone shape both the discourses of critical pedagogy and black theology.

***Jonathan Easey* – Queer patients as physician educators about PrEP, an HIV-prevention tool**

PrEP is an HIV-prevention medication that doctors can prescribe to Queer men for free in BC (the prevalence of HIV among Vancouver Queer men is 1 in 5). Uptake of the intervention has been slow, due partly to the complex protocols for prescribing PrEP, which are often a deterrent for family doctors. This drives many Queer men to seek PrEP at Queer community clinics, such as the HIM Clinic where I volunteer. To address this, much attention has been paid to physicians' attitudes toward PrEP, in an effort to better understand how they can be prepared to prescribe it.

My research, by contrast, studies how family physicians learn about PrEP from their Queer patients, who in many cases possess a significant amount of knowledge about the intervention. Other research in clinical contexts suggests that two factors that make patients good physician-educators are lived experience and community-held knowledge. I contend therefore that Queer patients can be valid physician educators. My study draws on adult learning research in informal and professional contexts and is grounded in Foucauldian notions of power/knowledge. Understanding this educational flow reversal will help to equip more Queer patients with the tools they need to prevent HIV.

Room 2: Diverse perspectives in education

Moderator: Dr. Fei Wang

Yeonjoo Kim – Changing relationships of work, learning, and life of millennials

In this presentation, I aim to introduce a part of my working study on the changing relationships between work, learning, and life with a multiple case study of Korean millennials who have voluntarily left their decent workplaces. Millennials are commonly used to refer to the group of people born between the early 1980s to mid-1990s. There have been a multitude of discourses and portrayals of millennials' work and life. As the discourse of millennials becomes more popular, at the same time, the word "millennials" has become controversial and the discourse has received critiques.

Firstly, I will offer my reading of the discourse of millennials and the critiques of it. I will also pay attention to the dialogue on "young people" in the Journal of Youth Studies. Then, I will elaborate on my positionality as a Korean millennial and share my current standpoint on Millennials with a Bourdieusian approach, emphasizing intersectionality.

Secondly, I will argue that the understanding of the discourse of millennials and the elaboration of my standpoint are conducive to understanding learning as a social practice, which Korean millennials have shown in the process of leaving their decent workplaces.

Daljit Gill Badesha – What's at stake and what's at play: multi-stakeholder collaboration

Collaboration is a messy, complicated, and relational practice involving stakeholders from different organizations to purportedly achieve consensus on mutual aims. While collaboration is often presented as the preferred approach to reducing duplication amongst organizations, and improving outcomes for persons served, stakeholders involved are left to negotiate different interests, values, and aims (Gray, 1989) while navigating varying power and capacities (Gray & Purdy, 2018) in real-time. As well, collaborative practice is situated within and interacts with the policies and politics in the ecosystems (Weaver-Hightower, 2008), which impacts both the stakeholder experiences and the overall aims of

collaboration. How do practitioners describe their experiences, and what can be learned for future collaboration? A case study of non-profit, government and funding stakeholders was conducted. A brief overview of study findings are presented, highlighting that stakeholder roles, relationships, and informal dynamics provide opportunities and limitations in the early stages of collaboration.

Gayatri Gopalan – Of Muses and Musings: Versifying a response to inhabited words and worlds

An abstract abstract,
Imagined otherwise
than the ordinary
that circumscribes.

A reflection. A response. Aspiring sometimes to poetry. Not keen to be measured or quantified, wilfully abandoning that security blanket. Breaking away, in order to break in. As if the new world were a pair of new shoes. The old ones may not be enough to tread unfamiliar, less worn out roads. They are comfortable, but not appropriate. I walk in tentative steps. As though on black ice. Unsure whether the fear of falling makes my feet grip the ground below harder, or aim for lighter treads. Blocks of ice slide off bare branches. It is raining under skeletal trees. But I cannot look up. My eyes must look down, constantly, to navigate the icy terrain. I am present, but in absence. And sometimes (more often in these academic corridors) this absence is the only presence I muster.

In this light and shadow existence, where my eyes fixate on validated texts and ideas, seeking refuge in borrowed wisdom, uncertain of my scholarship, I attempt a perhaps misplaced “passion for possibility” (Greene). I envision this attempt in the form of black out poetry culled out of writings of a few philosophers and thinkers that have inspired my educational vision and hope, along with some of my own paltry reflections. It is an attempt to carve out a response to the world within and around. Response. From ‘responsum’. Something offered in return. To respond is to take responsibility. And so, if time permits, at the end, I would invite peers and attendees to collaborate, take up, imagine, bring forth, create their own educational responses through black out poetry with a text I share with them.

In its simultaneous engagement with the old and the new (Levinson, Arendt), in making the familiar strange (Greene), in its reading of the word as much as the world (Freire), perhaps all this poetic tinkering might (re)ignite a “capacity to break with...the given, the taken-for-granted” (Greene). It might not. But one can imagine. One must.

Session III — 3:20pm-4:20pm

Room 1: Panel Presentations

Moderator: Prof. Amy Scott Metcalfe

EDST 571 – Relating questions, theory, and methodology in research proposals

Panelists:

Khaled Al Awar
Vincent Chien
Harriet Dai
Kentaro Hasa
Cindy Hong
Aneet Kahlon
Kelsey Sablan Martin
Alexandra Ross

In this session members of the EDST 571 course will present brief overviews of their proposed research for their theses, dissertations, and graduating papers. Each presentation will be made in the Three Minute Thesis (3MT) format (<https://3mt.grad.ubc.ca/>) and will be accompanied by a slide of the student's research proposal poster, reflecting the final assignments in EDST 571. The student panelists welcome the opportunity to share their emerging scholarship with the EDST community and to receive feedback on the early stages of their projects.

Room 2: Panel Presentations

Moderator: Dr. Jude Walker

Diverse perspectives on equity, sustainability, and connection in educational research

Panelists:

Kusai Alsalhanie
Jonathan Easey
Jafar Iqbal
Carrie Krekoski

The themes of this year's research day are not surprising given the moment we're living in: a growing reckoning of historical and current inequities in all realms of life; concern for the unsustainability of the Western, industrialised, fossil-fuel dependent way of life; and divisions and loneliness in our society—and a particular longing for connection in emerging from three years of varying degrees of social isolation. Yet, each of these words can mean different things and be taken up differently in educational research. In this panel, we have four presenters who will engage with the question of how these three ideas connect to their overarching doctoral research projects.

Kusai's research examines the experiences of Syrian medical students who were forced to leave their countries because of the war and continue their education in another country. The topic brings up issues of equity in higher education and barriers arising from professional associations and immigration policies and practices. The definition of 'sustainability' as "the ability of people to safely co-exist on earth over a long period of time" can be applied to the question of supporting refugees to thrive wherever they end up and, in this study, to help them sustain their career path of becoming medical doctors. 'Connection' speaks to the centrality of human relationships (and development of social capital) that allow such individuals to adapt to and learn in a new environment.

Jonathan's study explores the role of queer patients (in BC) as educators to their doctors on HIV/AIDs prevention, with a specific focus on PrEP. Equity in health care is a long concern in

the fight against HIV/AIDs, in the face of homophobia, stigma and power inequities in the doctor/patient relationship. Jonathan's work challenges the notion that such a context is in fact sustainable in a place like Vancouver, and in the context of patients increasingly taking control of their own healthcare. His work highlights the centrality of connection within the gay community in North America—whether in Davie or Greenwich village—in the historical and continued fight against HIV/AIDS, homophobia, and dismissal of community-held knowledge.

Jafar's research focuses on the nonformal and informal learning of garment workers in Bangladesh in the continued struggle for labour rights. Equity is at the heart of his concern as these women learn to push for fair wages and decent working conditions within the context of global capitalism and power of multinational corporations. Through a Marxist-informed lens, he argues that such a system is unsustainable thus supporting the possibility of change. In engaging social movement learning theories, Jafar shows how connection and learning from one another is crucial in the fight for justice.

Carrie's dissertation looks at the experiences of contract faculty in Dentistry and Dental Hygiene at research-intensive universities in Canada through the lenses of positionality and power. Engaging a feminist political-economic framework, Carrie's study brings to the fore the inequities of such positionings within society and the academy, and where precariousness lies on a spectrum: e.g., the privileged positions of (largely male) 'global-north' trained dentists and researchers serving in these positions contrasted with the below living-wages received by the (largely female) dental hygienists and non-Canadian trained dentists working in such 'clinical professor' roles. Sadly, recent decades suggest the relative sustainability of a system in higher education with fewer secure, well-paid tenure-track positions and an underclass of low-paid, precarious sessional/adjunct positions. Connections to the profession, to the university, and to the department are important to understanding questions of power and positionality.

Session IV — 4:30pm-5:30pm

Room 1: Workshop

How to write research differently: Examples of comic poetic inquiry

Facilitator: Gabriella Maestrini

This hands-on workshop will provide opportunities to use your own writing and creativity to craft found poems or field note poems to be included in your paper, thesis or dissertation. This is not a theoretical presentation, but rather an interactive space to try things out. Situated within poetic inquiry, and using the notion of voices by Prendergast, we are exploring theoretical, autobiographical/ethnographical, *partecipare*, heart, comic, and other voices from which to craft poems or stories. Stories and poems, drawing on Faulkner, Richardson, Ellis, Leggo, Archibald et al, are distillations from observations, field notes, recordings from which we create our poems, fragments, ceremonies, or imaginations. The premise is that we are comic, poetic, and storied beings. If we feel adventurous, we could

also craft a glittering mosaic from all the examples from the workshop to be posted on the EDST Blog as collaborative contribution.

I will briefly provide examples from my own work to show the process I have used; however, this is a hands on, try-it-out kind of workshop, so please bring some writing you have done from which to use lines or words. Please also be prepared to share with whosoever will attend so that it becomes a truly interactive space. Most of all, join us to enjoy the process.

Presenter Bios

(In alphabetical order)



Jed Anderson

Jed Anderson is a PhD candidate (ABD) in the department of Educational Studies at UBC. He is studying higher education in northern British Columbia, with an interest in implications and comparisons with other northern regions in Canada and Europe. Jed is interested in how rural and peripheral institutions are created and how higher education relates to regionalism, colonialism, and northern development. Jed has a MA in political science from UNBC and a BA in English Literature from SFU. He also studied English Literature in the UK. Prior to returning to academia, he worked as a journalist, in municipal public service, and as a labourer.



Khaled Al Awar

I'm a licensed Architect since 2002 with two Master degrees in Landscape Urbanism and Construction Management. As the learning journey never ends; I am now pursuing my Masters Degree in Integrated Studies in Land and Food Systems (ISLFS). My current research on "Outdoor Classrooms towards Indigenous Wellness" is funded by the Canadian Institutes of Health Research grant which was awarded to Dr. Eduardo Jovel.



Kusai Alsahanie

Kusai is an internationally trained physician. He had the privilege to complete medical school in multiple countries. Shortly after finishing his medical training, he completed his master in health profession education. He is currently pursuing his PhD at the University of British Columbia, and his research focuses on medical education disruption due to war. Having survived war-displacement during medical school, Kusai is interested in supporting and empowering the refugee medical student. Kusai enjoys traveling. He has lived, trained, and worked in five different countries within three different continents. He also has visited over 20 different countries.



Vincent Chien

Vincent is currently a PhD student at the Language and Literacy Education Department at UBC. He comes from a language-teaching background and has taught internationally. Vincent also has published several articles in different journals. His research interests are technology enhanced language learning, educational technology, teaching pedagogy, and teacher identity.



Jonathan Easey

Jonathan Easey is a PhD student in EDST, where he researches at the intersection of medical education and Queer health under the supervision of Jude Walker. His research is motivated by his volunteer work at the HIM Health Centre, a Queer community health clinic on Davie Street in Vancouver. When not working or studying, Jonathan enjoys knitting, playing the harpsichord, growing orchids, and going for walks.



Katherine Yuko Fry

Katherine Yuko Fry (she/they) was born and raised in Seattle, Washington, on the traditional territories of the Duwamish and Coast Salish. Katherine graduated from Western Washington University in 2021 with a BA in Geography and Geographic Information Sciences. She developed a passion for understanding access to higher education issues through her studies and has connected her research to her own experiences in the Seattle Public School District. Currently, Katherine works at UBC Geering Up Engineering Outreach, where she supports efforts to increase accessibility to STEM education for communities across the lower mainland.



Daljit Gill-Badesha

Dr. Daljit Gill-Badesha is a well-seasoned advocate and business leader in the non-profit and government sectors, providing leadership locally and provincially. Her expertise spans across different age groups and social issues, partnering with diverse and multiple stakeholders. She has designed programs and strategies that have led to game-changing advances for her organizations. She is a well-rounded expert on healthy child development, settlement, community development, equity, and inclusion. She engages and develops meaningful relationships with diverse equity-deserving groups. Daljit is currently a member of BC's inaugural Anti-Racism Data Committee and past member of BC's Child Care Provincial Council.



Rena Del Pieve Gobbi

Del Pieve Gobbi graduated twice from Emily Carr Univ of Art + Design (ECUAD). Attaining a BFA in (1999) and an MFA in 2011. She received the top award in fine art. Her thesis, "The transmutation of visceral desecration: I made a film to contextualize marginalized women, sex-trade, murder and the urban environment," and 35mm film, reinsertion, memorialize the missing and murdered women of the Downtown Eastside. Del Pieve Gobbi's department at UBC is Interdisciplinary Studies. She lives for making art. Del Pieve Gobbi does peer support for students with mental health disabilities.



Gayatri Gopalan

Gayatri Gopalan is a PhD student in Curriculum Studies at EDCP. Her scholarly interests lie in exploring questions of identity, subjectivity, and responsibility within dominant neoliberal, increasingly neoconservative, and (post/de)colonial discourses that frame curriculum and teaching practices, particularly in India. She enjoys (and agonises over) the provocations and entanglements of thinking as praxis, and is constantly attempting to exist more intentionally, hopefully, and communally in the liminal spaces she occupies (and/ or is accorded). My photo is attached with this email.



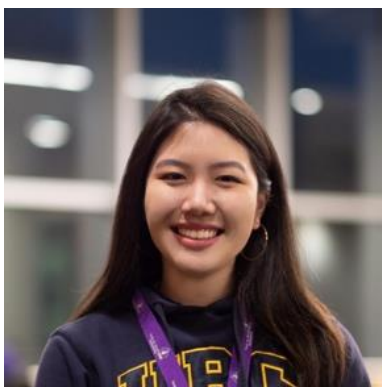
Kari Grain

Dr. Kari Grain is the author of *Critical Hope* (2022) and works in UBC's Department of Educational Studies, where she is a lecturer and coordinator of the Adult Learning and Global Change (ALGC) Program. In her ongoing community engaged scholarship, Kari is a special research consultant in Vancouver's Downtown Eastside with SFU's Community Engaged Research Initiative (CERi). Her research in experiential learning, adult education, anti-racism, and global/local community engagement has been featured in peer reviewed journals, books, and podcasts. At the nucleus of Grain's body of work is the belief that education has the potential to be a vibrant pathway toward systemic change; vital to that process of transformation is an attunement to relational, emotional, creative, and vulnerable ways of being in the world with others. Grain is the co-editor of a forthcoming (2024) volume on *Community Engaged Research* with University of Toronto Press.



Kentaro Hasa

I am a first-year MA student in the EDST program, specializing in SCPE. Prior to this, I worked for eight years as an administrative staff member in an international affairs office at Kwansai Gakuin University in Japan. In that role, my responsibilities included managing partnerships and promoting programs in collaboration with the United Nations Volunteers (UNV) and the Ministry of Foreign Affairs (MOFA) of Japan. My research interests include educational policy and governance, as well as international comparative higher education.



Cindy Hong

Cindy is a first-year Master of Arts student in the Department of Educational Studies. As a part of her program, she intends to conduct research on the impacts of globalization and internationalization on higher education, while seeking ways to improve various initiatives on equity, diversity, and inclusion (EDI). This includes addressing issues on institutional practices of settler colonialism and racism. In addition, she is interested in critical examinations of educational initiatives and programs led by major intergovernmental organizations.



Jafar Iqbal

Jafar Iqbal is a first-year doctoral student at EDST. His research interest is on the unequal power relations in the global garment supply chain, pedagogy of labor resistance, and social justice. This research intersects with education, decent work, sustainability, and gender inclusive workplace in the age of global disparity and dispossession of millions of workers around the world. I am so delighted to share my research ideas on the research day 2023.



Aneet Kahlon

Aneet Kahlon (she/her) is a second-generation immigrant from Punjab, and settler from Mohkinstsis (Calgary), located on Treaty 7 territory, including Metis Nation of Alberta, Region 3. She completed an undergraduate degree in Biological Sciences from the University of Calgary, which led her to take-up a science teaching career. She currently works as a TTOC in the Metro Vancouver area, alongside pursuing an MA in the EDST program. Her research focuses on critical examination of indicators of equity within K-12 public education policy, with the intention of supporting social, cultural, and epistemic equality for students within Canadian education systems.



Yeonjoo Kim

Yeonjoo Kim is a PhD candidate in the Department of Educational Studies at UBC. She is researching the changing relationships between work, learning, and life with a multiple case study of Korean millennials who have voluntarily left their decent workplaces. Before joining her PhD program, she taught at public schools in Seoul Metropolitan Office of Education for six and a half years. She has an MA in Educational Studies (Lifelong Education major) from Seoul National University. She has been selected as a Fellow of the Institute of Asian Research at UBC from 2021-2023.



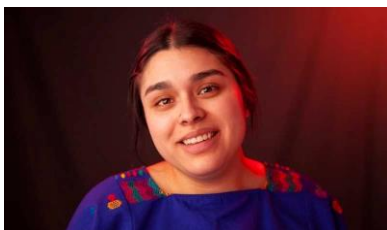
Silas Krabbe

Silas Krabbe is a PhD student in EDST working within the philosophy of education. His research attempts to understand unintended cognitive violence between the educator and educatee, through the lenses of race, phenomenology, and theology. When off campus, you probably won't find him; he'll be out skiing or sailing with his wife and daughter.



Carrie Krekoski

As a practicing clinician and academic within higher education, Carrie has a history of more and less precarious contract academic and/or salaried staff positions within dental and non-dental departments at BC post-secondary institutions. She has received various payment arrangements, assigned titles, opportunities and barriers to participation in research and institutional service roles. She is privileged to work with tenure and non-tenure track academics with various titles, employment classifications and affiliations. She observes that academic appointments are not standardized across post-secondary units, especially in the health disciplines.



Ana MacLeod

I was adopted from Guatemala City when I was six-months old. My birth mother was born in San Juan Opico, El Salvador and my birth fathers' origins are unknown but most likely from Guatemala, Guatemala City. My adoptive family are of English and Scottish settler ancestry. I identify as Maya Indigenous although I am mindful, I do not know the specific community I am from or what language I speak due to my adoption being closed. I want to raise my hands to the many diverse Elders, Knowledge Keepers and communities who have shared their traditional medicines, teachings and ceremonies with me.



Gabriella Maestrini

As part of my dissertation work, I have focused on the pedagogical, epistemological and post-disaster possibilities of humor expressed through comics, memes, stand-up comedy and street humor. Writing through a comic poetic inquiry lens, I work with and through the political, cultural and social processes that may be uncovered in the study of humor while exploring the recesses of the right to laugh, be and know the world differently. As a visual artist, I like to shoot micro photography, the funny in the streets and glamorous black/white portraits in the 1940s style.



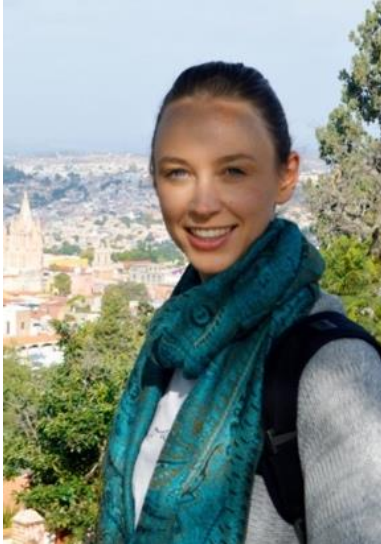
Kelsey Sablan Martin

Kelsey Sablan Martin (she/her) is a mixed diasporic Chamoru woman who grew up on the homelands of the Kalapuya people outside of what is now known as Portland, Oregon. As an undergraduate student in Tongva territory, also known as Los Angeles, Kelsey had the privilege of walking alongside community members from the United American Indian Involvement in the co-creation of the community's photo archive. She continued to work in the field of community based education and research after graduating from university. At the urging of her community, Kelsey returned to academia this past year to pursue an MA in Educational Studies. Her MA research is done in collaboration with the Indian Residential School History and Dialogue Centre (IRSHDC) and focuses on the co-creation of a secondary-level education framework that supports educators as they learn and unlearn topics relating to the residential school system in Canada.



Yotam Ronen

Yotam Ronen is a PhD candidate at the Department of Educational Studies. His research focuses on the relationship between ideology and educational practice among radical educators during the early 20th century. Taking a global history perspective, Yotam analyzes the diverse ways in which educators created egalitarian communities of learning in a historical context that was often hostile to such experiments. Yotam also works with the Anarchist Pedagogies Collective (<https://anarchistpedagogies.net/>), plays some bass, and bakes some bread.



Alexandra Ross

Alex Ross (she/her/hers) is a first-year doctoral student in the Department of Language & Literacy Education. She completed her MA in Applied Linguistics and Discourse Studies at Carleton University, where she researched pragmatics and workplace language instruction for newcomers to Canada. Her current research interests include teaching English as an additional language, language assessment and community-based language programs. Before moving to Vancouver, Alex taught English as a foreign or additional language in South Korea, Mexico and Southern Ontario, Canada.



Jude Walker

Jude is Associate Professor and Program Chair of Adult Learning Education with a personal and research interest in sustainability, connection and equity in education. She is excited that we are having Research Day in person again and is grateful for all the amazing GAAs who made this happen!



David Warkentin

David Warkentin is an EdD student (2020 cohort). Along with his partner and two children, David resides on the unceded traditional ancestral territory (S'olh Temexw) of the Stó:lō people, specifically the Matheqwi and Semá:th First Nations (also known as Abbotsford). As a settler educator and researcher exploring the intersection of critical place-based and Indigenous land-based education, David endeavors to walk in a good way with these people and places. While currently working on his dissertation full-time, David hopes to continue his career researching and teaching interdisciplinary, experiential, and community-based curriculum in Fraser Valley higher education soon.