

Front Matter

Editors

Dr. Sheetal Prasad (Journal Managing Editor/founder) and Aida Mohammadi (Lead Editor)
Faculty of Education, York University, Toronto, Ontario, Canada

Faculty Sponsor

Dr. Gabrielle Moser (Faculty of Education)
Faculty of Education, York University, Toronto, Ontario, Canada

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 white background with dark grey and black writing with a wave-like design that reads: con-currents.

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-NonCommercial 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* the right of first publication.

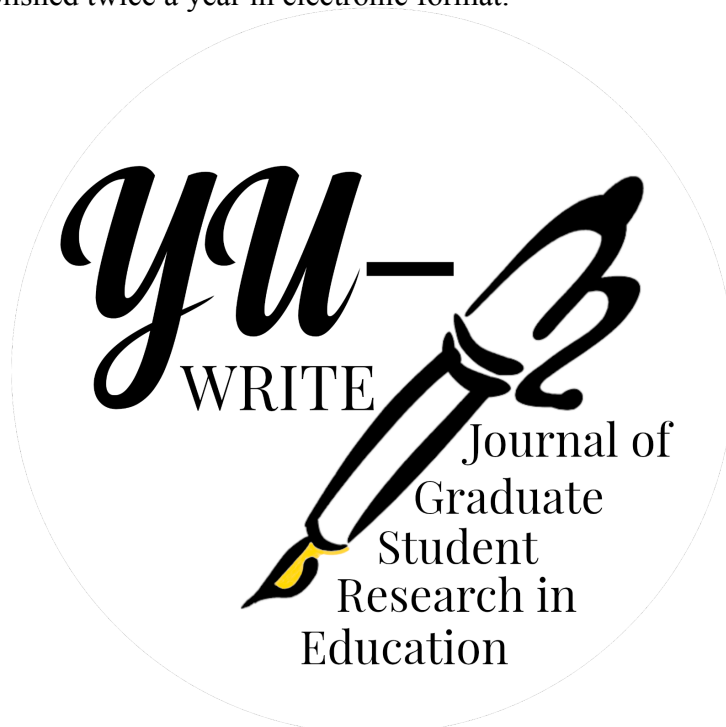
Contact: journal.yuwrite@gmail.com | <https://yuwrite.journals.yorku.ca/>

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 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.



A Note from the Journal Editor

I am delighted to present to you the fourth 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! The conference's theme, *con-currents*, brought together a collective of emerging thinkers on topics such as technology use, challenging traditional teaching methods, speculative thinking, and creating community and belonging. Cheers to a successful conference and issue!

It has also been an honour to be the Journal's Managing Editor since its conception. It has been a journey to start this journal and see how it has transformed over the years. Thank you to the now Dr. Marika Kunnas, who encouraged me to start this project. We learned so much from this experience! To Victoria Villani, who will take over the Journal until graduation, I wish you all the best as you tackle the next volume! To future managing editors, I also wish you all the best as you continue on this project. My vision for this journal is to truly give graduate students a footing in the publication world, and I am honoured to help publish the works of many emerging scholars. Thank you all for trusting me with your ideas, words, and voice. I cannot wait to see how this journal unfolds in the coming years!

–Sheetal Prasad (Journal Managing Editor/founder)

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

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 our Lead Reviewer, Yomni Makonnen Tesfaye, for all your hard work and diligence in ensuring that the review process ran efficiently.

Thank you to the Editing Committee, Aida Mohammadi (Lead Editor) for all your hard work in ensuring each paper was carefully edited.

Special thank yous to Dr. Gabrielle Moser for agreeing to be our faculty sponsor and supporting our decisions since starting this journal, and Tomasz Mrozewski from the York Digital Library for 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 21st Annual Graduate Student Conference in Education on February 19, 2025 (in-person) and March 19, 2025 (online). This year's theme, Con-Currents, was coordinated by Tesni Ellis and Ellie Van Berkel. Below is their conference's theme description.

"Sometimes I need both to be strong and to be held. My own mysterious strength of quantum genetics, of cape and revolution, of spin and stripe. What if it is the world being the world that makes the sky the sky? What if the sky rushed in all directions to meet us here, connect us to everywhere? What if the ocean has my back? Could I trust that?"
(Gumbs, 2021, p. 32)

This method versus that one; those traditions over another; their word against theirs — constantly asked to choose between one or the other, staying in the tension of the in-between is a challenge. But what is constant if not the push-and-pull of currents, which are constantly moving? What might it mean to be with — learn with — these currents? What is it to be swept away by the force of a theory, an observation, or even a pedagogue? When have we been rocked by the waves of knowledge that upend established notions of 'what works' and 'what matters' in education? How does it feel to be pulled under, surprised by the undertow that was there all along, running below the surface?

This year's conference theme extends an invitation to linger with the con-currents of tensions and possibilities encountered in our own scholarship and in our pedagogical relationships. Whether these are methodological, ethical, historical, epistemological — compared with the familiar 'concurrent sessions' found at a typical conference (which split attention and attendance into separate spaces, apart from the whole) — we are designing a space where what is experienced as con-currents may be the varied practices we animate across our scholarship. And what might that con-currents tell us about the questions we ask in our inquiry?

With con-currents, the first half of the hyphenation, "con", means ours is a place for being "with" one another, and our ideas, to explore the possibility of holding estranged, or seemingly dichotomous ideas, in the same hand. The latter half, "current(s)", expresses our intention for this conference to be a place for recognizing what is already "existing and

happening at the same time” (Cambridge Dictionary, 2024). Our ‘happening’ alongside one another requires us to engage with what tensions we meet, and through that, make new waves.

Extending the 2022 conference and its theme, re: alongside the 2024 conference’s desires for thinking other worlds, anyways, we situate con-currents as a way to think and re:imagine otherwise worlds that are with us, here and now, from then and there. As Ellyn Lyle, Jodi Latremouille, and David Jardine (2021) write: “We often hear that we are living in extraordinary times. This gives us pause as we wonder, has there ever been a time that was not extraordinary?...now is the time. Just as now has always been the time” (p. 3, emphasis in original).

Mirroring the dynamic push-and-pull of currents, our desire is for these dialogues to shape what we imagine, even as we are pulled toward the depths in the face of despairing events and contradictions. As we do this, we approach the in-between as a place of possibility, not stuckness. This may allow us to find, as Bronwyn Davies and Susanne Gannon (2006) suggest, an ability to tolerate the disruption of binaries and move our questions towards those needed to carry out careful, ethical research and pedagogy. As they write, “It is the both/and of these stories that we turn to discover that we are both working in an oppressive regime that silences us and we are the wild women who will laugh at it, and name its absurdity and violence” (Davies & Gannon, 2006, p. 86). In such a “both-and proposition” writes adrienne maree brown, “Doing the work reveals more of the work to be done in us” (p. 81). We invite graduate scholars to join us in this work, so that we might reveal, analyze, and create con-currents, together.

References

- brown, a. m. (2021). *Holding change: The way of emergent strategy facilitation and mediation*. AK Press.
- Cambridge Dictionary. (2024, September 20). Concurrent. Cambridge Dictionary. <https://dictionary.cambridge.org/dictionary/english/concurrent>
- Davies, B., & Gannon, S. (2006). *Doing collective biography: Investigating the production of subjectivity*. Open University Press.
- Gumbs, A. P. (2021). Undrowned: Black feminist lessons from marine mammals. *Soundings*, 78(78), 20-37. DOI: 10.3898/SOUN.78.01.2021
- Lyle, E., Latremouille, J., & Jardine, D. (2021). Now has always been the time. *Journal of the Canadian Association for Curriculum Studies*, 18(2), 1-5.

A Note from the Conference Coordinators

This year, for the 21st annual graduate student conference hosted by the YGSE, we took a different approach than usual. We decided not only to witness students' works in progress through traditional paper sessions, but to generate a dedicated space for graduate students studying topics in education to gather and think together about their ideas, ongoing work, questions, and experiences. At Part One, our in-person colloquium, participants gathered to encounter a PhD keynote paper, facilitated workshops, and artistic provocations focused on generating dialogue. This day was an opportunity to share ideas and work in progress in conversation with peers. Hosted at The Tranzac Club in Toronto, the in-person colloquium was a chance to spend time with each other and with our ideas.

To revisit the program from Part One, visit the link [here](#). In Part Two, participants meet again, this time online, to encounter each other's work in the form of paper presentations, workshops from Faculty members, and to hear from alumni. Starting with a Keynote Conversation about the role of care and community in the graduate education journey, Part Two features varied voices and perspectives from graduate studies in the Faculty of Education at York University.

We would like to thank our conference committee, reviewers, funders, and participants for joining us to create con-currents. Thank you to Gabby Moser, Graduate Program Director, for supporting our conference goals, listening to us, and advocating on our behalf to ensure our event could go forward as we hoped.

–Tesni Ellis and Ellie Van Berkel (Graduate Conference Coordinators)



Conference Acknowledgements

Special Thank You to the Conference Team:

DRAGANA MIRKOVIC

MYRTLE SODHI

YOMNI TEFAYE

MERCEDES VESELKA

Thank you to the peer reviewers:

FENELLA AMARASINGH

HAMZA ARSBI

JENNA D'ANDREA

WENDY MOFFATT

ARI PARA

SHEETAL PRASAD

RICHARD RIZZO

JAMES THOMAS

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

FACULTY OF GRADUATE STUDIES

GRADUATE PROGRAM OFFICE AT THE FACULTY OF EDUCATION

DR. GABRIELLE MOSER, GRADUATE PROGRAM DIRECTOR

FACULTY OF EDUCATION DEAN'S OFFICE

YORK GRADUATE STUDENTS IN EDUCATION (YGSE)

Conference Workshop Facilitators:

MYRTLE SODHI

ELLIE VAN BERKEL

YOMNI TESHAYE

DR. ZUHRA ABAWI

DR. JANE GRIFFITH

BLESSING OWUSU

DR. GABBY MOSER

DR. MOLADE OSIBODU

DR. RACHEL SILVER

Keynote Speakers:

SONIA MARTIN

SAFRA NAJEEMUDEEN

SHEETAL PRASAD

HILARIUS (KOFI) KOFINTI

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.