

# Front Matter

## Editors

Sheetal Prasad (Journal Managing Editor/founder) and Kristy Smith (Lead Editor)

*Faculty of Education, York University, Toronto, Ontario, Canada*

## Faculty Sponsor

Dr. Aparna Mishra Tarc (Graduate Program Director)

*Faculty of Education, York University, Toronto, Ontario, Canada*

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## Image Description of Title Page

A cream-coloured circle with black text that read: RE:. vol. 1 no. 1. Around the border of the image are the following words: re:connect, re:imagine, re:search, re:consider, re:dress, re:build, re:surge, re:call, re:spons-ability, re:new, re:open, re:create, re:flect. A black and white drawing of a fountain pen with a golden tip on the left bottom corner. Text reads: YU-WRITE Journal of Graduate Student Research in Education. A red lightbulb on the bottom right. Text reads: York Graduate Students in Education.

## Image Description of Logo in Preface

A black and white drawing of a fountain pen with a golden tip. Text reads: YU-WRITE Journal of Graduate Student Research in Education.

## Editorial Policy

*YU-WRITE* accepts papers from graduate students in any institution nationally and internationally working within the field of education. This may include:

- Interdisciplinary and multidisciplinary research (ranging from ECE to arts education) with a leaning toward education

- Early Childhood Education (ECE) to Higher Education
- Education beyond formal contexts (including but not limited to diverse and emerging forms of teaching and learning, spaces, and places)
- Futurist aspirations: what kind of futures do we want to have? Rebuilding, speculative futures
- Theoretical orientations/positionings (critical pedagogies, literacy, educational philosophies)
- Ways of knowing
- Graduate research studies and reports in exploratory, theoretical, and/or practice-based scholarship

The journal accepts the following types of submissions:

- Paper research
- Inspiring book/film/art reviews
- Creative submissions
- Post-conference proceedings

## Review Policy

Manuscripts submitted to *YU-WRITE* are reviewed by the Reviewing and Editing Committees for appropriateness in terms of focus and scope. Papers must meet the language and submission standards of the journal. Reviewers and Editors may provide revisions and feedback about both content and writing as appropriate.

## Open Access Policy

*YU-WRITE* is an open access journal that provides immediate and free access for anybody to read and download its publications. All content published by *YU-WRITE* is licensed under the [Creative Commons Attribution-Non Commercial 4.0 International \(CC BY-NC 4.0\) license](https://creativecommons.org/licenses/by-nc/4.0/). This licence allows readers to download, copy, redistribute, and adapt articles published by *YU-WRITE* for non-commercial purposes, provided that proper attribution is given and the conditions of the licence are stated. Authors retain copyright and grant *YU-WRITE* right of first publication.

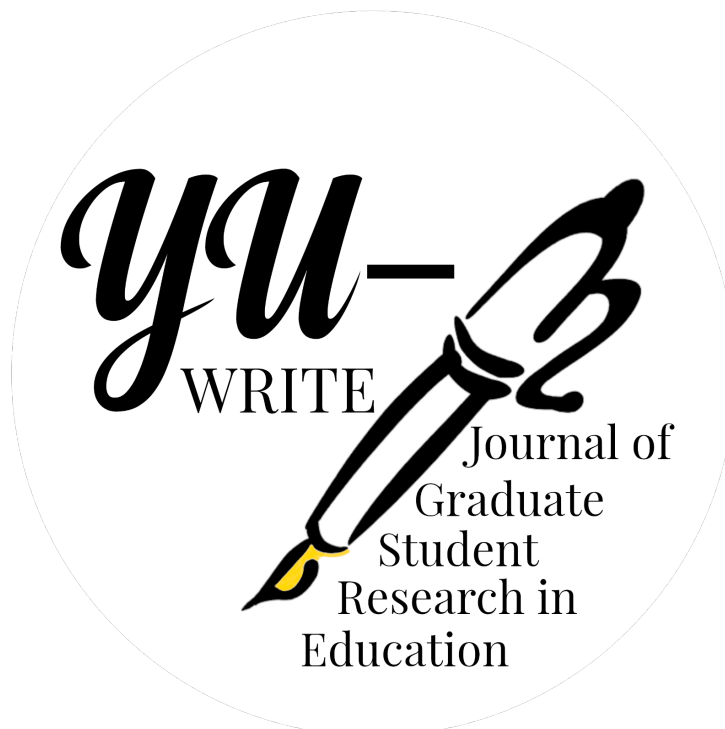
**Contact:** [journal.yuwrite@gmail.com](mailto:journal.yuwrite@gmail.com) | <https://yuwrite.journals.yorku.ca/>

## Preface

*YU-Write: Journal of Graduate Student Research in Education* (YU-Write) is a student-run, non-profit, open-access journal that aims to spotlight the research of graduate students in education. YU-Write was first discussed during our Graduate Conference planning session in the 2021-2022 school year. We wanted to give space for our presenters to publish their work from our conference.

YU-Write aims to support the writing development of graduate students at York University and other institutions nationally and internationally. We provide a space for graduate students to publish in a way that encourages personal and academic growth through using a collaborative and transparent peer-review process that aims to support graduate students develop their writing skills and academic voice. This way this process is collaborative, more accessible, and more transparent while also fostering academic writing skills. As part of the York Graduate Students in Education student governing body, we believe in providing learning opportunities for graduate students to gain experience in the publishing process (copyediting, running a journal, writing, reviewing) for their CVs.

YU-Write is published twice a year in electronic format.



## Notes from the Editors

I am delighted to present to you the first issue of *YU-Write: Journal of Graduate Student Research in Education* (YU-WRITE)! Before the conference on March 24, I shared my idea to create a post-conference journal for graduate students with Graduate Conference Coordinators Marika Kunnas and Jenna D'Andrea. After much discussion from the Conference Committee (now Journal Committee), we decided to put together a student-run journal that aims to foster a sense of community through publication. Like myself, a lot of students may feel intimidated by publishing, which was one of the reasons I wanted this journal to be established—to give a space for graduate student voices without feeling intimidated. In addition, many students have not had any publishing experiences, so I felt that this would be a great way for students to be introduced to the process.

–Sheetal Prasad (Journal Managing Editor/founder)

This inaugural issue of *YU-Write: Journal of Graduate Student Research in Education* highlights the diverse range of scholarship present within and beyond the Faculty of Education at York University. The Graduate Student Conference brought together students from several institutions and countries, representing an exciting shift towards increased opportunities for sharing knowledge and ideas. The process of creating this journal was both a new scholarly challenge and a labour of love for us, and we are thrilled to share it with you. To our readers, we hope that you enjoy the authors' contributions to this issue, and we hope that you will submit a paper of your own to a future issue!

–Kristy Smith (Lead Editor)

# Acknowledgements

It feels very surreal that this journal has now been established. I want to take this opportunity to thank everyone who made this journal happen.

Thank you to the Journal Committee for all your feedback, suggestions, and support.

|                     |                |                     |
|---------------------|----------------|---------------------|
| Fanella Amarasinghe | Lisa Johnston  | Christopher Premdas |
| Jenna D'Andrea      | Marika Kunnas  | Kristy Smith        |
| Alicja Frankowski   | Nancy Marshall | Myrtle Sodhi        |
| Selina Greco        | Sonia Martin   |                     |

Thank you to all Peer Reviewers for all your hard work in reviewing all submissions and providing feedback and dialogue to strengthen the authors' papers. Due to the process being anonymous, we are not able to disclose their names.

Thank you to the Editing Committee for all your hard work in ensuring each paper was carefully edited.

|                   |                         |              |
|-------------------|-------------------------|--------------|
| Tesni Ellis       | Helen Liu               | Kristy Smith |
| Alicja Frankowski | Ayesha Michelle Menezes |              |

Special thank yous to Dr. Aparna Mishra Tarc for agreeing to be our faculty sponsor and supporting our decision for starting this journal; and Tomasz Mrozewski from the York Digital Library in providing support and training for the OJS site.

## About the Post-Conference Issue

After the conference, presenters were invited to submit a paper version of their presentations to the journal.

The theme, *re:* plays on the urgency of what matters and amplifies our concerns as educators, thinkers, and makers.

*re:* calls us to situate our work in the ruins, thinking with and through the following questions:

1. What does it mean to re:engage in a world that is built on the foundations of oppression?
2. How do we re:imagine education (pedagogies, practices, teaching/learning) in the ruins and deliberate ethical possibilities for livable futures?
3. How can we re:envision our notions of and relations with “community” in pasts, presents and otherwise futures?

## Land Acknowledgement

*YU-WRITE* recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. *YU-WRITE* acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been taken care of 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.