Research Day

5 April 2024

Ponderosa Commons: Oak House,
6445 University Boulevard, Vancouver, BC V6T 1Z2

Power Revisited: Practices against complacency in Education

0900 – 0930	**Registration & Coffee**		
0930 – 1015	**Land Acknowledgements & Awards Presentation**		
1015 – 1145	**Keynote Roundtable** Panelists: *Easey, Jonathan; Gallardo Zamora, Daniel; Gantogtokh, Orkhon; Rocha, Samuel D.* Ponderosa Ballroom		
1145 – 1245	**Lunch** Ponderosa Ballroom		
Session 1 1300 – 1415	<u>**Paper Session 1**</u> **Climate Change and Education** Ponderosa Room 1001	<u>**Roundtable 1**</u> Research Commons	<u>**Paper Session 2**</u> **Decolonisation and Education** Multipurpose Room PCN2012
	Power or precision in language: A case of "violence" and climate change *Krabbe, Silas* **Tools to 'Break the Divide' in Climate Change Dialogues** *Croy, Katelyn* **Advancing Environmental and Sustainability Education (ESE) in Teacher Education** *Tan, Shihua Danielle*	**Researching Anti-Racism Policy in B.C.'s Public Education System** *Kahlon, Aneet* **B.C. High School Teacher Preparation for Indigenous Focused Graduation Requirement** *Sablan Martin, Kelsey*	**Colonizing Nature, One Environmental Lesson Plan At A time: Six Considerations On How To (Not) Do It** *Ali, Aun* **EDI vs. Decolonization: Navigating Complexities** *Parra, Catalina* **_____ as Method: Situation and perspective in research** *Manning, Keenan Daniel*

Session 2 1430 – 1545	**Paper Session 3** **Pedagogy and Justice** Ponderosa Room 1001 **Slogans As Public Pedagogy: Bangladeshi Garment Workers' Cry for Social Justice** *Iqbal, Jafar* **Unlocking Power Through Collaboration in Classroom and Community Spaces** *Gill-Badesha, Daljit* **The Good, the Bad, and the Banal: Exploring attending to Thinking as an ethical calling** *Gopalan, Gayatri*	**Roundtable 2** Research Commons **Connecting Theory / Methodology / Practice: Reflections** *Ali, Aun; Manning, Keenan Daniel; Misra, Ria; Mohajeri, Aida; Narcisse, Naomi; Tahniat, Mahfida; Tan, Danielle*	
Session 3 1600 – 1715	**Paper Session 4** **Educational Institutions and Policy** Ponderosa Room 1001 **Periphery to Centre: The university as loci of national actualization** *Anderson, Jed* **'Fellows' as Teachers, 'Fellows' as Policy Actors: mediations, meaning-making and translation of policy by Teach For India cohort members** *Misra, Ria* **Floating Schools in Bangladesh: A Journey towards Empowerment?** *Tahniat, Mahfida*	**Roundtable 3** Research Commons **Preliminary Findings: An Intersectoral and Community-based Participatory Research Approach to Transforming Protection for Priority Populations from Extreme Temperatures** *Zhou, Abby; Mohajeri, Aida; Wan, Ashley; Siao, Erika; Le, Thanh*	**Paper Session 5** **Community and Identity** Multipurpose Room PCN2012 **Gender Poets – Learning from trans educators how to unscript from normative cis-tems** *Gallardo, Daniel* **Student Success for Indigenous Community Education Learners** *Naomi Narcisse, Skel7áẃs* **In-betweenness: Voices from Chinese diasporic academics in Canada** *Dai, Harriet*

1730 onwards	**Mingle & Drinks @ Koerner's**

Abstracts

Paper Session 1
Climate Change and Education

Power or precision in language: A case of "violence" and climate change
Krabbe, Silas

While acknowledging that rhetorically deploying the term violence may have pragmatic political implications for policy, and for activating resistance to actions that are altering global climate patterns, this paper attempts to pause and consider whether the concept of violence is an appropriate category for understanding the situation, and if so, what it entails. To ask this question, I turn to the weeping philosopher, Heraclitus ¬— perhaps weeping philosophy is called for in our time as well.   I want to ask the question of what is and is not violence in relation to the climate crisis and climate change as a question related to temporalities. More specifically, I want to intersect education (understood as entailing change) and climate and ecological thinking as also always entailing change (when understood with a Darwinian implication of time) with one another, and then ask, "How might violence be understood in this context?"

Tools to 'Break the Divide' in Climate Change Dialogues
Croy, Katelyn

Many people have difficulty defining how climate change is affecting them and naming, understanding, and/or dealing with climate grief and anxiety. This not only poses barriers to fostering individual climate action but also discourages the dialogue necessary to build collective power towards climate action. In partnership with the Department of Educational Studies, the UBC Climate Justice Research Collaborative, and Break the Divide, this research presents a review of academic and 'grey' literature on climate education and communication theory and analyzes three case studies of how people are fostering climate conversations across Canada. As a product of the literature review, I will also present an accessible infographic to support constructive conversations about climate change amongst communities in Canada. This may mean, for example, empowering people to define their responses to and relationship with climate change and creating intrinsic power over climate emotions through conversation.

Advancing Environmental and Sustainability Education (ESE) in Teacher Education
Tan, Shihua Danielle

This action research project seeks to address the gaps in incorporating sustainability knowledge and teaching practices in K-12 education, by working with teacher candidates and community partners at the University of British Columbia (UBC). This study addresses current environmental challenges, gaps and increasing demand for climate action, justice, and sustainability education for K-12 education in B.C and will explore land-based, experiential and community-connected approaches to teaching and learning. The key objectives of this research collaboration are to enrich teacher practice, grow networks of support and mentorship for TCs, apply learnings from this AR case study to other TE programs, and disseminate knowledge with the broader community. The research problem and questions are generated with TCs and community partners' needs and interests, their perspective on what's missing in ESE-TE that could benefit current and future teachers' practice and collaboration with community networks.

Roundtable 1

Researching Anti-Racism Policy in B.C.'s Public Education System
Kahlon, Aneet

The purpose of my research is to examine how Canadian K-12 public education racial equity policy may function to reproduce the oppressive social, historical, and political forces it claims to challenge. I will be conducting a qualitative content analysis of Surrey School District's Racial Equity Strategic Plan 2023-2028 through an anti-colonial discursive framework to research how colonialism may be overlooked, or be framed as an experience of the past, within this policy's focus on achieving educational racial equity. Specifically, I will analyze the Racial Equity Strategic Plan's addressal of colonial hegemony in public education and how this oppressive system could potentially be reinforced through implementation of educational racial equity policy due to persistent power inequities embedded in the text which may function in opposition to policy goals. Colonial hegemony, within the scope of this work, refers to dominant Eurocentric epistemologies and pedagogies that serve to reinforce white settler colonial identities, historical narratives, unequal relations in education systems and educational policy-making processes (Mackey, 2009; Tupper, 2020). My investigation will focus on analyzing if/how the Surrey School District's Racial Equity Strategic Plan 2023-2028 acknowledges normative colonial structures and values that enforce domination over and oppression of marginalized communities, and how these structures may be embedded within public educational structures.

B.C. High School Teacher Preparation for Indigenous Focused Graduation Requirement
Sablan Martin, Kelsey

This research project explores how high school educators in British Columbia prepare themselves, both personally and professionally, to teach coursework which satisfies the newly instituted Indigenous-Focused Graduation Requirement (IFGR). This study intends to gather data on teacher preparedness through a combination of qualitative interviews and a reflective letter writing practice. The goals of this study are to identify what resources and materials teachers are using to prepare themselves to teach IFGR courses, what obstacles teachers are facing when preparing to teach IFGR coursework, and what support teachers need from their school districts in order to better facilitate their IFGR

teaching practice. By investigating educator preparedness during the inaugural year of the IFGR, this study hopes to offer a timely contribution to the ongoing process of decolonizing education in British Columbia and Canada.

Colonizing Nature, One Environmental Lesson Plan At A time: Six Considerations On How To (Not) Do It
Ali, Aun

Contemporary environmental concerns have intensified efforts to promote awareness through education. The environmental component has long been present in curriculum discussions, but recently, more critical and more urgent ecological emphasis has emerged stressing the interconnectedness of human and nonhuman life. The ecological emphasis is especially critical of our human-centeredness that seeks to exploit and dominate all others, and it calls for rediscovering the wisdom of living in harmony within nature. Yet, is it possible that environmental education can still reinforce some of the same problems it is supposed to address? This paper shares six considerations for an environmental lesson plan, arguing that even well-intentioned environmental education can be colonizing if it overlooks questions of instrumentality, episteme, and social justice. In developing this analysis, the paper engages in a holistic critique, scrutinizing our instrumental relationship with nature, perceived as mechanistic and unconscious, as well as the long intertwined history of modernity and coloniality that has continued to this day.

EDI vs. Decolonization: Navigating Complexities
Parra, Catalina

Although critical EDI (Equity, Diversity, and Inclusion) discourses that question dynamics of power, inequality, and injustice are important, and can collaborate with decolonization efforts, these two cannot be assumed to be the same. There are numerous examples in teaching and learning scholarship that attempt to group EDI and decolonization efforts under the same umbrella. Pairing EDI with Decolonization may very well be a slippery slope that leads us to replicate colonial practices of assimilation and adaptation of Indigenous people. The goal of this presentation is to delineate EDI vs decolonization and provide examples of the differences. In the era of truth and reconciliation, it is becoming increasingly important to understand what decolonization entails not just in discourse but also in practice. Decolonization goes beyond the inclusion of indigenous peoples in established colonial systems but calls for system transformation centering Indigenous sovereignty and knowledges. Although, collaboration of EDI and decolonization is the future, leadership should not be complacent in adopting a "one-size-fits all" approach to EDI, but instead, commit to both EDI and decolonization in learning/working spaces, resource management, human resources practices, etc. Effective initiatives in the era of truth and reconciliation demand nuanced leadership that rejects one-size-fits-all approach.

_____ as Method: Situation and perspective in research
Manning, Keenan Daniel

As instruments of research, the position and the perspective of the researcher have a fundamental impact on the ways in which research is conceptualised, conducted, and understood. Within many fields, there is also an impetus to present research in a way that is palatable to some 'imagined reader', which introduces further influences into the ways in which research is presented. This talk aims to examine three approaches to research which aim to recentre the researcher's own context within their research, to draw meaningful parallels based on the context, and to consider the presentation of research as another integral, culturally-informed component of the research process. This will draw from three key approaches to research: Asia as Method, Hong Kong as Method, and Self as Method.

Paper Session 3
Pedagogy and Justice

Slogans As Public Pedagogy: Bangladeshi Garment Workers' Cry for Social Justice
Iqbal, Jafar

Slogans that we see on hand-held signs, bodies, faces, Facebook, or twitter posts convey public messages, as a form of public pedagogy. Despite the emergence of public pedagogy as a topic of study in adult education, the field has not yet fully grasped the pedagogical potential of slogans especially for those within the movement. Gerts Biesta's theorization "pedagogy for the public, of and with the public and for publicness" is the most well-known and informs us how slogans can teach others and disrupt dominant narratives. My presentation within this understanding is an attempt to explore the public pedagogy potential of slogans in the context of Bangladeshi garment workers' struggles. First, I will present slogans posted by workers on Facebook sites during the wage setting process from 9 April to December 2023, of which I was also part through supporting their cause but not for the purpose of research. I will explore the deeper meaning and the public pedagogy potential behind those slogans advocated justice for equal rights and recognition of fair pay. I collected those slogans from various labor organization's Facebook sites and find them to be rallying cries for social justice for the people who made our clothes, making us feel comfortable and fashionable. Doing this research also raises ethical issues: for instance, when a researcher collects slogans for advocacy but later uses them for research purposes, what ethical concerns do we have to consider?

Unlocking Power Through Collaboration in Classroom and Community Spaces
Gill-Badesha, Daljit

What happens when stakeholders with varying levels of power come together to work on a joint project? How do we agitate traditional real/perceived forms of power (Gray and Purdy, 2018) to unlock non-traditional forms of power in the classroom and community spaces? This presentation will share learnings from a case study involving practitioners engaged in community-government collaboration and how power is negotiated, perceived, and acquired. The presenter will discuss how stakeholders participate in a relational way, invite role clarifications, and build emotional connections to the issues at hand, can impact how dynamics of power are navigated within informal and interactional spaces. Furthermore, how individuals co-construct their understandings and experiences can impact how they work towards sharing power and building equitable spaces. The presenter will share her experiences in applying lessons from the case to agitate power in funder relationships, community settings and classroom spaces. These findings are relevant to educators, community practitioners, and public policy leaders.

The Good, the Bad, and the Banal: Exploring attending to Thinking as an ethical calling
Gopalan, Gayatri

Hannah Arendt (1963) conceptualized the term banality of evil during her observations of the trial of Adolf Eichmann, an individual in whom she saw neither depth of hatred nor any ideological motivation, but a bureaucratic shallowness, devoid of any conviction except that of fulfilling his obligations. The concept speaks not so much about the everydayness of evil, but rather the thoughtlessness that can lead to the perpetuation of horrific acts by ordinary folk. Minnich (2014; 2017) underscores this very thoughtlessness and complacency through an inversion - the evil of banality - to underscore the significance of thinking, of actively and ethically being in and with the world. This concept of banality - whether of evil or good - appears, at this moment, as a meaningful framework to engage in the larger ethical questions that emerge from totalizing narratives increasingly denuding our ability to respond, and to take responsibility. The mundane, thoughtless, almost bureaucratic nature of our actions - personal, professional, individual and collective - and in many cases, our inactions - seem to be ever more relevant and worthy of our attention (particularly, as educators) in a world that more and more normalizes and legitimizes them. This paper is an attempt to engage in a thinking about thinking, in perhaps a more philosophical (as much as educational) way, beyond the reductive rhetoric of neoliberal critical thinking, to draw our "thinking attention" (Arendt, 1971, p. 418) to some of "the clichés, conventions and other ways of going on autopilot [that] disable our conscience" (Minnich, 2014, p. 168) under the larger matrix of neoliberalism and fundamentalism in which they operate.

Roundtable 2
Connecting Theory / Methodology / Practice: Reflections

Ali, Aun; Manning, Keenan Daniel; Misra, Ria; Mohajeri, Aida; Narcisse, Naomi; Tahniat, Mahfida; Tan, Danielle

Paper Session 4
Educational Institutions and Policy

Periphery to Centre: The university as loci of national actualization
Anderson, Jed

The emergence of universities has often coincided with the actualization of national self-determination movements. Early western European universities diverged from the libraries and schools of the classical world, initially taking on spiritual mandates that quickly came under monarchic protection and influence. The institution of the university was brought under the wings of the state at an early point. This early connection is evident in the work of Olaf Pedersen. More recently, universities became deeply entwined with the idea and project of nation-state formation during the romantic nationalist movements of early nineteenth-century Europe – particularly in Norway, Argentina, and other peripheral breakaways from long-term imperial projects. This pattern of university institutionalization leading to or directly springing out of national consciousness or awakening has continued to the present day, despite the neoliberal internationalist trends that have captivated higher education policy in recent decades. In accordance with the Canadian History of Education Association's upcoming conference theme of 'close history', this paper positions recent and on-going Indigenous-guided higher education projects in northern British Columbia and Canada's

territories within a longer history of universities serving as loci of national actualization. In this sense, universities are considered as public spaces as defined by Hannah Arendt's understanding of action in the political sense.

'Fellows' as Teachers, 'Fellows' as Policy Actors: mediations, meaning-making and translation of policy by Teach For India cohort members
Misra, Ria

This paper critically examines the Teach For India (TFI) fellowship program within the broader context of neoliberal education reforms and the global Teach For All network. TFI recruits individuals to teach in government or Low-Fee-Paying private schools for two years, framing its mission as a movement for educational equity. Drawing upon partnerships with state governments, TFI places fellows in schools across major Indian cities, addressing what it terms an ""education crisis"" characterized by learning disparities. Inspired by Teach For America and Teach First, TFI operates within a transnational narrative of addressing social inequities through short-term teaching aligned with leadership discourse. This research aims to identify neoliberal forces at work within the TFI program and its broader Teach For All network. It investigates how TFI and its fellows engage with neoliberal discourse and their role as policy actors in the education governance and advocacy network. Through semi-structured interviews with TFI alumni from Pune, Hyderabad, and Delhi, the study explores the experiences of fellows in government and Low-Fee-Paying schools, unpacking their narratives through discourse analysis. The research engages with the following questions:
-       In what ways does TFI, and the larger Teach For All network represent and articulate neoliberal discourse?
-       How do fellows engage with their role as policy actors in a network that plays a key role in education governance and advocacy?
By examining the entire nexus of various influential actors involved in developing and disseminating neoliberal reforms through the Teach For All network, this study contributes to understanding the complexities of educational reform initiatives and their implications for educational equity in India. As a regional offshoot of the Teach For America program founded by Wendy Kopp, TFI's positioning within this network highlights its connection to broader global narratives of educational reform and leadership.

Floating Schools in Bangladesh: A Journey towards Empowerment?
Tahniat, Mahfida

Access to education has become a challenge for the climate vulnerable country like Bangladesh, and the Floating School Program (FSP) might be seen as a powerful way to address educational needs in the ongoing climate crisis context. Even though education is free in Bangladesh, there are significant implications for the delivery of education due to the instances of regular cyclones and floods which destroy school infrastructure, disrupt transport accessibilities, as well as interrupt teaching and learning. During the monsoon seasons, students regularly cannot access the school buildings. The resulting social and economic costs include a wide range of development concerns, from malnutrition and ill health to an increased risk of child trafficking. There are also concerns for school dropouts, child labour and early marriage, particularly for the girls. Against such backdrop, many children in Bangladesh, attend school in boats, called "Floating School" that literally floats on water, and through which both children and adults can get access to the resources to educate and empower themselves.

Roundtable 3

Preliminary Findings: An Intersectoral and Community-based Participatory Research Approach to Transforming Protection for Priority Populations from Extreme Temperatures
Zhou, Abby; Mohajeri, Aida; Wan, Ashley; Siao, Erika; Le, Thanh

During this roundtable, several research assistants will describe their process and preliminary findings as part of Principal Investigator Liv Yoon's CIHR Catalyst Grant project, "An Intersectoral and Community-based Participatory Research Approach to Transforming Protection for Priority Populations from Extreme Temperatures." Amidst the climate crisis and housing crisis, extreme temperature centers in Vancouver serve as temporary and urgent solutions that are often underutilized. Factors contributing to their underutilization include lack of awareness, mobility challenges, weather conditions, limited operating hours, and safety concerns. This discussion will highlight initial insights from interviews and focus groups. We aim to explore how power dynamics may influence who receives information and resources and why certain populations vulnerable to extreme temperature-related risks choose to access or not access these resources. The overarching goals of this research include enhancing education about and utilization of existing services and resources, as well as exploring creative and transformative alternatives that can protect people facing the highest risks from extreme temperatures.

Paper Session 5
Community and Identity

Gender Poets – Learning from trans educators how to unscript from normative cis-tems
Gallardo, Daniel

Trans educators continue to face multiple challenges to affirm their identities within a cis-tem that doesn't fully respect and celebrate their experiences. This qualitative study aims to shed light on the experiences of 59 trans educators in the US and Canada, focusing on the mechanisms of navigation and adaptation they describe employing to resist gender categorizations within their professional schooling environments. By capturing their narratives, this research contributes to a nuanced understanding of the complexities surrounding gender in educational settings. It documents how trans educators refuse crystallized definitions of gender in their workplace and embrace the complexities of human identity by defining themselves as: "Lacroix of gender", "flamboyant farmer", "boynary", "frolicking through fields", "gender chaotic", among many others.   Designed through a framework of trans theory (Serrano, 2007; Preciado, 2013) and the concept of 'unscripting gender' (Keenan, 2017), this study challenges entrenched western gender constructs and advocates for educational spaces where gender transcends fixed labels. I argue that embracing transness in school settings conceptualizes each gender as a unique stanza in a self-made poem. The findings carry profound anti-oppressive implications for educational environments, from perpetuating determinate gender scripts rooted in colonial norms to embracing an understanding of gender as a complex, fluid and poetic experience.

Student Success for Indigenous Community Education Learners

Naomi Narcisse, Skel7áẃs

Objectives: To discuss quality student supports for Indigenous learners pursuing higher education through community education partnerships. Community Education that takes place in Indigenous communities includes many stakeholders. I want to bring discussion to transformative student support in rural Indigenous communities. Research aims to share items to consider when communities and university partnerships are working jointly. This project is to convey imaginative supports for students to partake in an exceptional culturally abundant experience. A key issue in offering community education in rural Indigenous communities is the question of how universities can effectively establish culturally relevant wrap around student supports for Indigenous students. From an administrative perspective, this research is shared on matters raised while experiencing higher education offered in rural Indigenous communities accredited by urban public post-secondaries. While respecting research being shared by the scholars that came before me in this area, I will take on this research using Indigenous research methods, beading, stitching, and weaving, while demonstrating modern student supports that connects Indigenous traditional knowledge.

In-betweenness: Voices from Chinese diasporic academics in Canada
Dai, Harriet

This research examines the experiences of Chinese diasporic academics in Canada. In particular, it seeks to gain insight into these academics' experiences of marginalization and adaptation, both in Canadian and in the Chinese diasporic community, their collective memory of home and host societies, and their relative identification as "Chinese," "Canadian," "international," "cosmopolitan," etc. My main research questions are: To what extent and how do Chinese diasporic academics see their circumstances as "conscious pariahs" in Canadian society and the Chinese community respectively? And how do their cultural identities change over time? Taking theoretical insights from the scholarship on "patterns of adaptation" from Philip Kuhn's work on overseas Chinese marginal experience in North America, as well as Hannah Arendt's concept of the "conscious pariah", I structure the analysis of diasporic academics in life history narrative approach.which allows us to enter the in-between world of diasporic academics stuck in China and 'the West' without assuming a single perspective towards them, especially at the time of political anxieties and geopolitical uncertainties.