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Department of Educational Studies

# EDST Research Day 2019

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## Keynote Speaker: Dr. Özlem Sensoy

Associate Professor, Faculty of Education SFU

Keynote title: If Ikea made a car and other bad ideas  
(and some good ones) for social justice practice

Friday, April 12th, 2019

Ponderosa Commons: Oak House (PCOH)

The University of British Columbia

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# Program

## Registration & Breakfast Mingle 10:00am-10:30am

*Ponderosa Commons Ballroom*

## Keynote session I: 10:30 am -12:00 pm

*Ponderosa Commons Ballroom*

### 10:30 **Acknowledgment of the Land**

### 10:45 **Welcome**

Dr. Mona Gleason, Department Head, Department of Educational Studies

Dr. Alison Taylor, Graduate Advisor, Department of Educational Studies

### 11:00 **Keynote address**

Dr. Özlem Sensoy, Associate Professor, Faculty of Education, Simon Fraser University.

**Keynote title: “If Ikea made a car and other bad ideas (and some good ones) for social justice practice”**

## Lunch 12:00pm – 12:45 pm

## Session II: 1:00 pm -2:20 pm

*PCOH (Room 1): Multi-paper session*

### **Strategies of disruption and resistance**

- **Found humor: Chuckles on the Road**  
Gabriella Maestrini (Paper presentation)
- **Wending a Passage to the Present Moment via Painting.**  
Rena Del Pieve Gobbi (Artistic Performance)
- **The cultural “Other” in the field of education: A glimpse through the lens of Stuart Hall’s work on representation**  
Sameena Karim (Paper Presentation)

*PCOH (Room 2): Multi-paper session*

### **Higher Education: Contestations, imaginaries and histories**

Chair: Dr. Amy Metcalfe

- **Impact of Student Affairs and Services Professionals on the Indigenization of Canadian Higher Education**  
Logan Lorenz (Paper presentation)
- **Justifying a new institutional form: Historical analysis of the emergence of pathway colleges at four Canadian institutions**  
Dale McCartney (Paper Presentation)

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- **Provincial learning: The role of higher education in the production of regional societies on Canada's margins**  
Jed Anderson (Paper Presentation)

*PCOH (Video Conference Room): Panel*

### **Contemporary Work and Learning Issues in a Global Context**

Chair: Dr. Alison Taylor  
(4 ALGC Panelists)

### Session III: 2:30-3:50

*PCOH (Room 1): Multi-paper session*

### **Inquiries in theory and methodology**

Chair: Dr. Sam Rocha

- **An Arendtian Perspective on Teachers' and Students' Personal and Collective Responsibility in the Realm of Education**  
Jialin (Lydia) Chen (Short presentation)
- **Towards a Global History of Anarchist Education – Opportunities and Limitations**  
Yotam Ronen (Paper Presentation)
- **Participatory, Action, and Participatory Action Research**  
Jonathan Summers (Paper Presentation)

*PCOH (Room 2): Multi-paper session*

### **Adult Education: Life Long learning**

Chair: Dr. Jude Walker

- **What Triggers Critical Reflection? Redesigning Residential Addiction Programs as Centres for Transformative Learning**  
Daniel (Short Presentation)
- **What can Google Books and Ngram Viewer reveal about the history of lifelong education?**  
Lena (Paper Presentation)
- **Millennials and Adult Education**  
Kim Yeonjoo (Short Presentation)

*PCOH (Room 3): Panel Discussion*

### **Participatory interventions: Photovoice, Art and A/rt/ography in Community Engaged Research**

Chair: Dr. Alison Taylor

- **Can the displaced speak? Muslim refugee young women negotiating identity and belonging through PhotoVoice.**  
Neila Miled (Paper Presentation)
- **Self-determination through arts: Towards decolonizing recognition**  
Nasim Peikazadi (Paper Presentation)
- **Navigating the Un/familiar**

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Marzieh Mosavarzadeh (Paper Presentation)

Session IV: 4:00 pm-5:20 pm

*PCOH (Room 1): Multi-paper session*

**Neoliberalism in education: Reflections and interventions**

**Chair: Taylor Webb**

- **Refusing “Responsibilization”: Possibilities for Solidarity in Academic Work**  
Jessica Lussier (Paper Presentation)
- **A critical analysis of equity in the International Baccalaureate’s (IB) policies and practices**  
Sameena Karim (Paper Presentation)
- **Zombies and Neoliberalism**  
Karen Moore (Short Presentation)

*PCOH (Room 2) Roundtable Discussion.*

**Unsettling allyship and learning towards a decolonizing solidarity.**

Jenalee Kluttz, Pierre Walter, Jude Walker

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# Keynote Speaker

Dr. Özlem Sensoy

## Bio

Özlem Sensoy is an associate professor in the Faculty of Education, the associate director of the Centre for Education, Law, and Society, an associate member of the Dept of Gender Sexuality and Women's Studies, and an affiliated faculty member with the Centre for the Comparative Muslim Studies at Simon Fraser University. She teaches courses on social justice education, critical media literacy and popular culture, and multicultural and anti-racism theories. Her research has been published in journals including *Radical Pedagogy*, *Harvard Educational Review*, *Gender & Education*, and *Race Ethnicity and Education*. She is the co-author (with Robin DiAngelo) of the awardwinning introductory text to social justice education, *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education, 2e* (Teachers College Press, 2017).

## Abstract

This presentation will outline some of the common ways of thinking about incorporating social justice into one's practice. These ways include familiar pedagogical strategies such as developing class discussion guidelines, adding special interest items to a course plan, inviting minoritized communities as guest speakers, etc. While often well meaning and relatively easy to implement, their significant shortcomings for social justice work and for subverting structural oppression in the classroom will be explained. Other conceptual as well as some practical pedagogical alternatives will be discussed.

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## Abstracts

Session II: 1:00 pm -2:20 pm

*PCOH (Room 1): Multi-paper session*

### **Strategies of disruption and resistance**

#### **Found humor: Chuckles on the Road**

**Gabriella Maestrini**

As photographer, researcher and 'flâneuse', I see the world through comic eyes. Any time I walk the streets of the places I visit, I have a camera and my worldview with me as I stroll aimlessly through the streets of the places I visit.

The photographer in me sees things from a bird's, worm's or human level perspective attentive to the many incongruities that might make me chuckle, ponder or shake my head in disbelief. I have honed these photographic and comic skills through years of practice and my desire to explore the world. The topsy-turvy in anything grabs my attention, the camera helps, although at times poorly, in recording what my eyes see, my mind processes and my heart touches.

These last years, my travel have increasingly included travel to conferences around the world adding a layer of research and bringing the reason for my travels together with my own sense of humor. Through a visual, audio and comic narrative I present my view of the world.

#### **Wending a Passage to the Present Moment via Painting.**

**Rena Del Pieve Gobbi**

Our history shapes us. By performance painting we can trace through crenulations of memory coming full circle from past to the present. Following the a/r/tographic methodology of Irwin, Springgay and Gouzouasis and more specifically Irwin's praxis of unfolding meaning through the use of an underpainting. Taking the idea of the artist/teacher /research into performance rather than writing is a natural phase in my work; this will be a live presentation during which a four by five foot canvas will be painted during a 20-minute period. During the painting process there will be pauses to share clarities or nuances of thought that erupt or unearth by the process of painting. During these pauses questions will be answered. Also there may be revelations and questions during the praxis of painting. These might serve to inform the final visible painting or create another nuanced layer in the work. Nuances of our past colour our present perceptions so in seeking to ask a question. By acknowledging the past through painting can one be more certain and present in the now? In this type of praxis the questions might unfold rather than be answered. I believe that we imbue tenderness, an evocative loving-kindness through this methodology.

Keywords: a/r/tography. underpainting, memory, unfolding, art-based research

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## **The cultural “Other” in the field of education: A glimpse through the lens of Stuart Hall’s work on representation**

Sameena Karim

The presentation will begin with an introduction to Stuart Hall’s work on representation. I will then explore the role of representation in interpellation, stereotyping, and racism, and will outline the mechanisms involved in the construction and dissemination of representations of the cultural “Other” through textbooks, images, artefacts, the media, and so on. I will go on to discuss some of the effects of negative representations and lack of representation of the cultural Other within educational systems, touching upon epistemic blindness, racial prejudice, views on “deficiency”, and the disproportionate over-representation of the cultural Other in discipline systems within certain educational contexts. The presentation will close with a brief discussion on the possibilities of deconstructing negative representations, and the challenges that this involves. As Stuart Hall’s work on representation forms the theoretical framework of my doctoral study, it is hoped that the discussion that follows during the Q & A session will generate additional ideas that I may incorporate into my research.

Session II: 1:00 pm -2:20 pm

*PCOH (Room 2): Multi-paper session*

**Higher Education: Contestations, imaginaries and histories**

### **Impact of Student Affairs and Services Professionals on the Indigenization of Canadian Higher Education**

Logan Lorenz

Student learning and development is facilitated by many campus educators. Student Affairs and Services (SAS) professionals represent a large and diverse group of professional employees on college and university campuses. With the push to “Indigenize” higher education, what role can and do SAS professionals play in campus these transformations? I will present preliminary findings from my interview-based research project exploring the Indigenization of Student Affairs and Services in Canada.

### **Justifying a new institutional form: Historical analysis of the emergence of pathway colleges at four Canadian institutions**

Dale McCartney

International students are significant economic contributors to higher educational institutions in Canada, where the recruitment of international undergraduates paying market-based tuition fees is an opportunity to offset stagnating governmental operating grants. In this context, many Canadian universities have created “pathway colleges” to recruit international students who do not have the necessary qualifications for direct entry. These pathway colleges offer students an opportunity to upgrade their linguistic or academic skills while paying international undergraduate fees, often with direct

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matriculation to the parent institution conditional upon successful completion of the pathway program. Seventy-two per-cent of Canadian universities have a partnership with a pathway college, yet these pathways have often been controversial, especially as almost a third of them are formed of partnerships with private corporations. This paper examines archival resources at four institutions (Simon Fraser University, Carleton University, the University of Toronto, and the University of British Columbia) to explore the policy talk used by university administrators when creating pathway programs. We found that while administrators frequently appealed to notions of diversity, and claimed that pathway colleges would benefit the students who attended them, they were quite frank about their financial motivations as well, and largely regarded critiques of this attitude as unreasonable or naïve. Moreover, we discovered that debate about pathway programs often focused on the question of public or private ownership, despite the fact that publicly operated pathways were openly modeled on those created by private pathway providers. Finally, our research revealed that the profile of the parent institution shaped the form of pathway program institutions chose, as well as the policy talk used to justify those choices.

### **Provincial learning: The role of higher education in the production of regional societies on Canada's margins**

Jed Anderson

This paper will explore higher education's role in producing or reinforcing regionalized societies in the Canadian periphery – particularly the provincial norths. This paper will engage with Jørgen Ole Bærenholdt's ideas on "coping" as a way of describing how marginal societies deal with distance and harsh climate to continually reproduce their societies. This paper will explore the idea of institutionalized higher education as a coping mechanism in the northern and rural regions of Canada's provinces, and the consequent potential for higher education to act as a mechanism of centralized control while also acting as an engine of local autonomy. This paper will apply Scandinavian ideas of space and society to a Canadian context, with the intention that new perspectives on the north/south, rural/urban divide may be found. This paper will engage with higher education as a political, economic, and geographic force in non-metropolitan Canada, with reference to higher education's unique potential as a forum for representation and self-determination in places considered by many to be peripheral or marginal.

*PCOH (Video Conference Room)*

**Panel: Contemporary Work and Learning Issues in a Global Context**



### **An Arendtian Perspective on Teachers' and Students' Personal and Collective Responsibility in the Realm of Education**

Jialin (Lydia) Chen

Biesta mentioned that, in contemporary education, it has become quite common that teaching or learning is driven from the perspective of the student. However, it is also true that teaching or learning also involves the process when students are being taught something that they do not want or they do not know if they want it or not. Conflicts thus emerge in between these two contradictory views and so a new understanding of teaching or learning process is required. Based on this situation, Biesta called for critical research about the relationship between teachers and students, which is what I want to do for my research. In this contemporary world where education is facing such a challenge, I believe that Arendt's concern about the education crisis in the 1960s still works to address this contemporary issue in the education field. I will conduct philosophical conceptual research in the humanity field from an Arendtian perspective. I will put forward claims and objections and discuss them based on my own experience, literature, history, etc. In terms of teacher and student relationship, it is fundamentally a social human relationship. Inspired by Arendt, first, I will claim that each person is both singular and plural as a member of the human race. Then, I will discuss personal growth from L. A. Paul's transformative experience perspective and John Dewey's education view. Second, I will claim that a society for human flourishing consists of basic singular individual units and is constructed with the connection among them as a plural whole, which is grounded in a common faith in humanity. Then, I will argue that such faith is formed based on the love of the world. Third, I will claim that the realm of education is a combination of private space and public space. Then, I will introduce teachers' faith and love in students and argue that teachers and students should assume different types of responsibilities in different fields within the realm of education. In particular, personal responsibility should be assumed by teachers in private space and collective responsibility by both teachers and students in public space. In the end, I will conclude by discussing the aim of education and love for human flourishing.

### **Towards a Global History of Anarchist Education – Opportunities and Limitations**

Yotam Ronen

The history of anarchist education often examines anarchist educational endeavours within a national history framework, that ties anarchist education almost exclusively with the history of the particular nation-state within which it developed. Although useful, this framework overlooks global aspects of anarchist history. This framing fails to accurately

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place anarchist educational endeavours within the global context of anarchist action that took place during the first half of the 20th century. This paper suggests that a global history framework should be adopted for the study of anarchist education. Such a framework can account for the complex global contingencies that accompanied the development and implementation of anarchist education. Furthermore, insofar as anarchist thinkers insist on anarchism as a universal ideology, a global history framework will allow for an examination of anarchist education on its own terms, as it both strives for global influence, and teaches with a global group of students in mind. This paper discusses the opportunities and limitations a global framework presents for the study of anarchist education, and suggests ways for responding to its methodological limitations.

## **Participatory, Action, and Participatory Action Research**

Jonathan Summers

Researchers wary of the positivistic, hierarchical approaches to knowledge production that long dominated the academy have turned to alternative methodologies in which those being studied are treated as co-researchers and the goal is meaningful social change. But these methodologies — or, more accurately, research philosophies — defy easy definition and aren't strictly associated with any specific methods. What are the origins of these research philosophies? What do they have in common, and what sets them apart from each other? What draws researchers to them, and what are some of the challenges they face? And how are they operationalized, especially in settings deemed “educational”? In this introductory presentation, Jon will explain what interests him about these philosophies and attempt to trace their historical developments, from the “action research” of social psychologist Kurt Lewin in US industrial settings in the 1940s, to the “participatory research” of Budd Hall in Tanzanian adult education in the 1970s, to the “participatory action research” of Orlando Fals Borda in Latin America, and finally to their increasing mainstream acceptance — for better or for worse — in universities today.

*PCOH (Room 2): Multi-paper session*

**Adult Education: Life Long learning**

## **What Triggers Critical Reflection? Redesigning Residential Addiction Programs as Centres for Transformative Learning**

Daniel Jordan

There is a paucity of research on the intersection of adult education and mental health treatment. Most adult learning literature that is concerned with health focuses on engaging with people with visible disabilities and neglects those with invisible disabilities—e.g., addiction and other forms of mental illness. The primary aim of education in psychotherapeutic settings is to disseminate information or build skills aimed at improving social and cognitive functioning; such an application of education limits its potential for positive change. Mezirow's transformative learning theory (TLT)

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can expand the notion of adult education in mental health treatment settings beyond these narrow goals. The proposed study involves the application of TLT to a residential addiction treatment program. The type of transformation to be discussed here concerns the process that improves the capacity of individuals to adopt perspectives that are more inclusive, discriminating, permeable, and integrative. According to Mezirow, transformation is possible when people critically reflect on their unquestioned, unexamined, and unconscious assumptions - thoughts, feelings, and beliefs - that contribute to a problem. The collectivity, intensity, and duration of residential programs make them exceptional opportunities for engaging in critical reflection. The purpose of the study is to examine self-reports of program alumni for triggers of critical reflection which occurred before and /or during their treatment episode. Equipped with a better understanding of the process of—and the residential learning factors that facilitate—critical reflection, addiction treatment professionals can redesign their programs to increase the likelihood that residents will experience perspective transformation, resulting in positive, significant, and enduring behavioural change.

### **What can Google Books and Ngram Viewer reveal about the history of lifelong education?**

Lena Ignatovich

There is no consistency in our knowledge about the history of lifelong learning/education (LLL/E). Most of the studies focus on the period after the 1960s when the concept started to develop as part of the OECD's, World Bank's, UNESCO's, and Council of Europe's agendas. Much less is known about the development of LLL/E before the 1960s. Partially, this historical gap can be explained by the problem of access to the texts that were produced before the digital era. One of the ways of learning more about the history of LLL/E is tracing the terms 'lifelong education' and 'lifelong learning' in digital document collections. In my presentation I will talk about the capacity of the Google Books and Ngram Viewer projects in revealing historical facts about the development of the concept(s) of LLL/E, the advantages, challenges and limitations of using Google services in exploring the history of LLL/E.

### **Millennials and Adult Education**

Kim Yeonjoo

In the field of Adult Education, various research approaches have been deployed to gain understandings about adult learners' lives conditioned by socio-economic-cultural contexts and learning experiences. I suggest a new approach to exploring them through a generational view; especially millennials in Urban areas. Millennials have specific shared contexts from new technologies such as the advent of YouTube, to the happenings of economic recessions including the real estate bubble phenomena, crossing national boundaries. Their lives and learning experiences are conditioned by socio-economic-cultural contexts; however, at the same time, their learning experiences are generating new narratives which are different from the previous generations. These narratives can

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have further impact on the socio-economic-cultural contexts. I want to assert the necessity to describe and analyse the Millennials' life-history and learning experiences in the field of Adult Education.

*PCOH (Room 3): Panel Discussion*

**Participatory interventions: Photovoice, Art and A/r/t/ography in Community Engaged Research**

Chair: Dr. Alison Taylor

**Panelists:** Neila Miled, Nasim Peikazadi & Marzieh Mosavarzadeh

In this panel, three researchers report on their community research, and their different methods and interventions as they are trying to engage with the complexities of the "field" and the "possibilities" of participatory / Art interventions to engage the "community". With photovoice, Art and A/r/t/ography, the researchers are seeking to relate to the world surrounding them, create spaces of resistance, deconstruct dominant powers and decolonize their research methods. Each presenter will have 15 to 20 minutes to present and the rest of the time will be open for Q&A.

Session IV: 4:00 pm-5:20 pm

*PCOH (Room 1): Multi-paper session*

**Neoliberalism in education: Reflections and interventions**

Chair: Taylor Webb

**Refusing "Responsibilization": Possibilities for Solidarity in Academic Work**

Jessica Lussier

When describing the neoliberal era, Noam Chomsky stated: "its crucial principle is undermining mechanisms of social solidarity and mutual support and popular engagement in determining policy" (Chomsky, 2017). In this paper, I will explore the university as a neoliberal institution, focusing on practices of alienation and what Wendy Brown describes as "responsibilization" of individual academics, in order to imagine possible opportunities for resistance and solidarity among colleagues. I will begin with a brief discussion of neoliberalism's effects on academics, highlighting how academic work has grown increasingly precarious as universities reevaluate departments and positions with the use of audit and ranking systems. Tenure-track, research positions have become a scarcity, increasingly replaced by part-time, temporary and sessional instructors; within this setting, competition for funding, publications, and positions has progressively eliminated opportunities for genuine academic exchange. This space of scarcity and hyper-competition pushes academics to prioritize investing in themselves, through continual production, in order to secure their position within the institution. Focusing on the ways in which we frame ourselves as "human capital" and operate within an audit culture, I posit that the anxiety from the "pressure to produce" acts as a form of "soft governance" (Berg et al., 2016). Next, I will expand this notion of academics as "self-

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entrepreneurs”, or what Foucault described as “Homo oeconomicus...an entrepreneur of himself” (Foucault, 1979, 226). I argue that institutional practices of alienating and profiting from individual anxiety divert our attention to caring for ourselves and our CVs; from this place of self-governance, academics are posed to work against one another in order to further our own careers. If academics have been complicit in neoliberal reforms, then it can be argued that we might combat this complicity by engaging in practices of collective, anti-capitalist, cooperative relationships, which may then transform our practices and forms of research. In my final section I will propose an “ethics of care” in resistance to neoliberal policies within the university setting. Because neoliberalism frames our relationships within the confines of “investment thinking”, acts of genuine care have become obsolete. I argue, then, to invoke an ethics of care and call for the possibility of a collective is inherently anti-capitalistic. Once affection is no longer viewed as “investment”, solidarity becomes a possible reality. In this section I hope to put forth some possible actions that academics can take in order to challenge the neoliberalization of academic work and promote norms of a “collective ethics”.

### **A critical analysis of equity in the International Baccalaureate’s (IB) policies and practices**

Sameena Karim

In this presentation, I will explore the extent to which aspects of equity are embedded in the policies and practices of the International Baccalaureate (IB). The presentation will begin with an overview of the IB, followed by a brief discussion of its success story and its global “brand”. After clarifying the difference between the terms equality and equity, I will draw attention to how aspects of the IB’s policies and practices reflect the concept of equity. I will then discuss shortcomings in the IB’s enactment of equitable practices, calling into question the policies, actions and inaction that result in inequity in the availability of opportunities for stakeholders of certain demographic groups in the “IB World”. I will also delve into some of the mechanisms through which the IB maintains what some have referred to as the elitism of its “brand”. The content of this paper will form part of my dissertation, and it is hoped that the discussion that follows during the Q & A session will generate additional ideas that I may incorporate into my study.

### **Zombies and Neoliberalism**

Karen Moore

Neoliberalism is a sickness: we are all contagious and contagion. By examining zombie movies from their inception, and looking at their changes over time, we can chart the spread of Neoliberalism globally. At the same time, these pop culture films are both a lens and a mirror for understanding our own culpability, in this pandemic. The more we see and understand the way Neoliberalism is spread—including in the education arena—the more we can imagine strategies of disruption and containment.

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Session IV: 4:00 pm-5:20 pm

*PCOH (Room 2): Roundtable Discussion.*

**Unsettling allyship and learning towards a decolonizing solidarity.**

*Panelists: Jenalee Kluttz, Pierre Walter, Jude Walker*

We would like to encourage a discussion of ideas we explored in a recent paper that critiqued the notion of being an ally in solidarity work with Indigenous social movements. In the paper, we explore what it might mean to move beyond allyship and learn towards a decolonizing solidarity. We draw on insights from Indigenous scholars and the field of social movement learning to explore moving towards decolonizing solidarity as an unsettling process of learning and unlearning. From these ideas, we then reflect on our own ongoing processes of learning and unsettling ourselves as settlers working towards solidarity. We draw further lessons from our research that explores solidarity work within the Indigenous resistance and resurgence at Standing Rock in opposition to the Dakota Access Pipeline.