

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 light green-ish blue to medium blue gradient background with dark grey writing that reads: Beyond Taboos: Rethinking Education for a Changing World 2024.

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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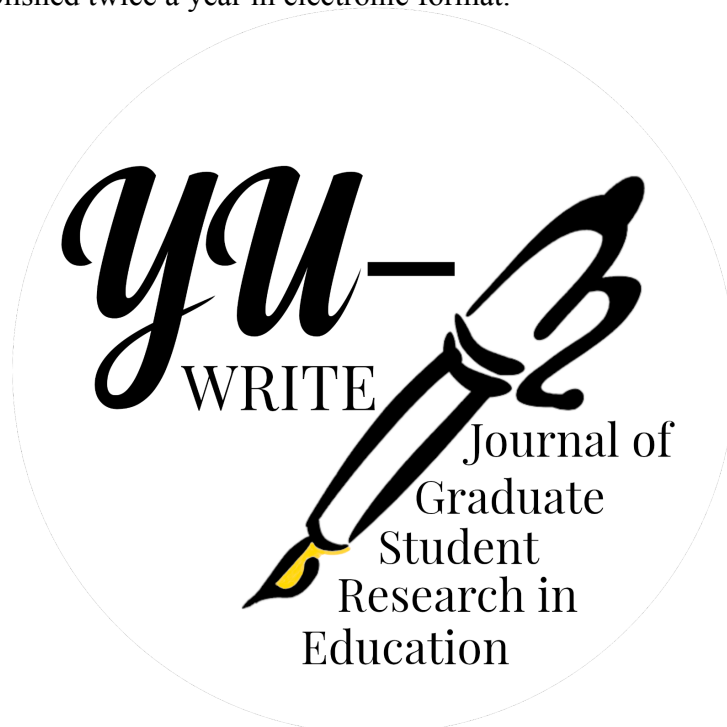
Contact: journal.yuwrite@gmail.com | <https://yuwrite.journals.yorku.ca/>

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. 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 third volume's second issue of *YU-WRITE: Journal of Graduate Student Research in Education* (YU-WRITE)! It has always been an honour to work with the conference coordinators to create publishing opportunities for presenters!

–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)

The questions and conversations provoked by the new and student scholars reflect the commitment of the YU-Write journal to supporting and valuing a diversity of voices. Contributors in this issue explore a wide range of questions and experiences and present us with challenging and nuanced understandings of their educational realities. It has been inspiring to learn from and with these conversations and we hope you draw from the work of these scholars to extend nuanced and thought provoking conversations in your own contexts.

-Mercedes Veselka (Copyeditor)

Journal 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

Sonia Martin

Selina Greco

Marika Kunnas

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 Reviewer, Suad Ahmed for all your hard work and diligence in ensuring that the review process ran efficiently.

Thank you to the Editing Committee, Aurra Startup (Lead Editor) and Mercedes Veselka (Copyeditor) for all your hard work in ensuring each paper was carefully edited.

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 20th Annual Graduate Student Conference in Education from May 6-8, 2024. This year's theme, *Beyond Taboos: Rethinking Education for a Changing World*, was coordinated by Chloe Jones and Chunlei Liu. Below is their conference's theme description.

This milestone year marks a bold exploration of uncharted territories within the field of education under the theme **Beyond Taboos: Rethinking Education for a Changing World**. In the realm of education, we often encounter unspoken norms, silenced narratives, and forbidden territories. The theme of "Taboo" invites us to delve into the unconventional, challenging the status quo and questioning the boundaries of conventional educational discourse. This conference seeks to confront the uncomfortable, address silenced narratives, and provoke critical dialogue on the power dynamics, social constructs, and systemic structures that contribute to what is considered taboo in education.

The prefix "Taboo" prompts us to reconsider, redefine, and reimagine our understanding of education. It signifies a space where we confront the uncomfortable and address the silenced narratives within our educational systems. The term "Taboo" invites us to delve into the forbidden, the unconventional, and the often overlooked aspects of education. In this liminal space, we challenge the norms and engage with topics that provoke, question, and push the boundaries of conventional educational discourse. Taboo is not just about breaking societal norms but also about understanding the power dynamics, social constructs, and systemic structures that contribute to what is considered taboo in education (Douglas, 2013). As Mary Douglas (2013) points out, the understanding of taboos in cultural and symbolic dimensions provides a way for societies to structure the world. She argues that societies use concepts of purity and danger to construct their understanding of the world. In this framework, taboos are mechanisms through which societies articulate and reinforce their values and norms.

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A Note from the Conference Coordinators

As the 20th Annual York University Graduate Student Conference in Education comes to a close, we extend our heartfelt gratitude to all who attended and presented their insightful research. Your contributions have enriched our exploration of uncharted territories in education and helped redefine the boundaries of learning. Thank you for being part of this milestone event.

–Chunlei Liu and Chloe Jones (Graduate Conference Coordinators)

Conference Acknowledgements

Special Thank You to the Conference Team:

ANNA PEARSON

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CHUNLEI LIU

ESTHER MARTINEZ

LISA SMITH

RICK POWLESS

SHEETAL PRASAD

York University Community:

We extend our sincere gratitude to the following departments and groups for their generous contributions to this conference:

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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.