8th Education Graduate Students (EGS) Conference 2021
“Transformation and Translation: Curriculum and Change” Program

Friday, March 19, 2021
Online
12:00 – 12:15 Opening Remarks & Welcome
Dean Dr. Blye Frank and EDCP Department Head Dr. Samson Nashon
https://ubc.zoom.us/j/68196298295?pwd=U2hXBl16Qi1ExMGlOZnBG0cTBWZz09
Meeting ID: 681 9629 8295
Passcode: 883254


13:15 – 13:20 Message to Graduate Students
EDCP Graduate Advisory Committee Chair Dr. Marina Milner-Bolton

13:20 – 13:30
Break

13:30 – 14:50 Session 1 (Concurrent with Session 2)
https://ubc.zoom.us/j/67121568698?pwd=bThyG0fE5oNDJzN6RXZVUT09
Meeting ID: 671 2156 8698
Passcode: 466377

Complicating the Conversation About Counter-school Culture in China
Ian Alexander

Education and Exclusion: The Rhetoric and Reality of New Education Policies of India and Pakistan
Gulzar Ahmed Yousafzai

Should We Compare? Homeschooling in America and Africa – Why Nigeria Must Wake Up
Blessing Onuigbo

Internationalizing the Campus: Language, Translation, and Teaching Gender at Qatar University
Esraa Al-Muftah

13:30 – 14:50 Session 2 (Concurrent with Session 1)
https://ubc.zoom.us/j/63582855893?pwd=ylVZBMly9oKUE2MFzbWm96bUhxZz09
Meeting ID: 635 8285 5893
Passcode: 614282

The Transcendent Immanence of Walking
Yasaman Moussavi

Perceived Challenges of Early Childhood Educators in Promoting Unstructured Outdoor Play: ‘They limit it because they want always to be safe.’
Tina Cheng & Megan Zeni

Ne Kwin Dist Ggan (The Light is Lit Again): Healing Trauma in the Wet’suwet’en Nation with Indigenous Focusing Oriented Therapy
Sarah Panofsky

Where Does It Hurt? The Question of Harm in Poetic Narrative
Addyson Fratrua
13:30 – 14:30
Workshop 1 (Concurrent with Session 1 & 2)
https://ubc.zoom.us/j/66923110968?pwd=UNJYZXAOcXJxExYjgkVzVYfPZHVtZ209
Meeting ID: 669 2311 0968
Passcode: 897408
Navigating the Transition to Online Graduate School during COVID-19:
Sharing Student Experiences
Linnea Kalchos

15:00 – 16:00
Session 3 (Concurrent with Session 4)
https://ubc.zoom.us/j/63009050309?pwd=U1ozUTBmTnA2Sll5cWNQRjBb1ZGZ209
Meeting ID: 630 0905 0309
Passcode: 009812
A Woman’s Identity Development and Transformation: Reflections of a Language Learner and Teacher
Laura Brass

Students’ reports of language ideology in mainstream college courses: (Re)production and resistance
Danielle Burrell-Kim

Active Children Today, Healthy Adults Tomorrow: Getting Serious About Physical Activity and Physical Literacy in Our Schools
Steve McGinley

15:00 – 16:00
https://ubc.zoom.us/j/68102394976?pwd=T29hR2xN8mHDZ1BrWDF3elpuQTF4QT09
Meeting ID: 681 0239 4976
Passcode: 541840
Session 4 (Concurrent with Session 3)

Beyond the Pandemic: Using Twitter as a Tool to Canvas Attitudes and Springboard Solutions
Eric Zhang

Mathematics for Social Justice: Conceptualizing Teaching as Transgressive
Kelly Davila

Mathematics Educational Experience in the Public Educational System in Ghana
Evelyn Gakpetor

16:00
Closing Remarks (Main Room Link)
**Susan Gerofsky**

Dr. Gerofsky’s research in embodied, multi-sensory, multimodal mathematics learning via the arts challenges dualistic notions of mathematics as a ‘purely cognitive’, disembodied way of knowing. Her linguistic/multimodal research in pedagogical genres like word problems, graphs, worksheets and lectures contextualizes mathematics education in the larger culture. She also explores garden-based education as a way of working meaningfully across the curriculum outside the four walls of a classroom.

**Harper B. Keenan**

Dr. Harper B. Keenan is the Robert Quartermain Assistant Professor of Gender & Sexuality Research in Education at the University of British Columbia. Before coming to UBC in 2019, Dr. Keenan was a postdoctoral fellow at the Stanford Graduate School of Education, where he also earned his PhD in Curriculum and Teacher Education in 2019. Dr. Keenan completed his undergraduate studies at The New School in New York City, and earned a Master’s Degree from the Bank Street College of Education. He is a proud former New York City elementary school teacher. Broadly, Dr. Keenan’s research analyzes how adults teach children to make sense of the social world. Much of his work investigates the management, or scripting, of children’s knowledge, and ways that educators and their students might work together to interrupt that process and imagine something different. Dr. Keenan is interested in those social issues that many adults find difficult to talk about with children – things like racism, gender, sexuality, and violence. He is perhaps best known for his 2017 article in the Harvard Educational Review, “Unscripting Curriculum: Toward a Critical Trans Pedagogy.”

**Shannon Leddy**

Shannon Leddy, member of the Metis Nation of BC with Irish heritage, is a Vancouver based teacher and writer, whose practice focuses on decolonizing education and Indigenous education within teacher education. She holds degrees in Art History and Anthropology from the University of Saskatchewan (1994), an MA in Art History (1997), and a BEd (2005) from the University of British Columbia. Her PhD research at Simon Fraser University focused on inviting pre-service teachers into dialogue with contemporary Indigenous art as a mechanism of decolonizing education and in order to help them become adept at delivering Indigenous education without reproducing colonial stereotypes.

**Anne Phelan**

Anne Phelan’s research focuses on the intellectual and political freedom of teachers and on the creation of teacher education programs and policies that support that end. Dr. Phelan’s work has explored (a) the formation of identity, (b) the dynamic of judgment and responsibility, and (c) the paradoxes of autonomy (creativity and resistance) in teacher education and in professional life. Her scholarship has contributed to understandings of education for democracy within and beyond the teaching profession.
Eesraa Al-Muftah

Eesraa Al-Muftah is a PhD candidate in Educational Studies at the University of British Columbia. Her research interests include internationalization, gender, and higher education policy. Eesraa earned her M.A. in Sociology and Education with a concentration in Educational Policy from Teachers College, Columbia University in 2014. Prior to that she completed her B.A. in Psychology with a Diploma in Special Education from the American University of Beirut in 2011. Her most recent publication is a co-authored chapter titled: Accreditation and the Standardization of Syllabi: Critical Reflections from the College of Education at Qatar University (2020).

Ian Alexander

Ian Alexander is a first-year PhD student in the UBC Department of Curriculum and Pedagogy. After teaching in both China and South Korea, I completed an MA at the University of Victoria researching the perspectives and experiences of British Columbia offshore school graduates and internationalized education. Now at UBC, I plan to research how Canadian teachers depict and deliver social studies and humanities courses taught in British Columbia offshore schools as well as further exploring the internationalization of curriculum in Canada, China, and Korea.

Laura Brass

Laura Brass is a PhD student in the Language and Literacy in Education department at the University of British Columbia. She holds an MEd in TESL from the University of Calgary. Laura is a guest blogger with TESL Ontario Blog, TEFL Equity Advocates, and has published in the Canadian Journal of Career Development. She has taught EFL, ESL, EAP, LINC and has worked with CBC/Radio-Canada, Langara College, MOSAIC, and Vancouver Community College. Her research interests are language and identity, bi/multilingual language teachers, women immigrant issues, multimodal digital literacy, new materialism, and phenomenology.
TINA CHENG

Tina Cheng is a Master of Public Health student at the University of British Columbia. She is passionate about learning health care quality improvement and early childhood education as a social determinant of health. As a public health advocate, Tina believes effective communication is essential for knowledge translation, engagement, and bridging research to policy.

KELLY DAVILA

My name is Kelly Davila, and I am a recent graduate of the Master of Education in Curriculum Studies program from UBC. In my home country, Peru, I have worked in math education for 13 years. Currently, I work (remotely) for a Peruvian institution that trains teachers. I am interested in promoting a mathematical growth mindset in students to feel confident doing math. Research studies have shown that we all can learn mathematics. In this way, mathematics will not only be for an elite and will promote paths of equity.

ADDYSON FRATTURA

Addyson Frattura (she/her) is a PhD Student situated in philosophy of education at the University of British Columbia. Her scholarship focuses on the phenomenon of school expulsion nurtured from the intellectual and literary histories of Abolitionism. She is particularly committed to addressing the question of human freedom and human suffering. Put differently, Addyson is committed to the human—in their personhood—rendered through word and sound. She studies, reads, and writes philosophical and educational scholarship. She writes literary narratives and lines that aspire to be poetry. She collects unused memoir titles, writes love letters, and makes zines about feelings.
Evelyn Gakpetor

I am Evelyn Gakpetor, a first-year PhD. student in Curriculum Studies, in Mathematics Education, Faculty of Education. I hold an MSc. in Mathematics Education, from the University of Bristol, where I conducted a study to investigate children’s understanding and development of fractions, for my dissertation. My research interest is motivated by my passion to make important contributions to education in general and mathematics education in particular. Currently, my research endeavours have been illuminated by some ideas of John Dewey on educational experience. I want to delve deeper into its wider context, and applicability within the Ghanaian public educational system.

Linnea Kalchos

I’m a first year Master of Arts student in the School and Applied Child Psychology program. I grew up in Ontario and completed my Bachelor of Arts Honours at Queen’s University. I went on to graduate in 2018 with my Bachelor of Education with a focus on International Education. Since graduating I have been a secondary school teacher in Melbourne, Australia. Exposure to international education systems and my passion for social justice led me to UBC where I will pursue my research with Dr. Anusha Kassan in the areas of school integration, multicultural counselling, and social justice in school psychology.

Danielle Burrell-Kim

Danielle is a PhD student in the Language and Literacy Education program. She is a recent graduate of the TESL MA program at UBC. Danielle teaches English for Academic Purposes in a post-secondary context the United States. Her research interests include language ideologies and gender socialization and performance in education. In addition, she extends these topics to games studies research, examining how language ideologies and hegemonic notions of gender are represented in video games and media.
**Steve McGinley**

I am a first year PhD student in the Department of Curriculum and Pedagogy at the University of British Columbia (UBC) under the supervision of Dr. LeAnne Petherick and Dr. Anthony Clarke. I am a full time Lecturer in the Health Outdoor and Physical Education (HOPE) program area at UBC and I serve on the Physical and Health Education Canada Research Council Executive as the Western Canadian Representative. My current research and passions lie in the promotion and advocacy for quality physical and health education and the physical literacy movement.

**Yasaman Moussavi**

Yasaman Moussavi is a first year PhD student in Department of Curriculum and Pedagogy studying Art Education. She is an artist and a teacher. In her art practice research, she explores the socio-cultural in-betweenness as a capacity and disposition to participate in meaning-making across cultures and languages. For her, transitional spaces are the performative embodiment of spatial mapping and in-betweenness. Yasaman holds an MFA and a BFA in Visual arts. Her artworks have been displayed in many national and international solo and group exhibitions. She is a co-founder of Didaar Art Collective, a Chicago-based Iranian art community.

**Blessing Otuigbo**

Blessing Otuigbo is currently in her second year of Master of arts in Educational studies, with a concentration in Educational Administration and Leadership. She serves as a graduate research assistant and part of the team for the department’s (EDST) blog. She has very specific interest in educational policy studies and leadership because she wants to garner knowledge to impact the educational sector especially in her home country Nigeria. At the moment, she is working on a proposal that has to deal with strategies to curb corruption in Nigerian universities. Blessing’s future goal is to teach in higher education.
Sarah Panofsky

Sarah Panofsky is a white settler and heterosexual woman with cisgender privilege, living on the traditional, ancestral, and unceded territories of the Sḵwx̱wú7mesh (Squamish) people in Squamish, BC and an MA student in Counselling Psychology at UBC. Her research explores Indigenous approaches to well-being and trauma repair. She comes to this work having lived and worked on Gitxsan, Wet’suwet’en, and Tsimshian Territory in Northwest BC. Her own understanding and embodiment of holism, relationality, spirituality, and connection to the land that are inherent to life in the rural and remote Northwest, have been gradual and continue to be in process.

Megan Zeni

Megan Zeni is a PhD student in the Faculty of Education, EDCP. Her research interests include educators’ perceptions of risk and pedagogies of play in elementary school outdoor classrooms. Megan has 24 years of teaching experience in public schools, and currently teaches in a K-7 outdoor and garden classroom. To learn more about her work, visit: www.meganzeni.com.

Gulzar Ahmad Yousafzai

Gulzar Ahmad Yousafzai is a first year PhD student at EDCP in UBC. His graduate education has taught him to introspect himself as an early career researcher and a regular university teacher whose research and pedagogical practices are influenced by the powerful currents of nationalism, colonialism, and neo-liberalism. Gulzar’s training in theory and research predominantly centers on the interdisciplinary terrain of Politics, Education and Social theory. His PhD research project is primarily focused on the exploration of well-organized nexus of education, religion, and national identity formation in Pakistan.
Eric Zhang

My name is Eric Zhang, and I’m currently pursuing a Master of Arts degree in Science Education. I grew up in Beijing, China, before moving to the United States to pursue a degree in Physics at Reed College. My time teaching Physics labs there inspired me to formally pursue the field of education here at UBC. My academic interests include studying how technology can be used to enhance learning, with a focus on social justice and model-based inquiry. These days, I’m also interested in examining the impact of the language we use when teaching and when conducting research.
SESSION 1

COMPLICATING THE CONVERSATION ABOUT COUNTER-SCHOOL CULTURE IN CHINA
IAN ALEXANDER

This presentation aims to unpack discrepancies in recent literature about counter-school cultures emerging in China. A relatively small, yet growing, population of Chinese students have chosen to take an offramp and avoid the high school and college entrance exams — the Zhongkao and Gaokao — in this age of privatized international education and rapid economic growth. As a former teacher of students studying in Canadian curriculum offshore schools, I encountered in my research contrasting representations of the plight and role of students who have avoided the Gaokao for various reasons: elite neoliberal transnational aspirations, socioeconomic discrimination, geographic restrictions, or suzhi discourses. Key in this exploration is the layering of neoliberal inequalities upon an already unequal public school system based on meritocratic ideology. Challenges in educational reform have opened alternative pathways and an offramp from the Gaokao route. Chinese educational developments are reshaping the world and a peek into these developments aids teachers, professors, and students alike.

EDUCATION AND EXCLUSION: THE RHETORIC AND REALITY OF NEW EDUCATION POLICIES OF INDIA AND PAKISTAN
GULZAR AHMED YOUSAFZAI

This paper is aimed at the comparative analysis of the recently enacted Policies of “National Education Policy 2020” (NEP) in India and “Single National Curriculum 2020” (SNC) in Pakistan. As a discourse analysis, the objective of this paper is to “uncover and bring to conscious awareness the usually taken for granted knowledge” (Gee, 2014, 13). Though innocuous, even charming in tone and tenor, NEP appears more refined as it is a thorough and meticulously articulated document, therefore, likely to be more effective if promulgated in letter and spirit. On the other side, SNC is devoted to establishing a religion-based monolithic social order, yet it is ill-conceived and clearly suggests state’s lack of political will to design a uniform system of education rather religiously informed monolithic single national curriculum meant to erode local cultures, histories, languages and other identities.
**Session 1**

**Should We Compare? Homeschooling in America and Africa – Why Nigeria Must Wake Up**

Blessing Onuigbo

Imagine a world, owing to COVID-19, where primary and secondary school students receive lectures through radio broadcast and television. I imagine all the inadequacies present in this system. Well, this happened to be the case in even major Nigerian states where students have to write their standardized exams anyways despite COVID-19. The why of the inadequacies is that there is no constant electricity, no affordable WiFi, and many households cannot afford computers for their kids for online lessons. What might be a way out? Homeschooling, being popular in many developed worlds is not, in Nigeria, as even the legislature does not recognize it. However, my social media survey of parents and teachers shows that parents still practice and are in quest for it. Hence, my paper on homeschooling, an under-researched phenomenon in Nigerian context, to provide some form of exposure and to sensitize the government towards welcoming it.

**Curriculum Internationalization in Relation to Gender Studies: The Case of Qatar University**

Esraa Al-Muftah

Internationalizing the campus: language, translation, and teaching gender at Qatar University. Curriculum internationalization has been translated by higher education institutions as a language policy – switching to English as the language of instruction and teaching material published primarily in the United States (Altbach, 2013). This presentation seeks to understand how this trend has reconfigured the experiences of academics with respect to the material they teach and the locations from which they teach it using the case of Qatar University’s (QU) International Affairs Department (IAD). The transnational academics interviewed share with me their motivations for joining QU, their pride in being part of the IAD, and their disappointments in the curtailment of the program following the political contentions and backlash that emerged after the switch back from teaching English to Arabic. The findings raise issues surrounding the politics of translation, as it reveals that teaching gender studies in Arabic put the department and the courses they offered under societal and political scrutiny following the 2012 language reform.
SESSION 2

THE TRANSCENDENT IMMANENCE OF WALKING
YASAMAN MOUSSAVI

This presentation is twofold. First, I explore the complex dynamics of walking as a process-based approach to learning and thinking with a greater emphasis on making rather than the final product. I focus on developing the sensorial dimensions of learning through aesthetic experience during a walking journey and engaging with the place through the act of artmaking. In this regard, walking as a pedagogy of learning and as a method within A/r/tographic practices is my inquiry. Second, I examine how walking as a method within A/r/tographic practices could foster a sense of self-bridging between embodied awareness and identity. I propose and develop a series of workshops for the second-generation Iranian-American students, with the partnership of Chicago Persian School and its young adult students. Being a part of a bigger project on narration and cultural identity, I also intend to develop ways in which self-expression through narratives of walking and artmaking could offer cathartic moments to overcome conflicts and self-doubts.

PERCEIVED CHALLENGES OF EARLY CHILDHOOD EDUCATORS IN PROMOTING UNSTRUCTURED OUTDOOR PLAY: ‘THEY LIMIT IT BECAUSE THEY WANT ALWAYS TO BE SAFE.’
TINA CHENG & MEGAN ZENI

Unstructured outdoor play (UOP) is crucial for children’s healthy development, yet complex individual, community, and systemic challenges can limit children’s opportunities to engage in meaningful outdoor play in ECE settings. We conducted 5 focus groups with 40 early childhood educators and licensing officers in British Columbia to better understand the perceived challenges in supporting children’s UOP. Via thematic analysis, challenges were identified and then selected for inclusion in an online intervention tool. In this paper presentation, we will share findings that help identify perceived challenges for UOP in ECE settings, as well as introduce the online tool designed from this research.


**Session 2**

**Ne Kwin Dist Ggan (The Light is Lit Again): Healing Trauma in the Wet’suwet’en Nation with Indigenous Focusing Oriented Therapy**  
Sarah Panofsky

This presentation will explore the findings of Sarah’s MA thesis research conducted collaboratively with the Office of the Wet’suwet’en, reflecting an integration of Indigenous and Western ways of knowing and being that privileges Wet’suwet’en understandings. The research will be anchored within Wet’suwet’en conceptualizations of wellness and stories in the words of participants will be shared throughout.

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**Where Does it Hurt? The Question of Harm in Poetic Narrative**  
Addyson Frattura

It is not only the medical doctor who asks the question where does it hurt? The poet, the philosopher, and the teacher ask variations of the same question. In this paper I focus the phenomenon of hurt through the concept of harm. I question how a poem can describe, develop, and contend with the question of harm as a form of suffering. The question of harm is not only relevant during present times of enduring hurt through realities such as Covid-19, racialized violence, precarious educational realities, and ongoing struggles for justice in its many forms. It is enduringly relevant insofar as the school holds, creates, sustains, and attempts to respond to hurt of many kinds. It could be argued that the school causes more hurt than it soothes. My intent is to offer a space to hold the seemingly incommensurable questions for us as students, as teachers, as artists, and as humans existing and living through a world of hurt.
SESSION 3

A WOMAN’S IDENTITY DEVELOPMENT AND TRANSFORMATION: REFLECTIONS OF A LANGUAGE LEARNER AND TEACHER
Laura Brass

This presentation looks at issues related to bi/multilingual immigrant ESL female teachers in Canada from an autoethnographic perspective. Informed by new materialism, which theorizes that material objects are holistically connected to lived experience and by language teacher identity, which conceptualizes the convergences between personal and professional identity, this presentation explores how symbolic and material objects orient one’s sense of self in (un)familiar environments. The proposed backward and forward cycle of identity brings past and present lived experiences into reflexive awareness through journal entries. The three main stories, which echo three main stages in the teacher’s identity transformation (i.e., Symbolic, Material, and Digital Objects), speak to an evolving relationship with the (im)material world. The significance of the past-present-future cycle of identity is threefold. It: 1) allows research participants to (re)imagine their future identities; 2) incorporates autoethnographic data in educational programs, empowering learners; and 3) sheds light on alternative ways of being, which pertains to immigrant teachers’ and newcomer students’ identity transformation.

STUDENT’S REPORTS OF LANGUAGE IDEOLOGY IN MAINSTREAM COLLEGE COURSES
Danielle Kim

This presentation explores some of the findings of Danielle’s completed Master’s thesis in which she explores English language learner students’ reports of oppressive language ideologies in their mainstream college courses. Language ideologies refer to beliefs about language and language users that are deeply connected to issues such as race, class, and/or gender. Danielle will present several samples of her data, illustrating how oppressive language ideologies negatively impacted her participants in a plethora of ways, including how they responded to said ideologies, namely through acceptance and reproduction of as well as resistance to hegemonic ideologies.

ACTIVE CHILDREN TODAY, HEALTHY ADULTS TOMORROW: GETTING SERIOUS ABOUT PHYSICAL ACTIVITY AND PHYSICAL LITERACY IN OUR SCHOOLS
Steve McGinley

In this presentation, I will provide the initial stages and overview of my qualitative research that will examine 1) the role and contributions of partnerships in the development and implementation of the SPA-PL project and 2) the effectiveness of the Summer Institute (professional development) and the overall impact on pre and in-service teachers’ knowledge, confidence and practices. This includes preliminary data from an initial pilot study involving individual interviews with elementary teachers regarding their experiences, learnings and professional engagement in the recent Summer Institute.
**SESSION 4**

**BEYOND THE PANDEMIC**

**Eric Zhang**

The switch to emergency online learning has been a sudden and dramatic one. We found Twitter’s rapidly refreshing feed means we can easily extract illuminating information about attitudes and solutions from an international community without falling behind. Our poster session is primarily a literature review on how Twitter can be used to canvas attitudes and springboard solutions, and presents some preliminary characterizations on the ways tweets with “#education” have been used in the past year. Using these tweets, we looked at pedagogical tools educators have employed over this past year. We hope to highlight the pedagogical skills we have nurtured during the COVID-19 pandemic might have a lasting, positive impact on our teaching both as educators and as members of the global educational community. We also hope that our presentation in this conference will provide a space for the audience to share any additional tools and insights as well.

**MATHEMATICS FOR SOCIAL JUSTICE: CONCEPTUALIZING TEACHING AS TRANSGRESSIVE**

**Kelly Davila**

For many years, mathematics has been taught as rote memorization or step by step enactment of a formula completely removed from what is important to students or any concerns happening in their real world. In this way, mathematics prepares students for compliance. Nevertheless, math’s real purpose is to prepare citizens to be aware of their world to understand it and change it. This presentation seeks to raise awareness about the importance of teaching math that brings back the lost connection with humanity through activities that challenge social justice issues. Thereby, students can learn about their world while learning mathematics and, simultaneously, learn mathematics as they engage with their world.

**MATHEMATICS EDUCATIONAL EXPERIENCE IN THE PUBLIC EDUCATION SYSTEM IN GHANA**

**Evelyn Gakpetor**

My topic is the issue of Mathematics Educational Experience in the Public Educational System in Ghana, in light of Dewey’s Experience and Education, and within the context of Teacher Education. I shall present a short argument about mathematics acquisition in the public school system in Ghana, introduce the work of John Dewey in his Experience and Education, and relate it with my investigation of experiential value of mathematics education in the public educational system in Ghana. I will present teacher education as the context in which my research situates the notion of theory in practice, around which data will be gathered for experiential analysis, with the teacher trainee, experienced teacher and student in view. This will touch on the laboratory view, in the Deweyan sense, of teacher education and training. Finally, my presentation will illustrate how the findings of my research will be used.
Navigating the Transition to Online Graduate School During COVID-19: Sharing Student Experiences (Workshop)

Linnea Kalchos

The COVID-19 pandemic has resulted in an unprecedented shift to online graduate studies for Canadian students. Universities across Canada have had to transition in-person programming to online platforms and shift has resulted in a rapid transition for both students and instructors. New challenges to graduate student success include navigating time zone differences, synchronous and asynchronous approaches, work/study permits, funding opportunities, lack of community and connection, shifting to online student support services, and limited practicum experience and professional development. Best practises for navigating online learning will be discussed and much of the workshop will be spent encouraging participants to share their experiences transitioning to online learning, as well as any tips and best practises they can offer the group. Graduate students can expect strategies for moving forward successfully in their online studies and an opportunity to network with peers experiencing this unique phenomenon.
Conference Organizers – EDCP Peer Advisors

Qiaochu (Joy) Xu

Qiaochu (Joy) Xu is a second-year master’s student in Mathematics Education in Curriculum Education and Pedagogy. She completed her undergraduate degree at McGill University, with a major in Mathematics and a minor in Education. She has been working as a math and ESL teacher online and in-class to prepare students from different aptitudes and interests. Her current research is parental engagement in virtual classrooms and interactive math learning in informal learning environments. She actively involves in various research projects in mathematics, virtual classrooms and second language acquisition and familiarizes herself with the expertise in conducting research in Education.

Naoki Takemura

I am a Ph.D. student in the Department of Curriculum and Pedagogy. I mainly study curriculum theory, early childhood education, and teacher education. I hold an MA from Tokyo Gakugei University, Japan. Once, I’ve worked as a member of the 2018/2019 EDCP peer advisor team. As it happens, I’m returning to the 2020/2021 peer advisor team. I’m hoping to engage upper-year graduate students like myself to the peer advisor’s events. I want to make opportunities in which the student new here can connect to the upper-year students.

Nashwa Kehdr

I am a second-year Ph.D. student in Curriculum Studies. I did my undergraduate degree in pharmacy and then pursued an M.Sc. in Pharmacy. With my growing passion for personal development and social change, and I shifted to education, and pursued an M.A. degree in International & Comparative Education. Before moving to Canada for my PhD program, my work involved curriculum design and teaching in non-formal educational programs of science, character and citizenship education in Egypt. I also worked as a teacher educator in rural, community, and international schools. I recently co-edited a book entitled ‘The Struggle for Citizenship Education in Egypt’, published by Routledge. My research interests include contextually-relevant pedagogy, critical pedagogy, and citizenship education. I am particularly interested in exploring teacher’s personal theorizing of critical pedagogy, and teacher autonomy within the context of neoliberal reforms. I am currently serving as one of the peer advisors in the Curriculum and Pedagogy Department for the academic year 2020/21. I love the outdoors and enjoy hiking and biking.

Angela Inez Baldus

Angela Inez Baldus is a second year PhD student at the University of British Columbia in the Department of Curriculum and Pedagogy studying Art Education. Her scholarship follows and attends to different forms of art education as they pertain to the speculation of its future, what it is, and what it might become. This process engages creation, scholarship, and research pertaining to and influenced by contemporary art practices, such as conceptual and relational art practices, which offer new ways of thinking about and teaching art. She is a codirector of the National Art Education Association Community Art Caucus and one of the lead organizers behind Teach Anything British Columbia (a community of graduate students dedicated to understanding and provoking the materiality of our teaching practices).