

# NEWSLETTER

FALL 2021 EDITION



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## MESSAGE FROM THE DIRECTOR

Since the Spring 2020 newsletter, I've been saying "what a year!" and slowly scaling that up as time passes. This newsletter is no different – What a couple of years! As I write this note, we're in a period of transition. Am I ready to go back to the office full-time? Am I hesitating because of safety or because I'm too lazy to move my office computer back? Which type of mask is best for teaching? How will the dogs cope with being left alone again? Can my in-person research safely resume?

I don't know the answers to any of these questions, but one thing I do know is that as a program, our students continue to make the best of every situation. Last year was one of innovation, resiliency and mutual support. This year I'm seeing even more of that as we try to figure out where we are and where we're going. You should all be

very proud of the work you've done and the work you're continuing to do in very challenging circumstances. We're certainly proud to share some of that work within this newsletter.

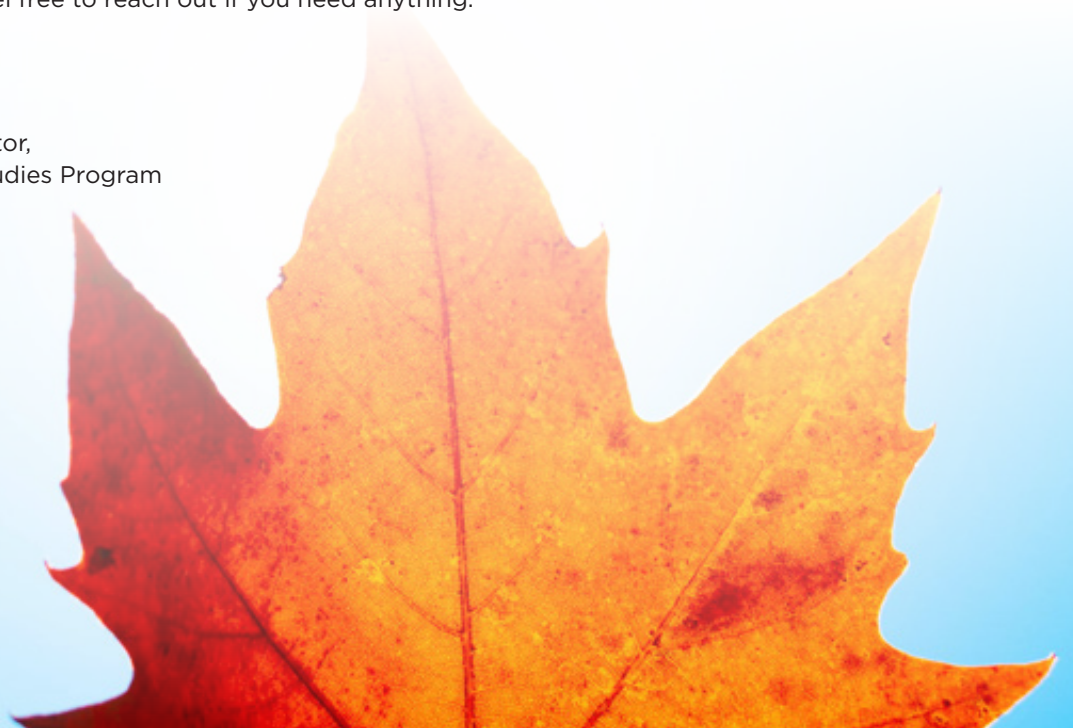
I would like to thank all the members of the 2020-2021 Program Committee for their efforts on behalf of the program. This year is one of continuation, as we start 2021-2022 with the same program committee as last year - Drs. Meridith Lovell-Johnston (LU), Kara Smith (UW), Joyce Mgombelo (BU), and me. We're also very pleased to continue on with our program administrator: Dr. Melissa Oskineegish, who keeps us all organized and on track.

The 2021 Doctoral Seminars were hosted online once again this summer, by Lakehead University. The summer began with an orientation and welcome messages from Elder Gerry Martin, Dr. Wayne Melville (Dean, Faculty of Education), Dr. Meridith Lovell-Johnston (Char, Graduate Research and Education), myself, and Sheryl O'Reilly. Dr. Brent Davis delivered a remote keynote address to students, faculty and staff on Wednesday, July 14th, 2021. Dr. Davis presented theories of learning in Education and how conceptualizations of 'learning' and 'learners' impact systems of Education broadly and individual pedagogies more specifically.

I wish all of you continued physical health, mental health and safety in these difficult times. I hope wherever you are, you're able to take a minute to congratulate yourself for all you've accomplished thus far. If you feel like right now you aren't able to maintain that progress, I hope you're being gentle with yourself. We're all very tired and just trying to figure it all out. Feel free to reach out if you need anything.

Warmly,

Tanya Kaefer, PhD  
Associate Professor & Director,  
Joint PhD in Educational Studies Program



# SUMMER 2021 VIA ONLINE DELIVERY



## KEYNOTE ADDRESS | 2021 SUMMER SESSION

**DR. BRENT DAVIS (UNIVERSITY OF CALGARY)**

**Brent Davis's** research is focused on the educational relevance of recent developments in the cognitive and complexity sciences. He has published books and articles in the areas of mathematics learning and teaching, curriculum theory, teacher education, epistemology, and action research. The principal foci of his research are teachers' disciplinary knowledge of mathematics and the sorts of structures and experiences that might support mathematics learning among teachers. He has authored or co-authored five books and his scholarly writings have appeared in *Science*, *Harvard Educational Review*, *Journal for Research in Mathematics Education*, and other leading journals.

There are hundreds, and perhaps thousands, of “theories of learning” at play in the field of education. How can that be?

Some likely reasons can be gleaned from quick reviews of just a few of the more prominent discourses: Self-described theories of learning tend to part company around such consequential matters as the how “learning” happens, what a “learner” is, or what a “theory” should do. Cutting to the chase, rather than enriching the discussion, extreme ranges of interpretation seem to be preventing meaningful debate while undermining both formal education and educational research.

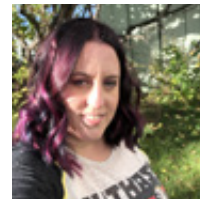
I talk about two unfolding projects that are aimed at coming to terms with these matters. Both are informed by Conceptual Metaphor Theory, a branch of the cognitive sciences, and Network Theory, a branch of the complexity sciences. The first of these projects, *Discourses on Learning in Education* (<https://learningdiscourses.com>), is an attempt to “map” contemporary treatments of learning - whether implicit or explicit, written or spoken, descriptive or prescriptive, formal or informal, scientific or folk. The second, *Metaphors of Learning in Education* (<https://learningmetaphors.com>), involves comparing and contrasting the grounding metaphors for the most prominent word(s) for “learning,” across as many languages as possible. Both projects are oriented by the realization that, while there are many hundreds of “theories of learning” in modern education, there is only a handful of distinct metaphors of learning at play.

## ORIENTATION GATHERING

In accordance with Covid-19 regulations, the Joint PhD in Educational Studies 2021 Summer Session was delivered virtually for the second year in a row. Hosted by Lakehead University, the summer session began on Monday, July 5, 2021, with a virtual Orientation Gathering. Dr. Tanya Kaefer, Director of the Joint PhD, introduced Elder Gerry Martin who provided the opening prayer. Three land-acknowledgments were shared to acknowledge the traditional land of each University. A welcome message was delivered by Dr. Wayne Melville, Dean of Faculty of Education and Dr. Meridith Lovell-Johnston, Chair of Graduate Studies at Lakehead University. Invited guest, Sheryl O'Reilly provided information about the Indigenous Cultural Support Services available at Lakehead University. The orientation concluded with Dr. Tanya Kaefer's welcome message, the introduction of DS1 and DS2 instructors and an ice-breaker activity. In the absence of an orientation breakfast, students were offered a commemorative mug and facemask.



Dr. Meridith Lovell-Johnstone  
Chair of Graduate Studies  
Lakehead University



Dr. Tanya Kaefer  
Joint PhD Director



Dr. Wayne Melville  
Dean of Faculty of Education  
Lakehead University

## OTHER SUMMER VIRTUAL EVENTS

The library staff at Brock University, Lakehead University, and the University of Windsor provided an online session titled Meet the Librarians, Q&A, and Library guide on July 7 for DS1 and DS2 students to learn more about the services offered at each university. Thank you to Jennifer Thiessan (BU), Gisella Scalese (LU), and Scott Cowan (UWi) for their support to students throughout the summer session.



Gisella Scalese (LU)



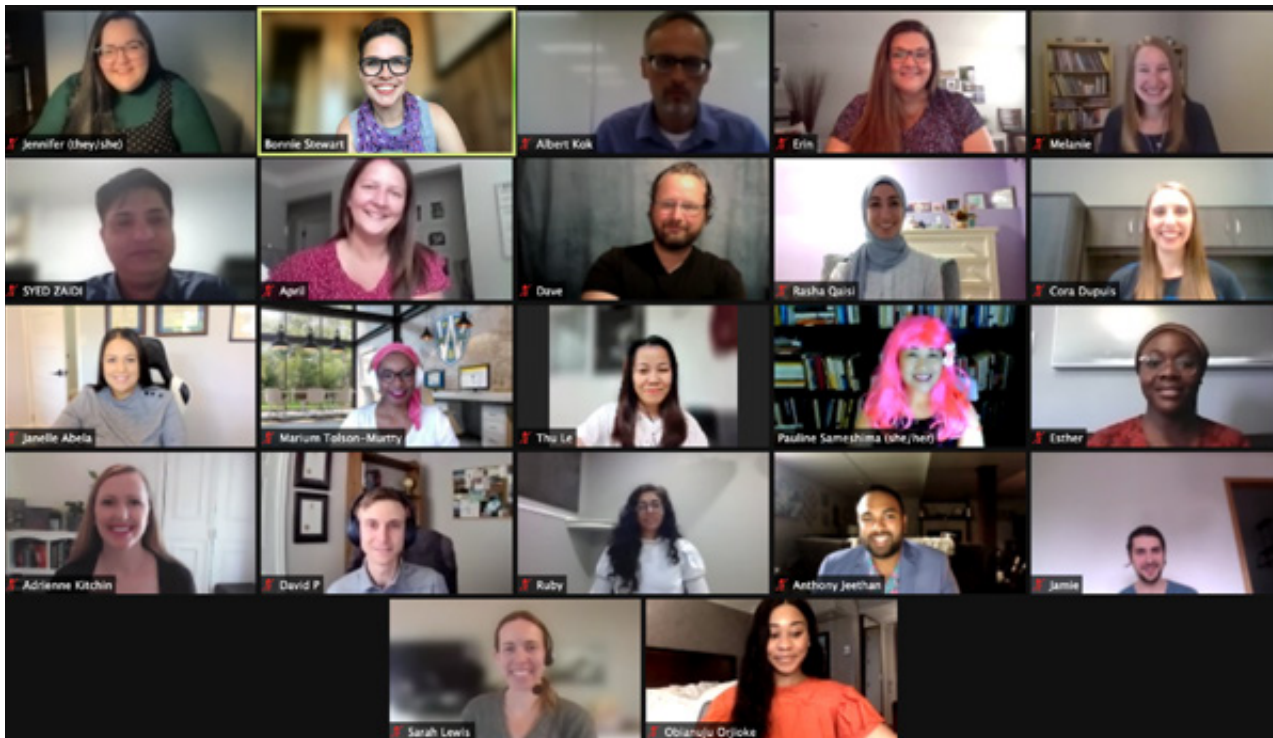
Jennifer Thiessan (BU)



Scott Cowan (UWi)

# DOCTORAL SEMINAR I & II

DS1: CLASS OF 2021



*Left to right, top down:* Jennifer Slagus; Dr. Bonnie Stewart; Albert Kok; Erin Valenzuela; Melanie Biesenthal; Syed Zaidi; April King; Dave Bell-Patterson; Rasha Qaisi; Cora Dupuis; Janelle Abela; Marium Tolson-Murty; Thu Le; Dr. Pauline Sameshima; Esther Stanley; Adrienne Kitchin; David Potocek; Ruby Kantharajah; Anthony Jeethan; Jamie Delpaggio; Sarah Lewis; Obianuju Orijoke.

DS2: CLASS OF 2021



*Left to right, top down:* Lucas Johnson; Dr. Tanya Kaefer; Kelly Merservia-Collins; Michael Lyngstad; Jennifer Cordeiro; William Burton; Rakha Zabin; Scott Cowan; David Cormier; Dr. Xiaobin Li; Yuhan Deng; Erica Miklas; Ariadne Jevnikar; Michelle Pereira; Leslie Klodt; Hyacinth Campbell; Sabreena MacElheron; Niluja Muralitharan; Simanjeet Kaur; Lindsay Shaw; Jihan Jones; Jennifer Pirosko; Zhengxi Liu; Dina Salinritri.

## RECENT GRADUATES

### DATOO, ALIYYAH

(UNIVERSITY OF WINDSOR, 2014)

On August 20, 2021, Aliyyah Datoos successfully defended their PhD Dissertation entitled: *“Running on Empty: Exploring parent perceptions of special education processes”*. Aliyyah’s supervisor was Dr. Cam Cobb.

### HUIZENGA, JACK

(BROCK UNIVERSITY, 2016)

On June 22, 2021, Jack Huizenga successfully defended their PhD Dissertation entitled: *“Looking in the Mirror of Authenticity: A Self-Study of Teacher Education Practice”*. Jack’s supervisor was Dr. Xavier Fazio.

### SCOTT KAY, BRYANNA

(LAKEHEAD UNIVERSITY, 2013)

On May 18, 2021, Bryanna Scott Kay successfully defended their PhD Dissertation entitled: *“Reconciliation through métissage in higher education”*. Bryanna’s supervisor was Dr. Lisa Korteweg.

## COMPREHENSIVE PORTFOLIO DEFENCES

### Chi, Chenkai (University of Windsor, 2019)

On June 9, 2021, Chenkai Chi successfully defended their comprehensive portfolio entitled: *“Embarking on a West-East Reciprocal Learning Journey: A Narrative Inquiry into Educational Fragmentation”*. Chenkai’s supervisor is Dr. Shijing Xu.

### Dolighan, Tim (Brock University, 2018)

On June 9, 2021, Tim Dolighan successfully defended their comprehensive portfolio entitled: *“Embracing Change in Challenging Times: Transitioning to Academia During the COVID-19 Pandemic”*. Tim’s supervisor is Dr. Michael Owen.

### Grover, Ash (Brock University, 2019)

On September 27, 2021, Ashley Grover successfully defended their comprehensive portfolio entitled: *“Illuminating the Invisibilities: Assembling of Self on the Journey to PhD”*. Ashley’s supervisor is Dr. Nancy Taber.

### Guadalupe, Eduardo (University of Windsor, 2018)

On May 28, 2021, Eduardo Guadalupe successfully defended their comprehensive portfolio entitled: *“Academic Evolution - A Walking Metamorphosis”*. Eduardo’s supervisor is Dr. Dragana Martinović.

### Guo, Haojun (University of Windsor, 2019)

On June 28, 2021, Haojun Guo successfully defended their comprehensive portfolio entitled: *“A Lily Flower’s Cross-Cultural Experiences Between Canada and China: A Reflection on My Doctoral Journey”*. Haojun’s supervisor is Dr. Shijing Xu.

### Lee, Devon (Lakehead University, 2017)

On August 24, 2021, Devon Lee successfully defended their comprehensive portfolio entitled: *“Folk Schools and Higher Education: Finding My Way”*. Devon’s supervisor is Dr. David Greenwood.

### McCabe, Anneke (Brock University, 2018)

On September 17, 2021, Anneke McCabe successfully defended their comprehensive portfolio entitled: *“Evoking a Soundscape: A Comprehensive Portfolio”*. Anneke’s supervisor is Dr. Shelley Griffin.

### St. Laurent-Coutts, Wendy (Lakehead University, 2016)

On June 11, 2021, Wendy St. Laurent-Coutts successfully defended their comprehensive portfolio entitled: *“From Conception to the Classroom: My Journey of Navigating Academic Growth and Embracing Professional Change”*. Wendy’s supervisor is Dr. Pauline Sameshima.

### Trought-Pitters, Evra (University of Windsor, 2012)

On April 19, 2021, Evra Trought-Pitters successfully defended their comprehensive portfolio entitled: *“Beyond the Story: My Journey of Discovery and Growth in to the Academic Self”*. Evra’s supervisor is Dr. Dragana Martinović.

# PUBLICATIONS

## **Chi, Chenkai (University of Windsor, 2019)**

**Chi, C.** (2021). Book Review: Living Literacies: Literacy for Change. [review of the book Living Literacies: Literacy for Change, by Pahl, K & Rowsell], *Journal of Teaching and Learning*, 15(1), 78-80. <https://jtl.uwindsor.ca/index.php/jtl/article/view/6514/5265>

**Chi, C.,** & Sefton, T. (2020). The creation of multimodal texts of adult English language learners in a Canadian university: A case study. *Education Role of Language Journal*, 2(4), 100-114. <https://doi.org/10.36534/erlj.2020.02.11>

## **Cordeiro, Jennifer (University of Windsor, 2020)**

Jaber, L., & **Cordeiro, J.W.** (2021). *A tale of two clinicians: The impact of COVID on the provision of therapy*. [In press]. Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice. [Role: Equal contribution]

Voth, J., Jaber, L., & MacDougall, L., Lago, K., **Cordeiro, J.**, Jackson, M., & Brykman, K. (2021). *The impact of COVID-19 on frontline health care workers* [Submitted]. CMAJ Open. [Role: Equal contribution].

**Cordeiro, J.**, Jaber, L., Miklas, E., Voth, J., & MacDougall, L. (2021). *Healthcare managers matter too: Examining the mental health effects of COVID-19*. [Submitted]. Journal of Health Management. [Role: Equal contribution]

## **Downes, Taylor (Brock University, 2017)**

**Downes, T.**, Di Cesare, D., Gallagher, T. L., & Rowsell, J. (2020). Parents' beliefs about and associations to their elementary children's home technology usage. *International Journal of Educational Technology*, 25, 4557-4574. <https://link.springer.com/article/10.1007%2Fs10639-020-10188-2>

Spadafora, N., **Downes, T.** (2020). Scaffolding in Learning. In: Shackelford, T., Weekes-Shackelford, V. (eds). *Encyclopedia of Evolutionary Psychological Science*. Springer, Cham.

**Downes, T.**, & Figg, C. (2019). Using Genius Hour to add passion to teacher candidates' technologically enhanced teaching. *Teaching & Learning*, 12 (1), 58-71. <https://journals.library.brocku.ca/teachingandlearning/index.php/home/article/view/438>

## **Kaur, Simranjeet (Brock University, 2020)**

**Kaur, S.** (2021, August 10). Play goes digital: *Role of early childhood educators*. *Learning Curve*, 1 (10), 66-69. <https://cdn.azimpremjiuniversity.edu.in/apuc3/media/publications/downloads/magazine/LC-Issue-10-Final-Hyperlinked-Low-resolution.f1628575859.pdf>

## **Laskar, Benjamin (University of Windsor, 2019)**

**Laskar, B.** (2021). Continued growth, increasing complexity: Examining the evolving role of the Canadian educational developer. *Canadian Journal of Higher Education*, 51(3), 41-52. doi: <https://doi.org/10.47678/cjhe.vi0.189091>

**Laskar, B.** (2021). [Review of the book "New Frontiers for College Education: International Perspectives" J. Gallacher & F. Reeve (Eds.)]. *Journal of Teaching and Learning*, 15(1), 81-83.

## **Le, Giang Nguyen Hoang (Brock University, 2019)**

Tran, V., **Le, N. H. G.**, & Le, T. T. (forthcoming). Impacts of international education shifts through transnational stories of three Vietnamese doctoral students. *Annual Review of Comparative International Education*.

**Le, N. H. G.**, Tran, V. H., & Le, T. L. (forthcoming). Combining photography and duoethnography for creating a trioethnography approach to reflect upon educational issues amidst the COVID-19 global pandemic. *International Journal of Qualitative Methods*, 1-12. DOI: 10.1177/16094069211031127

Nguyen, M. T., & **Le, N. H. G.** (2021). The influence of COVID-19 stress on psychological well-being among Vietnamese adults: The role of self-compassion and gratitude. *Journal of Traumatology*. Advance online publication. <https://dx.doi.org/10.1037/trm0000295>

**Le, N. H. G.** (2021). Living a queer life in Vietnam. In F. Blaikie (Ed.), *Global perspectives on youth and young adults and their visual and cultural identity constructs: Situated, embodied, and performed ways of being, engaging, and belonging* (pp. 213-227). Routledge.

## **Liu, Zhengxi (University of Windsor, 2020)**

**Liu, Z. X.** (2021). [Review of the book *Powerful Writing Structures: Brain Pocket Strategies for Supporting a Year-Long Writing Program*, by A. Gear]. *Canadian Journal of Education*, 44 (3), 34-36.

## **McCabe, Anneke (Brock University, 2018)**

**McCabe, A.**, & Griffin, S. M. (June 30, 2021). Inside the online location: Inquiring into musical narratives through PhD mentorship. Proposal accepted. Chapter under review. In J. Lewis & A. Maas (Eds.), *Disruption to discovery: Music teacher educators' stories of pandemic teaching and visionary futures*. Washington, DC: Rowman & Littlefield/Lexington

## **Miklas, Erica (University of Windsor, 2020)**

Miklas, E. P., Jaber, L. S., & Starr, E. (2021). The perceived effectiveness of full-day kindergarten for children with ADHD. *Canadian Journal of School Psychology*, 082957352110314. <https://doi.org/10.1177/08295735211031435>



# PRESENTATIONS

## **Boileau, Elizabeth (Lakehead University, 2016)**

Boileau, E. (2021, September). *Child-nature interactions and relations in a forest school setting: A post-human perspective*. Poster presented at the European Early Childhood Education Research Association Online Festival [virtual].

Boileau, E. (2021, July). *Conducting a posthumanist study at a Canadian forest school: My experience and findings*. Presented during the Natural Start Alliance's Research Collaborative, as part of a panel comprised of emerging researchers [virtual].

Boileau, E. (2021, June). *Multispecies explorations of children and urban wildlife at a Canadian forest school*. In Research on animals in educational contexts. International Society for Anthrozoology Annual Conference [virtual].

**Boileau, E., Dabaja, Z., Harwood, D., & Julien, K.** (2021, April). *Exploring the scope of nature-based early learning in Canada*. Canadian Network for Environmental Education & Communication Annual Conference [virtual].

## **Campbell, Hyacinth (Brock University, 2020)**

Campbell, H. (2021, May 31-June 3). *Black Popular Culture as Pedagogy: Re-Imagining Pedagogical Possibilities*. [Paper presentation]. Canadian Sociological Association (CSA) 55th annual conference, Resisting Racism and Colonialism, online.

## **Cordeiro, Jennifer (University of Windsor, 2020)**

Cordeiro, J.W. (2021, March). *The intersection of child maltreatment, neurodevelopment and educational outcomes* [Roundtable Discussion]. Graduate Education Research Conference, University of Windsor, Ontario <https://www.thegerc.org/>. [Role: Sole contribution]

## **Chi, Chenkai (University of Windsor, 2019)**

Xu, S. & **Chi, C.** (June 3, 2021). *Pre-service teachers' views on primary school teacher education models through their international Reciprocal Learning internship: Generalist teachers vs. specialist teachers in primary schools* [Comparative and international education society of Canada] Canadian Society for the Study of Education, University of Alberta, Edmonton, Canada. <https://csse-scee.ca>

Chi, C. (May 31, 2021). *Reciprocal Learning as Collaborative Partnership: Cross-cultural onsite co-planning and co-teaching* [Comparative and international education society of Canada] Canadian Society for the Study of Education, University of Alberta, Edmonton, Canada. <https://csse-scee.ca>

**Chi, C.** & Xu, S. (May 30, 2021). *Inquiry-based learning through Reciprocal Learning: A narrative inquiry of Chinese kindergarten teachers' cross-cultural experiences* [Comparative and international education society of Canada] Canadian Society for the Study of Education, University of Alberta, Edmonton, Canada. <https://csse-scee.ca>

## **Johnson, Lucas (Lakehead University, 2020)**

Johnson, L (2021, Sept 22). When Technology Fails. Thunder Bay Professional Year Seminar, [virtual]  
Johnson, L (2021, Sept 15). EdTech Lightning Round Demo. Orillia Professional Year Seminar, [virtual]  
Johnson, L (2021, Oct 7). Google Classroom as a Teaching and Learning Tool. Orillia Professional Year Seminar, [virtual]  
Johnson, L (2021, Oct 13). EdTech Lightning Round Demo. Thunder Bay Professional Year Seminar, [virtual]

## **Kaur, Simranjeet (Brock University, 2020)**

Collier, D., Rondinelli Z., Mc-Kinney-Lepp, M., & Kaur, S. (2021, September 28). Children's reading and writing photographs: Critical literacies and collaborations. In Social Justice and Community Collaboration [Symposium]. Social Justice Research Institute, Brock University, St. Catharines, ON, Canada. [virtual]

Kaur, S. (2021, October 17). Role of smartphones in upholding culture, religion and language in marginalized families in Delhi [Conference session]. Ontario Family Studies Home Economics Educators' Association, ON, Canada [virtual] <https://ofsheea.education/conferences-workshops/ofsheea-2020-session-3/>

## **Laskar, Benjamin (University of Windsor, 2019)**

Laskar, B. (2021) *Engagement and Community Building Through Presence*. Presentation for Educational Developer Caucus: Celebrating, Connecting, and Caring for Ourselves. (Online)

## **McCabe, Anneke (Brock University, 2018)**

McCabe, A., & Griffin, S. M. (2021, May 24–26). Inside the online location: Engaging in relational work in PhD mentorship. [Paper presentation]. The 16th Mountain Lake Colloquium for Teachers of General Music Methods—Engaged Work Toward Justice: People, Practices, and Priorities. Pembroke, Virginia. Virtual Conference.



## PRESENTATIONS

Griffin, S. M., **McCabe, A.**, Heckel, S., & Wamsley, J. (2021, May 24–26). From teaching in the trenches to synchronous teams: Turning general music on its head with emergency (collaborative) course design. [Paper presentation]. The 16th Mountain Lake Colloquium for Teachers of General Music Methods—Engaged Work Toward Justice: People, Practices, and Priorities. Pembroke, Virginia. Virtual Conference.

McCabe, A. (2020, October 16). Evoking a soundscape: Engaging teachers in a reflective practice. [Paper presentation]. The 7th International Conference on Narrative Inquiry in Music Education (NIME7). Virtual co-hosts: Brock University Faculty of Education, St. Catharines, Ontario & University of Toronto Faculty of Music, Toronto, Ontario.

### **Miklas, Erica (University of Windsor, 2020)**

Miklas, E., Jaber, L., & Starr, E. (2021, May). Educator perceptions of attention-deficit hyperactivity disorder and play-based full-day kindergarten. Paper Presentation Accepted for the Canadian Society for the Study of Education Conference, Virtual. <https://csse-scee.ca/conference-2021/>

Miklas, E. (2021, March). Stigmatization of Children with Attention-Deficit Hyperactivity Disorder in Full-Day Kindergarten [Roundtable discussion]. Graduate Education Research Conference, University of Windsor, Ontario. <https://www.thegerc.org/2021-conference-schedule/>

### **Razi, Atiya (University of Windsor, 2019)**

Syed, Zaidi, & **Razi, Atiya.** (2021). Bernsteinian Perspective on a Further Marginalization of International Students in Open and Online Learning Environment: Pedagogizing Student Centric Approaches (Paper Presentation). International Teaching Online Symposium 2021, Faculty of Education, University of Windsor, ON. (Virtual) June 17 & 18, 2021.

**Razi, Atiya** & Zhou, G. (2021). STEM, iSTEM, and STEAM what's next. (Paper presentation) Canadian Society for the Study of Education (CSSE), 2021. Edmonton, AB. (virtual). 29 May-3 June 2021.

## GRANTS AND AWARDS

### **Chi, Chenkai (University of Windsor, 2019)**

Chenkai was awarded the Ontario Graduate Scholarship (OGS) for the 2020-2021 academic year. Award amount: \$15,000.00

### **Johnson, Lucas (Lakehead University, 2020)**

Lucas was awarded the Ontario Graduate Scholarship (OGS) for the 2020-2021 academic year. Award amount: \$15,000.00.

### **Le, Giang Nguyen Hoang (Brock University, 2019)**

Giang Nguyen Hoang was awarded the Jack M. Miller Excellence in Research Award for the 2020-2021 academic year.

### **McCabe, Anneke (Brock University, 2018)**

Anneke was awarded the Faculty of Education Bursary (\$1000.00) in 2021.

### **Miklas, Erica (University of Windsor, 2020)**

Erica was awarded the MITACS Accelerate Grant for her project titled: Examining the effectiveness of interactive digital media on children's self-regulation, through game-play and movement

### **Rondinelli, Zachary (Brock University, 2019)**

Zachary was the recipient of the Gilbert Seldes Prize for Public Scholarship in Comics, awarded by the Comics Studies Society in 2021. #WelcomeToSlumberland

## OTHER NEWS

### **Boileau, Elizabeth (Lakehead University, 2016)**

Elizabeth recently started a full-time position as a Research Associate at Thompson Rivers University and moved in Kamloops, BC. She is working on a peer-mentoring project for early childhood educators across BC

## CONGRATULATIONS TO ALL!

## HOLLY TSUN HAGGARTY

(LAKEHEAD UNIVERSITY, 2021)  
SOCIAL/CULTURAL/POLITICAL CONTEXTS OF EDUCATION)

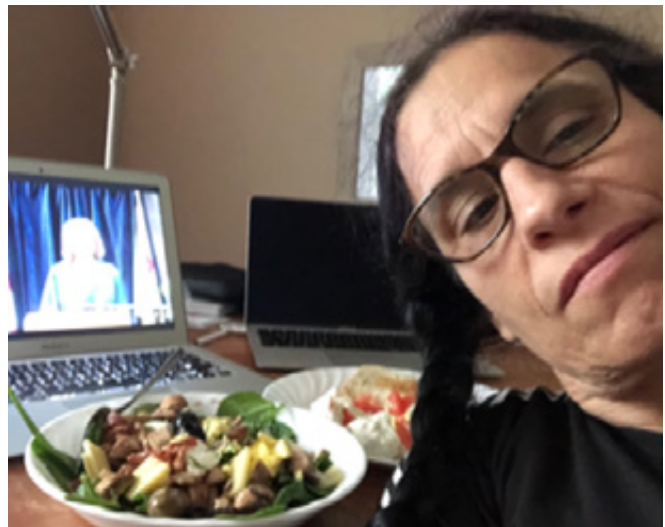


It seems like such a long time ago that I began doctoral studies in education with the Joint PhD program of Lakehead/Brock/Windsor. I see myself in group photos in past newsletters: taking DS1 in 2015; DS2 in 2016. Seems like a lifetime ago. Indeed, that's what the doctoral process has been for me, a life journey.

From my prior work as an artist-educator (working with national programs such as the Royal Conservatory's Learning Through The Arts and Living Through The Arts, as well as local programs such as the Community Arts and Heritage Education Project), I found that art encouraged existential questions: Who am I? Who are you? What are we doing here together? I found that my work compelled me to think about the big picture, to ask philosophical questions: What is art? What

is knowledge? What was it yesterday; what is it today, tomorrow, here, there? Why do theories of knowledge vary so much? Why do some accept art as a means to knowledge, and not others?

These are questions I probably couldn't have broached if I attempted graduate studies right after completing my bachelor of education degree, years ago, as I started as a teacher. A couple of decades of working in the field allowed me to wrestle with such gravitas.



And yet all that prior thought didn't make my doctoral work any easier, just harder. One thing that was hard, and time-consuming, about doing my dissertation was figuring out what I thought about knowledge, about art as knowing, and matching this with a method/ology. I ended up devising my own research approach, which I called creational dialectics (an interpretive process encompassing philosophical and artistic thinking), which allowed me to ponder the relationship between art and belief and knowledge. My dissertation included drama, poetry and comics. The researching and writing/arting aspects of my dissertation were immensely satisfying to me. Defending my dissertation was challenging, however, especially in a roomful (a surreal zoomful) of inquisitors holding various contrary perspectives on the philosophical issues brought forth in my work.



At convocation (another surreal digital experience), I found out that I had won the William A. West Award for academic excellence, and shortly afterward, the 2021 Dissertation of the Year Award from the Canadian Society of Education Through Art.

Completing my PhD helped me to better understand this beautiful, and sad, world we share. Since convocating, I have been immersing myself in family (three grandsons came along while I sat and stared at my computer screen), and considering future possibilities.

Throughout my doctoral studies, I have worked as Managing Editor of the *Journal of the Canadian Association for Curriculum Studies*, and the poetry editor of *Cloud Lake Literary*. I love this role of birthing articles and art, communications from others' earnest perspectives, and I would like to continue with these roles. But I also want to get my own arts-integrated gleanings (research) out. I'm happy with the open-access of my dissertation at Lakehead Digital Commons (<https://knowledgecommons.lakeheadu.ca/handle/2453/4797>). I also have plans for articles and conference presentations, as well as a book-length poetic inquiry into the metaphysics of knowledge. Meanwhile, I have a poem coming out in Thunder Bay's culture rag, *The Walleye*, and an essay in the women's journal, *Understorey*.



**NEWSLETTER  
FALL 2021 EDITION**



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