

# Front Matter

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## Image Description of Title Page

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

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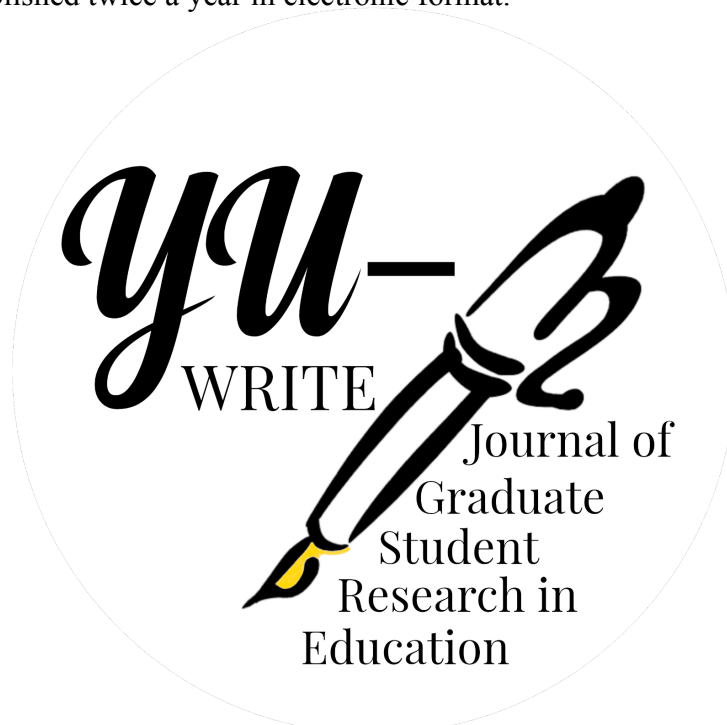
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## Preface

*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. Since its initial launch in September of 2022, YU-WRITE has expanded to include an Open-Call Issue that aims to showcase the voices of students and their current research areas and interests.

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 in developing 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 second issue of the second volume of *YU-WRITE: Journal of Graduate Student Research in Education* (YU-WRITE)! This journal is a student-run journal that aims to foster a sense of community through publication. Many students may feel intimidated publishing works as a student, thus, this journal is a space for graduate student voices to be seen and heard, as well as be a transition into the realm of publishing. This was the first time in our journal collaborating with the conference coordinators; navigating a new system with their committee and peer-reviewers. It has been a few months of learning and adapting!

–Sheetal Prasad (Journal Managing Editor/founder)

Navigating the publishing process alongside new student scholars in the field of education has been an absolute pleasure. As a recently established student-run journal, YU-WRITE is dedicated to achieving a multitude of goals. Our primary focus lies in fostering relationships, promoting interdisciplinary work and embracing the principles of open access. Moreover, we are committed to demystifying the publishing process by offering unwavering support throughout their writing development. We are thrilled to present this latest piece and sincerely hope it ignites new avenues of learning and sparks thought-provoking questions as you delve into its contents.

-Aurra Startup (Lead Editor)

# Acknowledgements

I want to take this opportunity to thank everyone who made this journal's issue happen.

Thank you to the Journal Committee for all your feedback and suggestions. Your continual support as the Journal grows will forever be appreciated.

Alicja Frankowski

Lisa Johnston

Nancy Marshall

Selina Greco

Marika Kunas

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 our Lead Reviewers for all your hard work and diligence in ensuring that the review process ran efficiently.

timothy martin

Helen Liu

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

Shayna Brisett-Foster

Alyssa Racco

Aurra Startup

Special thank yous to Dr. Aparna Mishra Tarc for agreeing to be our faculty sponsor and supporting our decisions since 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

Every year, YU-WRITE showcases a range of work from Graduate Students who have presented at the 19th Annual Graduate Student Conference in Education from May 11-13, 2023. This year's theme, *Other Worlds, Any Ways*, was coordinated by Ellie VanBerkel and Esther Martinez. Below is their conference's theme description.

In early 2020, the pandemic was poised as a portal. The hidden knowledge it illuminated felt confrontational, disruptive, and generative; an opportunity to “break with the past and imagine [our] world anew” (Roy, 2020), one we are ready to fight for. Passing through this portal, we find ourselves in the very future that we both feared and imagined. As activist, organizer, and abolitionist Mariama Kaba (Sonenstein & Wilson, 2018) says, perhaps we are feeling despair that our pandemic desires for more just futures have not come to fruition. Instead, we find ourselves holding on to the complex sensations, broken certainties and ethical concerns that we were- and continue to be- attuned to, albeit with more and more resistance from the status quo. Rather than falling into despair and hopelessness, we are influenced by decolonial and post-foundational thinkers to imagine what hope-fulness might mean now. We understand ongoing world-building as an antidote to hope-lessness that resists solution-ogenic measures and relies on collective commitment.

In conversation with Sonenstein and Wilson (2018), Mariama Kaba points out that hope is a discipline; its interpretation as a transitory emotion, or an ambiguous, generalized sensation is overemphasized. Kaba positions hope as an action that requires effortful work inside and out, a persistent commitment to organized thinking and action. We position this commitment and action within our call as an act of worlding, or the making of a different future, where making is both collective and personal-utopian, unattainable, yet necessary. Hence, other worlds, anyways. To world is to start from a utopian desire, in framing utopia not as a place, but a paradigm- out there and in us.

Other worlds, anyways, as positioned in the title of our call is an expression of hope. In *Rehearsals for Living* (2021), we are challenged by and cautiously and care-fully take up scholar and professor of Black Feminisms, Robyn Maynard and Michi Saagiig Nishnaabeg scholar/writer/musician Leanne Betasamosake Simpson's (2021) call to dream by storying and creating new worlds. All the while we are reminded that we have a responsibility to human and

more than human lives, and the caretakers of the Land in world building or worlding as Simpson writes:

[M]y ancestors got up and built life, every day, no matter what period they built life even if it lasted for a fraction of a second at the hands of the colonial death machine. They built it anyway. Over and over - because they believed the practice of life building to be the essence of life, and crucial for the generation of more life, or *mino-bimaadiziwin*. They knew that, even if life was taken away from them, this practice of world building might still plant seeds for others, both human and non human. This practice of collective world-building might unlock knowledge that has the potential to nurture more life giving beginnings. This wisdom comes from the land. (p. 257).

As we move from our 2021 conference titled RE:, that asked us to consider what a viral possibility or portal meant, we are holding on to our pandemic desires for re:imagining otherwise worlds. In this conference, haunted by our dream-making during re: and Donna Haraway's (2016) assertion that "it matters what worlds make worlds", we are compelled to practice worlding, keeping in that mind that it matters who and what we draw on and think with as we imagine and create these worlds. We have a responsibility to be careful and be led by scholars and thinkers who antagonize the status quo.

We also understand that as graduate students, interested in making a more just education, our practices of worlding are and are not about a utopia. We understand from Galeano's version of utopia (Solnit, 2006) that it is not about arriving there, but about walking and moving together towards our utopic desires for justice and otherwise worlds. Walking and moving towards utopia is not an innocent or neutral endeavour. It means that we attend to what we trample as we walk, as we cut new openings, new ways of creating worlds in uncertainty (Zylinska, 2014). It means we pay attention to who is leading and who is following. It means that the walking and moving is the work, the building, the doing and practice of hope and that, amidst despair, we do it any ways.

We move with the notion of "post"-pandemic, with the lingering thickness of last year's conference that seems so distant but pushes us anyways (still). In this temporal space between what has passed and what is to come, the flickers of turbulent pandemic desire ask us now to build other worlds anyways, not as romanticized utopia but as a discipline of hope. This conference calls us to situate our work at the point of walking towards the horizon, the utopia to engage in ongoing world-building as a practice and collective commitment, thinking with and through the following questions:

- What do we mean by world-building or worlding?
- Whose world? How can we build responsible worlds in education?
- What does it mean to world-build on foundations of an oppressive education system?
- How do we re:world education (pedagogies, practices, teaching/learning) in the ruins and deliberate ethical possibilities for livable futures?
- How do we move/dream/make together worlds that move us from and towards our utopic desires for justice and otherwise?
- What might this mean for teaching and learning?



## A Note from the Conference Coordinators

This year's conference, Other Worlds Any ways, offered us a wonderful opportunity to come together virtually to share ideas, research, feedback, and engage in meaningful discussion about the current time in the field of education.

We would like to thank each person who was involved in the planning and helped us carry out this conference. This could not have happened without the amazing work that everyone contributed. We are especially thankful for our conference committee who worked with us for months to help and develop the conference. Their hard work and brilliant contributions were pivotal at each stage, from creating our call for proposals, to the final day of the conference.

–Ellie VanBerkel and Esther Martinez (Graduate Conference Coordinators)



# 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.