

Canadian Society for the Study of Education

**Canadian Association for Curriculum Studies (CACS)
L'association Canadienne pour l'étude du
curriculum (ACÉC)**

**Celebration of Scholarly and Creative Works
Célébration des travaux créatifs et scolaires**

May 30, 2023 // 6:00 pm

Rob And Cheryl McEwen Graduate Study & Research Building (MB)
Shoukri Atrium

York University

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Educational Fabulations:

Teaching and Learning for a World Yet to Come

Co-Editors: Diane Conrad & Sean Wiebe + 38 Authors

This highly original collection presents speculative fiction as fiction-based research to re-imagine education in the future. Given the particular convergence of economic and governmental pressures in educational institutions today, schools represent imaginative sites especially well-suited to interrogation through an SF lens. The relevance for education of the exploration and interrogation of themes related to technology, human nature, and social organization is evident; yet the speculative fiction approach is unique in its harnessing of creative capacities to envision alternatives. The contributions in this collection are generated from educational experience and research, drawing on scholarship in curriculum studies and teacher education and on the authors' experiences and imaginations as teachers, teacher educators, educational scholars, and human beings.

Arts-Based Educational Research Trajectories: Career Reflections by Authors of Outstanding Dissertations

Editors: Barbara Bickel, Rita L. Irwin, & Richard Siegesmund

This book recognizes those whose dissertations were chosen as the Arts Based Educational Research Special Interest Group of the American Educational Research Association outstanding dissertation award winners. Beginning in 2005, this award has gone a long way to legitimizing arts based educational research and all those related methodologies as a strong force in the field. Moreover, the authors offer their reflections of the field since they completed their dissertations. Ranging from very positive and to quite challenging, their reflections on the field, are enlivening and sobering at the same time. The book offers an enthusiastic embrace to all that is arts-based research while recognizing there is still more work to be done. Canadian award winners celebrated in this book include: Douglas Gosse, Pauline Sameshima, Kathleen Vaughan, Barbara Bickel, Adrienne Boulton, and Natalie LeBlanc.

Arts Creation: A Curriculum of Relationality, Resurgence and Renewal

Jennifer Markides & Darlene St. Georges

Arts Creation: A Curriculum of Relationality, Resurgence and Renewal is a curated collection of arts-informed, creation-centred, and storying practices in research and education. Author|Artists' weave threads of imagery, poetry, narrative, and verse, with sound and story that evoke our capacity to re-imagine our world differently. Their diverse and distinct voices and expressions remind us of the powerful sustenance our creative spirit can manifest. They show us how the arts can actively decolonize, heal, build relationships, return, reclaim, and honour our relational connections. These lessons teach us how we can lift-up voices, resist colonial narratives, strengthen our resolve to respect and honour each other, and celebrate life. It is our hope that this inspired collection provides a relational and creation-centred approach for artists, artist-researchers, educators, and those engaged in reconciliatory work.

Retrospective of Connections to Nature through environmental teaching expressed through art and photography

Franka Cautillo & Gail Matthews

Gardening is a metaphor for my teaching career that spanned over 35 years. Alma Mater and 'Academia' are two of my key terms in my research. In examining the etymological roots of alma mater one finds that it derives from the Latin meaning bounteous mother (Oxford, 1976)... "bountiful mother" title the Romans gave to goddesses, alma nourishing "mater" mother. Academia has its roots in the Greek word akademos which refers to the grove outside of Athens where Plato taught. As is evident these two key terms are intrinsically linked to learning and places of learning. Nature is both a teacher and a context for learning. In this retrospective I look back at my artwork, photography and teaching with an environmental focus. During a time of global warming teaching programs with an environmental focus are indispensable so that we can nurture in students the importance of being stewards of flora and fauna.

Making Connections in and Through Arts-Based Educational Research

Hala Mreiwed, Mindy R. Carter, & Sara Hashem

This book explores the connections made in and through arts-based educational research through four themes: socially engaged connections, cultural connections, personal and pedagogical connections, and making connections during the COVID-19 pandemic. It emerges from the 3rd bi-annual 2020 Artful Inquiry Research Group symposium on the theme of "connections". The symposium brought together artists, community members, teachers, students, and researchers through a virtual platform to examine the way(s) in which the arts can help connect people, ideas, and spaces/places in a pandemic reality.

Dialogue, Vol. V // Maisa Mreiwed

Dialogue, Vol. V, is a thought-provoking piece that invites the viewer to reflect on the importance of open and respectful communication. The use of quill, ink and acrylics on paper creates a rich and textured surface that emphasizes the message of the piece. The two ants symbolize the different perspectives and opinions that come together in any dialogue, and the circle represents the process of mutual understanding and openness. The key within the circle serves as a reminder that the key to effective communication is to be willing to learn from others and understand their perspectives. My goal is to encourage viewers to engage in positive social growth through constructive conversation. This artwork is a powerful reminder of the transformative power of art and how it can initiate positive change in our world today.

Smallest circles first // Mindy Carter

Drawing from studies with pre- and in-service teachers in Quebec, *Smallest Circles First* looks at how teacher agency engages with the educational calls to action from Canada's Truth and Reconciliation Commission. Using drama education and theatre, *Smallest Circles First* explores how the classroom can be used as a liminal educational site to participate in reconciliatory praxis.

Teachers' Inquiry into the Qulliq: Curriculum Planning and Inuktitut Language Learning // Tina Alookie, Mary Audlakiak, Gail Matthews, Daisy Mosesie, & Donna Qiyuqtaq

Inuksuit is an Inuktitut Language Immersion and Model school. We are a team of Qikiqtarmiut teachers building an excellent collection of Inuktitut and English language Inhabit Media resources and continue to develop relevant ways to use them in our classrooms. We are focused on learning the Inuktitut Education Dialect and using proper terms, phrases, and directions to better communicate with our students throughout the school and strengthen our classroom management.

Of Books, Barns, and Boardrooms: Exploring Praxis through Reflexive Inquiry // Ellyn Lyle

Of Books, Barns, and Boardrooms: Exploring Praxis through Reflexive Inquiry is at once scholarly and deeply personal. A rich weave of learning moments across multiple contexts— formal education, workplace learning, relationships with horses—this text explores the various ways that curriculum and pedagogy and practice emerge with and through currere. Centring the metaphor of join-up, a relational approach to starting new horses, the book intertwines educational theory with storied experience to uncover opportunities for cultivating collaborative spaces born of trust, deep communication, agency, and relationality. A highly readable text, *Of Books, Barns, and Boardrooms* models reflexive inquiry as a way of being while inviting us to imagine possibilities for re/humanizing teaching and learning.

**Simonie and the Dance Contest: Learning and Literacy in Nunavut
Dr. Gail Matthews**

This multi-media presentation illustrates student learning and literacy. Based on the annual Christmas dance contest in the community of Taloyoak, Nunavut, this heartwarming picture book shows how a lot of hard work—and a little inspiration—can go a long way.

We Can, and We Will: Youth Participation to Solve Real-World Sustainability Challenges in a Socio-Economically Vulnerable Community Using DIY STEAM Kits // Midhat Noor Kiyani

How does youth participate in community-based research to solve real-world sustainability challenges? This work is part of the research project in which eight youths from a non-profit school in at-risk community of Pakistan participated in interdisciplinary STEAM (science, technology, engineering, arts, mathematics) activities by using Do It Yourself (DIY) kits. These kits were designed to address the real-world sustainability challenges existing within local communities. Particularly, youth used Create2Solve Waste Management and Recycled Electronics kits to solve the problems of ineffective waste disposal and electricity shortage in their community through experiential learning projects.

Rehearsals for Change

Claudia Mitchell, Sabi Hinkson, Emmanuel Tabi, & Dayna McLeod

A series of professional videos on various EDI topics to share for teachers.

Illustrating Inner-Landscapes; Terrier & Blast Furnace; From a Steel Town Down: Gifts, Grace and Gratitude // Dr. Adam Garry Podolski

My artwork, Terrier & Blast Furnace – inspired the Chapter titled From a Steel Town Down: Gifts, Grace and Gratitude in the book Influences and Inspirations in Curriculum Studies Research and Teaching: Reflections on the Origins and Legacy of Contemporary Scholarship. I began my artwork by reflecting on my development as a teenager in a steel town with the major industry there going in and out of bankruptcy. Recently, I've come to understand that illustrating inner landscapes offers a rich curriculum for both the artist and the viewer, which I detail in an artist statement in the most recent issue of the Journal of the Canadian Association for Curriculum Studies titled Illustrating Inner-Landscapes, in the issue The Breath in Our Bones: Poetic Inquiry in Search of Air.

CACS Awards

2023 Ted T. Aoki Award for Distinguished Service

Recipient: Dr. Teresa Strong-Wilson (McGill University)

2023 Dissertation Award

Recipient: Dr. Rae Ann Van Beers (University of Calgary)

Dissertation: *The Nice Girl Plight: Struggling to Become a Socially Just Citizen*

2023 Cynthia Chambers Master's Thesis Award

Recipient: Hudson Manuel (Vancouver Island University)

Thesis: *Trauma, Resilience, and Teaching: One Educator's Path in Remote Canadian Indigenous Communities*

Outstanding Publication in Canadian Curriculum Studies Award 2023

Recipients: Dr. Zuhra Abawi (Niagara University) & Dr. Ardavan Eizadirad (Wilfrid Laurier University)

Publication: Neutrality always benefits the oppressor: The need to rupture the normalized structure of teacher education programs to diversify the workforce. In P. Danyluk, A. Burns, S. L. Hill, & K. Crawford (Eds.), *Crisis and opportunity: How Canadian Bachelor of Education programs responded to the COVID-19 pandemic* (pp. 321-333). Canadian Association for Teacher Education (CATE) / Association canadienne de formation d'enseignement (ACFE).

Congratulations to the award winners!
Thank you to the scholars
for sharing their creative and artistic works!