Biographies of the presenters

**Nassim Abdi, Ph.D.** is an educator and scholar-activist. After completing a degree in journalism at the University of Tehran, she did an Educational Leadership Master's program at Bowling Green State University (BGSU) and then continued with International Education Policy doctoral program at the University of Maryland (UMD), College Park. Upon graduating with a focus on social justice and alternative education, Nassim taught a variety of humanities subjects such as international studies and women’s studies at UMD, Indiana University-Purdue University-Fort Wayne, and Worcester State University. Nassim is the co-founder of Docademia.

**Brooke Alyea** is a Ph.D. candidate at York University. She is interested in questions of visual representation of refugees and forced migrants, and the ways in which creative self-expressions can complicate those representations. Her dissertation explores these themes with a focus on graphic novels and community art projects.

**Makram Ayache** is a theater maker, actor, and educator. His work is focused on intersectional queer storytelling and as well as community based theater. He is the founder and co-Artistic Director of In Arms Theatre Collective, Edmonton’s queer theatre company. Makram works in both text based storytelling and community devised theatre. He is currently studying for his Master of Fine Arts in Theatre at York University. He hopes to continue pursing drama as a means of community organizing for social engagement, personal development, and artistic creation.

**Louise Azzarello** is an arts and media educator at the Toronto District School Board and a Ph.D. student at York University. Her research project proposes the need to engage with responsibility in the Levinasian sense in educational settings. She speculates that thinking together "with" images that reference the violence and cruelty we inflict on each other has the potential to provoke ethical pedagogical encounters that move us to understand our responsibility to and for others. Louise has worked closely with the Toronto District School Board’s Aboriginal Education Centre on a number of initiatives and has presented workshops and papers on critical pedagogy, equity, media, art and interdisciplinary curriculum.

**Ashley Baez Abreu** is a graduate of the Drama in Education and Community Program (2018) at the University of Windsor, and a team member of the Changing the Odds program. She participated in multiple leadership roles over 5 years and is currently leading a team of 7 drama leaders, 6 local artists, and 20 youth in her role as program coordinator and manager. Ashley received funding in 2017 to establish a program that integrates drama education and second language acquisition. She is working with a group of young women newcomers from Syria and is developing curriculum for local school boards.
Darryl Daniel Bautista, Ph.D. (University of Toronto) Dr. Bautista, an online educator and arts-based education researcher, teaches courses and develops curriculum for several online schools and programs. He teaches at the University of the People, a non-profit global foundation providing tuition free access to students of diverse socio-economic backgrounds. He facilitates the introductory course, Online Education Strategies. In 2019, he will work with teachers pursuing a Master of Education - Advanced Teaching degree. For the University of New Brunswick, he holds a GSTA (MYA-ROFR) for the Faculty of Education with M.Ed. courses in Curriculum Theory. At Yorkville International Academy, accredited with the Ontario Ministry of Education, he is a member of their English department revising and teaching online Ontario Secondary School Diploma (OSSD) courses.

Kelly Mancini Becker has worked for two decades in the field of arts in education as a teaching artist, arts administrator, and arts-based researcher, with leading arts organizations such as The Folger Shakespeare Library and The Shakespeare Theater in Washington, DC. Her specialty is the performing arts: drama, music, and dance with a focus on arts integration (or the use of the arts as a vehicle for learning). Kelly is currently a Lecturer in the Elementary Department at The University of Vermont. Her research interests include: moving to learn, arts integration, arts-based research, and arts in peacebuilding.

Dan Berkley is a trained clown with a bachelor’s in physics and a master’s in education. After touring with Ringling Bros. Circus and performing with several smaller shows, Dan works as a teacher, leveraging the circus arts to create embodied experiences that enhance and enrich the abstraction of a more traditional physical science education. Dan is constantly looking to find ways to bring physical arts into the classroom setting.

Shannon Boeckner (University of Toronto) is currently finishing a master’s degree in Drama, Theatre and Performance Studies at the University of Toronto, with a focus on Dramatic Arts Education. Shannon has written and produced work for The Comedy Network and Bravo and was nominated for three Best Actress Canadian Comedy Awards (Eating Buccaneers, Boyfriend Latte, Sex After Kids) and a Best Ensemble Gemini Award (Billable Hours). She was awarded a Best Sketch Troupe Canadian Comedy Award for her work with the comedy troupe, The Sketchersons. Shannon currently divides her time between the library and chasing after her two sons, Samuel and Benjamin.

Hélène Boucher has taught music in early childhood and elementary school settings for more than 15 years. She is currently a music education lecturer at McGill University as well as a visiting professor at Université Laval. Courses she teaches include: Music for Children, Music Curriculum and Instruction, Music in Early Childhood, Philosophy of Music Education and Psychology of Music. She received awards of excellence for her teaching in elementary music education as well as from the graduating students from McGill University. Her research interests include early childhood music education and pre-service music teacher education.

Nicole Bourassa graduated from Carleton University with a Bachelor of Arts in English Literature. She subsequently received a Diploma in Education, an MA in Educational Leadership, and is currently pursuing her Doctorate in Educational Studies from McGill University. She is presently teaching high school English and Dance and is a part-time instructor at McGill University in the Faculty of Integrated Studies in Education. Nicole was a Lead teacher for the implementation of the Quebec Educational Reform, presenting training sessions and workshops for the purpose of effective implementation of the Q.E.P. She is also an educational consultant for both the public and private sectors.
Lynn Butler-Kisber is a professor of education at McGill University and founding and current Editor of the LEARNing Landscapes journal. Her work includes qualitative/arts-based methodologies; leadership, multiliteracies; and professional development. She is particularly interested in arts-based methodologies, more specifically in visual and poetic inquiry. She focuses on issues of marginalization, equity and social justice. Her latest book is: Qualitative Inquiry: Thematic, narrative and arts-based perspectives, (2nd ed.) Sage. Recently, she was awarded an Honorary Professorship at Hebei Normal University, Shijiazhuang, China.

Mindy R. Carter, PhD, is an Assistant Professor in the Faculty of Education at McGill University. She specializes in curriculum theory, teacher education and arts based educational research and is currently the PI on a SSHRC IDG: Mapping Drama and Theatre Strategies and the Impact of Play Building with In-service Teachers Exploring Aboriginal Issues and on an FRQSC: Établissement de nouveaux professeurs-chercheurs et qui s’intitule Monologues d’enseignants: étudier les expériences d’enseignants en formation initiale du Québec envers des problématiques vécues par les autochtones/The pre-service teacher monologues: Exploring the experiences of pre-service teachers learning about Indigenous issues in Québec through drama education. Dr. Carter is the Chair for the Artful Inquiry Research Group symposium.

Francine Chaîné is professor at École d’art of Université Laval. Her current researches are on the accompaniment graduate students in visual art and theatre, the creation process in theatre writing and in teenagers’ drama (SSHRC), but also in the autobiographical arts approaches. She is involved as a guest editor for L’Annuaire théâtral (2015), Éducation et francophonie (2012) and Theatre Research in Canada (2007). She is an executive member of CNAL and member Groupe de recherche sur l’enseignement du théâtre (GRET). She is co-founder and co-director of FRÉA collection at the Laval University Press (https://www.pulaval.com/collections/frea-formation-et-recherche-en-education- artistique/117).

Elaine Chang is an Associate Professor in the School of English and Theatre Studies at the University of Guelph, where her teaching fields include postcolonial and critical race and gender studies, critical theory, cultural studies, and creative writing. A graduate of Stanford University and the Canadian Film Centre, she is an interdisciplinary scholar of difference and alterity, screenwriter, and poet.

Sabina Choudhury presently works in the Information Technology department of the McGill University Health Centre (MUHC) and is involved in the professional development of clinical staff regarding the use of the Electronic Medical Record (EMR). She is also a Ph.D. student at the Department of Integrated Studies in Education at McGill University. Her current research interest involves the role of mentoring in the human performance improvement of clinical students.

Sheila Christie (Cape Breton University) is an associate professor of English and Drama at CBU. Her research and artistic practice includes dramatic literature, fanfiction, stage management, and applied theatre (particularly theatre for social change). She is dedicated to helping students, community members, and fellow researchers develop the skills and experiences they need to make the world a better place and foster hope in the face of local and global challenges.

Amber Coleman is originally from Columbus, Georgia and graduated from Mercer University with a Bachelor of Arts in Art and French in 2014. She is a recent graduate from the Master of Art Education program at The University of Georgia. Amber will be pursuing her PhD in Education with a concentration in Art Education at Virginia Commonwealth University this Fall. She is interested in exploring the connections between Black feminism, African American women’s art, and museums within art education.
Simmee Chung is an assistant professor in the Faculty of Education at Concordia University of Edmonton. She has over 15 years of teaching, consulting, and leadership experiences in Canadian school contexts. Her relational research alongside immigrant families and Indigenous youth deepens her understanding of practices that are more responsive to the complexities of diverse communities. Highlighting her passion for working with children, youth, and families, she received Alberta’s Provincial Excellence in Teaching Award and University of Alberta’s 2017 Outstanding Teacher Education Doctoral Dissertation Award. Her research interests include: narrative inquiry, social justice, inclusive education, Indigenous research, narrative conceptualizations of belonging, and teacher education.

Kelly Clark/Keefe is an Associate Professor at the University of Vermont. Kelly’s research brings material feminist and posthumanist theories of affect, art, identity and injustice to bear on a range of overlapping topics including: the physicality of educational subjectivity, stratified versions of schooling, and conceptual analyses of educational leadership. Kelly’s work also engages philosophies of habit and creativity to argue the usefulness of embodied, arts-informed approaches for researching the complexities of contemporary educational circumstances. She has published in a number of key journals in the field of educational research, including LEARNing Landscapes, the International Journal of Qualitative Studies in Education and Qualitative Inquiry.

Brenda Cleary is currently coordinating the events and initiatives of the Institute for Human Development and Well-Being while completing her Master’s at Ingram School of Nursing, McGill University. As a community arts and health professional she has worked with numerous groups throughout her career: Indigenous youth, children of migrant farmworkers, high school dropouts, domestic violence shelter residents, day laborers, undocumented students, war widows and children of the Guatemalan Mayan genocide. Most recently Brenda Cleary blended her passion for creative arts, non-profit management and health promotion by designing and directing arts-based well-being initiatives in conjunction with Boulder County Public Health Department in her native Colorado.

Genevieve Cloutier is an interdisciplinary artist, educator/facilitator and writer from Ottawa, Ontario. She has a Media Arts degree from Emily Carr University of Art and Design and a MA(Ed) from the University of Ottawa (2014), where she has received funding from the Social Science and Humanities Research Council to pursue a Ph.D. on participation, pedagogy, arts-based methods and research. Her writing has been published in Western Front Magazine, Canadian Art Teacher, the Canadian Society for Education Through Art, the Journal of the Canadian Association of Curriculum Studies, and the International Journal of Education & the Arts.

Diane Conrad is professor of Drama/Theatre Education at the University of Alberta. Her research over the past twenty years has involved participatory arts-based approaches, specifically drama and applied theatre, with youth. Her focus with “at-risk” or marginalized youth including youth in alternative school settings, in jail, and street involved youth, used drama and applied theatre approaches to engage youth in exploring and analyzing their experiences. Over the years, many of the youth with whom she worked in the Edmonton, Alberta area have been Indigenous youth. She is currently researching in the area of Indigenous Education. She is director of the Arts-based Research Studio at the University of Alberta https://www.facebook.com/groups/abrstudio/, co-editor-in-chief of the journal ArtResearch International: A Transdisciplinary Journal https://journals.library.ualberta.ca/ari/index.php/ari. She is author of Athabasca’s Going Unmanned: An Ethnodrama about Incarcerated Youth (Sense, 2012) and co-editor of Creating together: Participatory, Community-based and Collaborative Arts Practices and Scholarship across Canada (WLUP, 2015).

Adrian Downey is a Ph.D. student at the University of New Brunswick and a member of the Qalipu Mi’kmaw First Nation. He holds a Master in Arts in Education from Mount Saint Vincent University and undergraduate degrees from Bishop’s University. Before returning to graduate school he was an elementary music teacher in the Cree School Board of Northern Québec. His academic interests are in Indigenous education, Indigenous identity, curriculum theory, spiritual thought, and arts-informed methodology.
**Dana Dugan** is an American circus artist, performer, pedagogue and scholar based in Montreal. She was a founding member, programmer, project manager, and producer of the Chicago Circus Festival and CirqueOFF. Dana is currently completing her Master's Degree at Concordia University under fellowship researching the circus body and its embodied knowledge. She will continue her research and performance of the circus body and its agency as a doctoral student at Concordia, Fall 2018. Dana’s work reflects an agenda that advocates for socially conscious performances and alternative, queer, feminist, political narratives that cultivate agency on the circus stage.

**Fauzanah Fauzan El Muhammady** is a doctoral student in Education Studies at Department of Integrated Studies in Education (DISE), McGill University, Canada. She obtained her bachelor’s in Anthropology from Andalas University, West Sumatra, Indonesia and obtained two masters’ in Communication Sciences (Intercultural Communication) from University of Indonesia, and Sociocultural and International Development Education Studies (SIDES) Program from Florida State University, USA. She works for Indonesia’s central government at Directorate Islamic Higher Education, the Ministry of Religious Affairs (MORA). Her doctoral research focuses on policy analysis on higher education institutional transformation in the context of Indonesia’s Islamic Higher Education Institutions.

**Maria Ezcurra** is an artist, educator, researcher and mother born in Argentina, raised in Mexico, and currently living in Canada. She obtained a Ph.D. in Art Education at Concordia University, and has worked as a teacher in a number of universities in Mexico and Canada over the past 15 years. She was an Artist-in-Residence at McGill’s Faculty of Education, where she is currently working as Art Facilitator at the McGill Art Hive Initiative and in the P. Lantz Artist-in-Residency Program. She has participated in numerous exhibits worldwide, and her research interests include collaborative art practices, dress and textiles, gender-based violence, memory, identity and immigration.

**Lynn Fels** is associate professor at Simon Fraser University, British Columbia, Canada. She is former Academic Editor of Educational Insights, an open-access journal that reimagines curriculum, research and education (www.educationalinsights.ca). Lynn co-authored Exploring Curriculum: Performative Inquiry, Role Drama and Learning with George Belliveau (Pacific Educational Press, 2008), and has authored numerous articles and chapters about performative inquiry, arts across the curriculum, and curriculum as lived experience. She is co-editor of Arresting Hope: Women Taking Action in Prison Inside Out (Inanna Press, 2015). Lynn is co-investigator in a major five-year SSHRC Partnership Grant, researching arts for social change in Canada.

**Tania-Kichlee Firmin** is an undergraduate student in the Faculty of Education at McGill University and a member of the Dean’s Honour roll. She is the recipient of the CRIFPE-UQ (Centre of Interuniversity Research on Teachers’ Training and Teaching Profession) award for her curriculum design related to Intercultural and Inclusive Education. Her experience as an English Second Language teacher in the Dominican Republic and substitute teacher while pursuing her undergraduate degree has fueled her interest in better understanding and integrating the linguistic and ethno-cultural experiences of learners within curriculum design and teaching. She is also the recipient of the South Shore Retired Educators Award, John Jones History Memorial Award, Peter Swarbrick Memorial Award, Outstanding Citizenship Award for Volunteering as well as awards for excellence in French and Drama.

**Alisan Funk** is a Montreal circus coach, performer, and creator currently pursuing her Ph.D. in Education at McGill University. She has an MA from Concordia studying circus education and works as a research assistant on multiple projects with examining technical and creative aspects of circus, theatre and physical literacy.
Arianna Garcia-Fialdini, visual artist and educator, is a Doctoral candidate from Concordia University whose research and studio practice concentrates on translating diverse oral histories of hopes and social justice movements into multi-modal images that agitate and inspire. Working closely with issues raising awareness on social change and gender violence, she explores the conditions of women, immigrants and refugee claimants while observing and commenting on social realities. Her teaching and studio practice aims to serve as an alternative platform from which to reach and project marginalized voices and stories.

Elizabeth Jean Larson is a 2nd year Ph.D. student in the Language and Literacies program at OISE. Her research focuses on language assessment, particularly speaking proficiency in higher education, as well as intercultural communication, critical literacy, self-assessment measures, and collaborative research practices.

Aimée Gaudette-Leblanc holds a bachelor's degree in music therapy from the Université du Québec à Montréal. She is currently pursuing doctoral studies in music education at Université Laval. She is interested in the contribution of the practice of music on the social and emotional development of young children from 0 to 5 years old. She offers continuing education activities for early childhood professionals and preschool teachers. She also engages with many organizations to develop the full potential of the very young child.

Kristen P. Goessling is an assistant professor of Human Development and Family Studies at Pennsylvania State University, Brandywine. She received her B.A. from the University of Missouri, Columbia, her M.S. from Lewis and Clark College in Portland, OR, and her Ph.D. from the University of British Columbia, Vancouver. All of Dr. Goessling’s work is organized toward the goal of transforming the educational and social circumstances of marginalized communities through the creation of spaces that promote equity and learning. Her research is underpinned by the understanding that people are active cultural producers in relation to the social practices and systems in which they are embedded. Dr. Goessling utilizes creative and participatory research methods to amplify participant voices and perspectives toward social justice aims. Recognizing her community-based work, she received the Penn State University 2018 Outreach and Online Education Emerging Faculty Award for Engaged Scholarship.

Geneviève Grégoire-Labrecque I completed my master’s in anthropology at Université de Montréal. I’ve studied ethnocultural diversity in schools through intercultural training. I’m now doing my PhD in an individualized program at Concordia where I combine 3 fields of study: Applied Human Sciences, Childhood Studies and Cultural Psychiatry. I am interested in examining the relationship between social participation of school-aged immigrant children and their well-being, using arts-based methods. I work as an intercultural workshop facilitator for health care professionals and I am engaged in various research projects (children supervision; trajectories of children growing up in Montreal).

Anna Griffith (University of the Fraser Valley) I exist in the grey area between theatre, dance, and movement practices like yoga and martial arts. My teaching draws on this knowledge and repurposes it to help people experience academic theory on a more personal level. I teach a variety of theatre and performance studies courses, and my research is now focused on teaching and learning through embodied pedagogy.

Alina Gutiérrez Mejia has a diverse background including graphic design, finance, creative marketing, and process facilitation. She is the founder of Visual Versa where she designs and facilitates workshops tailored to participants needs and translates complex ideas into visuals to create shared meaning. Alina is pursuing her Doctoral studies at Concordia University and her research explores “The impact of visual tools on facilitation in communities, organizations, and human systems.” She has been using graphic facilitation and creative methods for over 5 years to increase participation and to help individuals and teams perform better and exceed their goals.
Ruth Harman (University of Georgia) Over the past decade, Ruth Harman's research, teaching and service have focused on exploring how best to support the literacy and language development of emergent bilingual learners in K-12 classrooms, especially in the current climate of high stakes school reform and anti-immigration discourses. Consistently she has used Boalian techniques and improvisation to support youth in articulating, imagining and transforming their social realities and dreams. Ruth is an associate professor at the University of Georgia and an engaged arts scholar in the local schools.

Sara Hashem is a museum specialist with more than 14 years of international experience in museum development and management. Professionally, she serves as board VP of the Montreal Children’s Museum and is a course lecturer at McGill University. Academically, Hashem is working on completing her PhD in Integrated Studies in Education at McGill University. Her research focuses on understanding museum experiences with the aim of increasing public access to museums and galleries.

Madeline Hoak is a NYC based artist and academic specializing in aerial, acrobatics, dance and movement direction. She is an adjunct professor of Aerial Arts at Pace University and initiated the Aerial Acrobatics program at Muhlenberg College where she taught from 2012 - 2017. Her movement direction contributed to Circle Theater NYC’s production of The Mountain winning Outstanding Original Choreography/Movement, 2015. Madeline also co-choreographed The Battles, a musical voted by Broadway producer Ken Davenport one of the top 10 new scripts of 2016. Her most recent publication addresses the need for the academic study of circus to be incorporated in professional and higher education as a valuable interdisciplinary subject. She received BAs in Dance and Theater from Muhlenberg College and is currently studying at NYU’s Gallatin school of Individualized Study where she is designing a master’s degree in Circus Studies with a focus on dramaturgy and creative processes. madelinehoak.com.

Elizabeth Brendel Horn is an Assistant Professor in Theatre for Young Audiences at the University of Central Florida in partnership with Orlando Repertory Theatre. Credits as a freelance director and teaching artist include the Alliance Theatre (Atlanta, GA), Adventure Theatre (Glen Echo, MD), The Coterie (Kansas City, MO), First Stage (Milwaukee, WI), Dr. Phillips Center for the Performing Arts (Orlando, FL), and Orlando Repertory Theatre. Applied theatre projects include “Never Stop Living” with survivors of stroke through the UCF Adaptive Community, “Once In My LIFE,” a multimedia intergenerational devised piece; and The Justice Project, a collaboration of UCF and Orlando Repertory Theatre exploring prejudices, community, and the police. Elizabeth serves on the boards of TYA/USA and Florida Theatre Conference and is published with Theatre Topics, TYA Today, and Youth Theatre Journal.

Shanshan Hua is a second year master student in Department of Integrated Studies in Education, McGill University. She is now working on her master thesis, which is about Chinese rural teachers’ lived experience. By using the qualitative methodology, especially narrative inquiry and phenomenology, she aims to seek for a deeper understanding of Chinese rural teachers’ concerns, thoughts and emotions. Her research interest is Chinese teacher education and rural education. Before went to McGill University, Shanshan obtained her bachelor degree in philosophy in Nanjing University, China and the master degree of TESOL in Western University in London, Ontario.

Christie Huff (Learning and Development Consultant ACE Initiative, English Language Arts Network) works as a consultant helping organizations in the education and community sectors to align with the needs of the people they aim to serve, to do work that achieves measurable social impact. Her goal is to empower the people she works with to approach their challenges as collaboratively as possible so that their change efforts may be successful and sustained. Her education has come through studying economics, commerce, adult training and development, her Master’s degree in Human Systems Intervention (2012, Concordia) and experience working in and with for-profit, government, and non-profit organizations and social enterprises.
Barbara Hunting’s interests are reflected in her practice of critical pedagogy. She has travelled to and conducted research in rural Malawi, Africa on four separate occasions from 2010-2013 with several groups of students interested in experiential learning processes (a branch of participatory research). Her research interests apply a feminist reflexive practice about developing health stories through visual participatory research such as photovoice, photo-interviewing and photo-exhibition. Barbara examines young and middle elder age women’s identity work through intergenerational learning through dynamic health research. She teaches at a liberal arts university in Gender Equity studies housed in the department of Sociology. In Sociology, Barbara initiated first and second year students at the undergraduate level, to ideas of knowledge production through visual research methodologies reflecting on the possibilities of social change. She is currently a doctoral candidate at McGill University in the Department of Integrated Studies in Education (D.I.S.E.).

Cherish Johnson holds a DEC in Special Care Counseling and is an undergraduate student at McGill University pursuing a B.Ed. in Kindergarten/Elementary Education. She has completed field work experiences at several schools for students with intellectual and/or developmental disabilities, where she further enhanced her knowledge and skills as she worked on building therapeutic relationships, writing observational reports, designing individual and group lesson plans and working in multidisciplinary teams. During her first year, Cherish received the Barbara Keats Award for demonstrating great leadership skills. Her passion for education and ensuring equitable practices has been her driving force; she previously worked at Berthiaume Du Tremblay Day Centre as an activity leader, animating activities for adults with Dementia, and is presently working as a camp counsellor at Summit School Day Camp. Apart from school and work, Cherish is involved in her community and is a volunteer at Summit School and the Friendship Circle of Montreal (a non-profit organization for persons with disabilities).

S. J. Adrienna Joyce is currently a settler-trespasser PhD student at McGill University. Her experiences as a teacher in Winnipeg first complicated her understanding of her cozy little white world; she is further complicating this understanding by studying critical race feminism, settler colonialism, and settler alliances in education.

Kerri Kennedy is an interdisciplinary artist, specializing in visual, media and performance art. Kerri received a Bachelor of Arts (Honours) in Cultural Studies from Trent University, specializing in Image, Sound and Performance, with an emphasis in Theatre Studies. Her work explores untraditional approaches to old and new media, specifically with combining different modes of production in hybrid forms. Kerri’s work has been screened at Trent Film Society’s Snowdance: Short Film Festival, where her video Digital Landscape was awarded Best Experimental Film in 2016. In addition to being an active artist, Kerri is currently pursuing her Bachelor of Education at Trent University.

Sage Kincaid earned her M.A. in Cultural Production with a focus on Art Museums from Brandeis University. Kincaid is assistant curator of education at the Georgia Museum of Art, where she has worked as a museum educator since 2016. Kincaid is ABD in the process of completing a PhD in Art Education from the Lamar Dodd School of Art at UGA. Her research interests include visitor experience in art museums, collaborative meaning making, the social work of museums, and contemplative practice in art education.

Ryan Koelwyn is a Ph.D. candidate in Education at York University. She investigates the beautiful underside of shame and Indigenous artwork to provoke new narratives for how educators address the Residential School history and reconciliation in Canada. Interested in platforms that enable youth to tell their stories through digital media, she explores the opportunities of student-directed production that engage multiple and complex literacies while connecting with the politics of students’ own lived worlds. The pedagogical moments that appear when students take authentic roles as authors, artists, and producers to imagine, design and mobilize their own literary/media landscapes drives her curiosity.
Tiina Kukkonen is a visual artist, arts educator, and Ph.D. student in the Faculty of Education at Queen’s University in Kingston, Ontario. Her research focuses on the role of intermediary organizations in brokering partnerships and knowledge exchange in arts education. She holds an M.A. in Child Studies and a B.F.A./B.Ed. in Art Education from Concordia University in Montreal. Tiina has taught visual arts in various community and school environments in Quebec and Ontario, and actively participates in arts markets and exhibitions. As a Finnish-Canadian artist, her work primarily explores themes inspired by northern nature, craft, and design.

Marie-Pierre Labrie is a doctoral student at the Department of Art Education at Concordia University. Through spatial theories lens, her research focuses on multimodal approaches in art education that promote wide-awakeness and quality of presence to oneself and others, in the online and offline spheres. She was a media arts instructor at UQAM and Concordia universities, coordinator for Turbine, an art creation centre, and commissioner for culture for the city of Montreal. Labrie designs and implements projects that link pedagogy, media arts and social issues—for children and adolescents—while collaborating with professional artists, schools and community.

Theresa Larkin’s expertise covers performance activism, culture, directing classics, documentaries and multi-media theatre. As an activist, Theresa worked with Augusto Boal for ten years. Afterwards, she devised a grassroots activist performance training technique: VISMS, which is a values-centric praxical approach to framing, making, producing, and performing ethical global artivism. Academic degrees include a BA (Drama & Dance) Loyola Marymount University; MFA (Drama: Shakespearean Performance) U C Irvine; MA & Ph.D. (Cultural Studies: Cultural Documentary; Grassroots Artivism) Claremont Graduate University; and ABD (Philosophy, Art, and Critical Thought: Cancer and the Healing Arts) European Graduate School in Saas Fee, Switzerland. Dr. Larkin recently retired as a tenured full professor in California, capping a career of thirty-eight years, Theresa continues to serve as Producing Artistic Director for The Artists’ Collective in Los Angeles.

Carol Lee is a Ph.D. Candidate in the Faculty of Education at the University of Ottawa whose SSHRC-funded research focuses on story-making as a praxis for reconciliation. This research is a response to Action 63.3 of the Truth & Reconciliation Commission’s (TRC) Calls to Action, that oblige teachers to engage Indigenous and non-Indigenous children in practices that support reconciliation. Carol is a mother to four beautiful children. She is also a poet who has recently published a refugee story in 15 poems called No Return in Cultural and Pedagogical Inquiry (2017, 9 (2)). Other publications include articles and poetry.

Amélie Lemieux is an assistant professor of literacy education, Mount Saint Vincent University. Her research interests and work revolve around digital literacies through the study, impact, and production of multimodal transmodal narratives in high school settings, aesthetic understanding and reception of transmodal narratives, comic book analysis and reception. Her combined work in multimodality and literacy has garnered her four national scholarships and a Quebec Lieutenant-Governor Medal for academic excellence and community engagement.

Colleen Leonard is a visual artist working with alternative photographic processes. Born in Saskatchewan, she holds a BFA from the University of Saskatchewan (1995) in Theatre and a BFA in Photography (2009) from Université de Paris VIII. Currently a first-year Masters’ student in Art Education, Concordia University, she has exhibited in Canada, the US, and France.

Patrick Leroux is a pioneer of circus studies. A professor at Concordia, he also teaches theory courses to CEGEP students at Montreal’s National Circus School, where he engages burgeoning circus artists to incorporate reflective practice into their creative work. Working with students whose courses are focused on physical practice, Patrick has found ways to support students to bring theory into their practice.
Setareh Masoumbeiki (Bambook Children’s Centre) grew up in Tehran, Iran. Doing a BA in photography, she got inspired to travel in Asia and take pictures. She ended up in Cambodia, and started to live and work with street living children for four years. Setareh’s passion in learning more about alternative teaching and learning methods led her to Oxford University where she completed a M.Sc. in education. She went back to Iran in 2009 and worked with undocumented and refugee children. She Co-founded an informal education center for this group of children. In 2014, she moved to Canada where she has been living since.

Mimi Masson is graduate of the Language and Literacies Education program at the University of Toronto (OISE). Her research interests include language teacher learning and identity, collaborative learning networks, arts-based research practices and technology-mediated learning. Her doctoral research uses artful inquiry, in the form of podcasts, to re-imagine Canadian French as a Second Language (FSL) teachers’ professional identity narratives and teacher learning processes as they unfolded in a community of practice which participants were involved in for four years. In 2017, Mimi won the SSHRC Storytellers Award in recognition her contributions to the educational context of FSL in Canada.

Mary McAvoy is an assistant professor of theatre education and theatre for youth at Arizona State University. Her research and creative practice focuses on educational theatre/drama; teaching artistry; performance with, by, and for young people; histories of theatre and drama in educational contexts; and performance pedagogy and activism. She is the co-author of Drama and Education: Performance Methodologies for Teaching and Learning (Routledge) and co-editor of Youth and Performance: Perceptions of the Contemporary Child (OLMS). Her articles have appeared in Youth Theatre Journal, The Journal of American Drama and Theatre, and various edited collections. Her current book project examines dramatics pedagogy in US workers’ colleges during the interwar period.

Jen McConnel is a writer, a teacher, and a long-time yoga practitioner. In 2012, she completed her RYT-200 hour yoga training with the Asheville Yoga Center in North Carolina. Since then, she has given workshops on yoga and creativity to writers, community college instructors, and high school students. Currently, she is working on her PhD at Queen’s University. Her research interests include curriculum studies, literacy, creativity, and children’s literature.

Maria McKenna, PhD, is an Associate Professor at the University of Notre Dame Department of Africana Studies and the Education, Schooling; Society Program. Professor McKenna’s teaching and research focuses on the voices of marginalized youth and families in the American education system. She teaches courses on youth empowerment, educational foundations, cultural contexts of American education, and contemporary philosophy of education. Her partners on this work are Dr. Stuart Greene of the University of Notre Dame and Dr. Kevin Burke of the University of Georgia alongside a host of youth and student co-researchers.

Maggie McDonnell is a doctoral candidate and course lecturer in McGill University’s Department of Integrated Studies in Education. She also teaches English Literature and Liberal Arts at Vanier College, and is a part-time yoga and cycling instructor. Her doctoral research focuses on personal and professional identity in higher education teachers, and the relationship between identity and approaches to assessment. Other research interests include communities of practice, the role of failure in the learning process, and development of academic identity.

Alex Megelas is a Montreal-based educator and community organizer currently conducting doctoral studies at McGill, under the supervision of Profs. Henry Mintzberg and Naomi Nichols. He is a programs coordinator at the Office of Community Engagement at Concordia University and an affiliate facilitator of the Centre for Community Organizations (COCO). He is the founder of Blackheart Family & Families, a multi-instrumental gathering of musicians, visual artists and community organizers.
Amber Noelle Merucci is a counselor with ANOVA and a PhD candidate in Education at York University. Amber’s research interests include art education, the Palestine-Israel conflict, graffiti, dispossession, loss, ethics and otherness. Amber’s dissertation focuses on the production of graffiti by Palestinians to negotiate time and space within the Occupied territories. Amber’s work includes supporting women and families experiencing trauma, mental health and addictions.

Janine Metallic is a Mi’gmaw from Listuguj, Quebec, and an Assistant Professor (Indigenous Education) in McGill’s Department of Integrated Studies in Education. Janine is a fluent Mi’gmaw language speaker and has an educational background in health, science, language, and education. Janine currently teaches Indigenous Education and her research interests include Indigenous language revitalization using Indigenous, qualitative, and arts-informed approaches.

Anne Marie Michaud is a multi-disciplinary, studio artist and teacher based in Montreal. Through drawing, painting, and sculpture, she explores themes related to the human body, more specifically investigating the body as a pathway to understanding not only her own identity and life experiences, but also as the primary means to accessing the world outside of ourselves. In the last three years, she’s been pursuing her researches on the dialogue inherent to the creative process while teaching in art education and completing her thesis at Université Laval.

Claudia Mitchell is a James McGill Professor in the Department of Integrated studies, Faculty of Education at McGill University, and an Honorary Professor in the School of Education at the University of KwaZulu-Natal, Durban, South Africa. She is the Director of the McGill Institute of Human Development and Well-Being, and the founder of the Participatory Cultures Lab. Her research interests span work in schools with teachers and young people, particularly in the context of gender, HIV and AIDS; studies in Higher Education of mainstreaming issues of gender, HIV and AIDS in South Africa, Ethiopia and Mozambique; girlhood studies, in work related to gender-based violence; and participatory visual methodologies and community-based research in health education, housing and agriculture. Dr. Mitchell is a Fellow of the Royal Society of Canada and a Pierre Elliott Trudeau Foundation Fellow. She was the recipient of the SSHRC Medal in 2016 for the impact of her research. She is the co-founder and Editor-in-Chief of Girlhood Studies: An Interdisciplinary Journal.

Lisa Alice Mitchell is an Assistant Professor in the School of Education and Professional Learning at Trent University, where she currently teaches in both the B.Ed. and M.Ed. programs. Lisa’s formal education includes a Ph.D. in Education (Queen’s University), an M.Ed. (UVIC), a B.Ed. (UBC) and a B.Mus. (Capilano). Lisa’s current teaching and research interests are in the areas of: curriculum and pedagogy; integrated, interdisciplinary, and intercontextual approaches to teaching and teacher education; international schools, students, and contexts; ethical responsibility and inclusive practices in diverse classrooms; narrative research methodology; and Music and Arts-based education and research. Lisa is also an active musician and visual artist (photography).

Hala Mreiwed is a PhD Candidate at the Faculty of Education, a course lecturer and the program co-chair for the 2018 AIRG Symposium. She is a recipient of the 2015 ‘P. Lantz Fellowship for Excellence in Education and the Arts and the FRQSC Bourse de doctorat en recherche. Her current research focuses on child rights education; her research interests include human and child rights education, equity in education, impact of war-trauma on education, teacher education and training, community-building within classrooms, children’s media and creative drama. Her recent article is “Building classroom community through drama education” (2017).
Maisa Mreiwed is a Syrian Canadian fashion designer, artist and researcher based in Montréal, Québec. She holds a Fashion Design Diploma from LaSalle College and a Bachelor of Arts with a major in religion from Concordia University in Montréal. Her research interests include the cultural, socio-political, historical and religious narratives of art, traditional costumes, textiles, and embroidery, as well as art and design training and development. Her designs and artworks reflect her personal journey weaved together with her connection to nature and fabrics as well as her studies of archaeology, art, religious iconography and the history of fashion. She is currently working on a multimedia art project that examines the semiotic properties of textiles and their role in instigating change while working on completing an M.A. in Art Education at Concordia University.

Robert Christopher Nellis is a continuously appointed faculty member in the Red Deer College School of Education and the author of Haunting Inquiry: Classic NFB Documentary, Jacques Derrida, and the Curricular Otherwise (Sense, 2009). He is interested in life writing and poetic inquiry and has recently undertaken work exploring place, more-than-human encounters, and ecological reconnection.

Bethany Nelson, PhD, Assistant Professor, Area Head, Undergraduate Theatre Education, Emerson College: teaches in the areas of theatre education, playmaking, and multicultural education at graduate and undergraduate levels. Her research interests are focused on Applied Drama and Theatre with at-risk urban youth. Research on the effects of in-role drama, process drama, and playmaking are published in Youth Theatre Journal, Drama Research: international journal of drama-in-education and Research in Drama Education Journal: the journal of applied theatre, among others. She regularly presents at national and international conferences and is a contributor to international textbooks on the state of the field.

Simone Nichol (Educational Studies, Master of Education, Concordia University). She just completed her Master's thesis entitled: Out of the Margins: Opening Spaces for Creative Communities in Mainstream Education—Integrating Community Based Arts Projects. She is a long-time Community Cultural Development (CCD) practitioner, with a portfolio of many community arts-based projects for social change both in schools and with communities, theatre practitioner, secondary teacher and pro-justice activist. Lover of life and laughter!

Milka Nyario is a Doctoral Candidate in the Department of Integrated Studies in Education, McGill University. Her research interest is on gender violence in around school. In her Doctoral research, she uses participatory visual approaches, specifically, Photovoice to explore challenges to school continuation among young mothers living in urban slums.

Marcia Ostashewski is a Canada Research Chair and Professor at Cape Breton University, where she teaches courses on a variety of topics, including the music and dance of Indigenous and immigrant communities, gender and performance, and culture and tourism. She also leads The Centre for Sound Communities at Cape Breton University, a world-class facility dedicated to the creative, critical exploration of music, dance, and multimedia. An innovative and passionate researcher and community advocate, Ostashewski has been awarded funding by major provincial, national, and international sponsors, including Nova Scotia’s Department of Communities, Culture and Heritage, the Social Sciences and Humanities Research Council of Canada, the Canada Foundation for Innovation, and the Fulbright Foundation.
Monica Poole is a professor at Bunker Hill Community College in Boston, MA, USA. She principally teaches philosophy and religious studies; serves as Chair of the Department of History and Social Sciences; and has leadership roles in multiple campus-wide initiatives, including a recently-completed revision of the General Education curriculum. Her interdisciplinary academic work addresses the intersections of knowledge and power, often in postcolonial contexts. A current project focuses on contemplative strategies for coping with epistemic deficit and power-based ignorance. She earned an AA from Edison Community College, a BA from Florida Gulf Coast University, and an MA from Harvard University.

Tina Pugliese is an Associate Professor and Director of the School of Dramatic Art at the University of Windsor. She teaches in the Drama in Education and Community Program and is Coordinator of the Faculty of Arts and Social Sciences Mentorship Program. Tina led a team in the creation of the Changing the Odds: A Community Transformation through the Arts, a partnership with Windsor Endowment for the Arts, and currently serves as the program’s director. Tina is committed to providing her students with positive and meaningful leadership training and arts practice.

Meaghan Quinn (University of Windsor) is a teaching artist who has been studying, instructing, and performing internationally for the past 15 years. She holds an M.F.A. from Pennsylvania State University and a B.F.A. in Musical Theatre from the University of Windsor. Currently Meaghan is an Assistant Professor at the University of Windsor, in the School of Dramatic Art. In addition to her work as a professional artist, Meaghan is a long-time advocate for youth empowerment. For three summers she worked as the Artistic Director and Coordinator for the “Changing the Odds, Transformation through the Arts program.

Shakina Rajendram is a 4th year doctoral candidate in the Language and Literacies Education/Comparative, International & Development Education programs at the Ontario Institute for Studies in Education (OISE), University of Toronto. Her research focuses on collaborative learning, translanguaging, multi-literacies and language policy.

Kate Reid - Slam poetry meets folk music meets queer-themed tunes in singer-songwriter Kate Reid, where singing about small towns, gender-bending tug-boat drivers, old and new loves, festival beer tents, donor dads and lesbian moms, and being “the only dyke at the open mic” is the norm. With five albums under her belt, Kate gives concerts in schools, community organizations, live music venues, and at festivals. She is also an artist educator, researcher, and doctoral student at the Ontario Institute for Studies in Education (University of Toronto) where she is investigating the use of LGBTQ songs in curriculum development around gender and sexual diversity. www.katereid.net

Jacqueline Reid-Walsh is an Associate Professor at The Pennsylvania State University. Cross-appointed between the Departments of Curriculum and Instruction and Women’s, Gender and Sexuality Studies, she teaches undergraduate and graduate courses on children’s books and on girl cultures. She is a specialist in historical children’s literature and media with a passion for movable books. She has authored a number of articles, book chapters and a recent book on the topic called Penn State University Libraries.

Rosemary C. Reilly received her MEd and PhD from McGill in Educational Psychology. She has been associated with Concordia University as a part-time faculty member, and since 2003, as tenure-track faculty, and is currently an Associate Professor in Applied Human Sciences. Her research interests concern the impact of trauma on individuals and communities, posttraumatic growth, the dynamics of social creativity, and how learning can function as a lever for change. As well, Dr. Reilly has presented and published about qualitative methods and arts-based research in education. She is a Member Scholar Academic for the International Institute for Qualitative Methodology.
Rachel Rhoades is a PhD candidate at the Ontario Institute for Studies in Education at University of Toronto. She recently completed her dissertation research project fieldwork at the Young Peoples Theatre with a group she founded, Youth Artists for Justice. For this study, Rhoades received the national Ada Slaight Drama in Education Award. She received her Master’s in Education in Community Arts at Lesley University and her BA from Vassar College in Arts Education and Social Change. She has worked for 8 years as a program manager, teaching artist and youth worker at various non-profit performing arts centres and public schools in Boston, MA and Toronto.

Brenda Rosler is an associate Professor at Walsh University in North Canton, Ohio. She was an elementary school teacher before she started teaching at the college level. Her research has found students' reading comprehension improved after taking part in process drama as a prereading strategy. She also found students were more motivated to read their textbooks and that fifth-grade students became leaders when given the opportunity to use process drama in the content areas. She received her B.A. and her Ph.D. from Kent State University, and her M.A. from Malone.

Franco Saccucci is an artist-educator, scholar, and graduate student in Curriculum Studies & Sexual Diversity Studies at the Ontario Institute for Studies in Education (OISE), University of Toronto. Franco’s SSHRC-funded research examines how queer educators use spoken word and creative writing to respond to homo/transphobia in schools. After leading the University of Alberta’s LGBTQ youth program, Camp fYrefly, Franco is now a teacher with one of Canada’s largest arts education organizations, DAREarts.

Hani Sadati, Ph.D. Candidate at the Department of Integrated Studies in Education, McGill University, started his PhD program in September 2015 at the Department of Integrated Studies in Education, Faculty of Education, McGill University. His doctoral project is on Participatory Digital Games to Address Sexual and Gender-based Violence in Ethiopian Agriculture Colleges. Hani’s background is in Social Science (BA) and Women Studies (MA) and his research interests include educational studies, game-based learning/gamification, women and gender studies, sexual health and HIV/AIDS, anthropology of health and illness, and participatory methodology. Hani is the coordinator of the Games and Gamification for Human Development & Well-being (GHDW) Research Group at the Faculty of Education, McGill University.

Khadijah Salawu (University of Toronto) is a theatre-maker, artist, arts educator, and organizer in Toronto, currently in her last in theatre and performance program at the University of Toronto. When not reciting soliloquies, you can find her running with Run Regent every Monday in Regent Park. A health and wellness initiative she founded to promote community and healthy living. Past works include, Ain’t I A Woman - I Am A Man, Emancipation of Ms. Lovely and “I Can't Trust Anyone, Everyone Hurts Me: A Comedy”.

Maggi Savin-Baden is professor of education at University of Worcester has researched and evaluated staff and student experience of learning for over 20 years and gained funding in this area. She has a strong publication record of over 50 research publications and 15 books which reflect her research interests in arts-based inquiry, the impact of innovative learning, digital fluency, cyber-influence and virtual humans. In 2018 she has 2 new books forthcoming, Threshold Concepts in Problem-based Learning, with Gemma Tombs and Virtual Humans, with David Burden. In her spare time, she bakes, rock climbs, runs and attempts triathlons.
**Abigail Shabtay** is a Course Lecturer at McGill University. A recipient of McGill Faculty of Education’s Dean’s Award, the Jackie Kirk Fieldwork Award and two grants for community and culture, her Ph.D. research explores young people’s school experiences using participatory play-building. Abigail’s research interests include: children’s rights, youth-led initiatives, and drama-based participatory action research. Abigail bridges theory to practice as an organizer numerous initiatives, conferences, and programs to promote art and theatre-based research and education. She is a 2018 Conference Chair and Scholar-in-Residence at the Young People’s Theatre in Toronto, the Program Director of Kids Love Tech Inc., and the Managing Director of Artucate Canada, a not-for-profit organization that empowers young people through arts-based initiatives and participatory action research.

**Babak Shahmansouri**, cofounder at Docademia obtained his Master's degree in Educational Leadership from McGill University. Previously he studied MBA at Sharif University. The specific focus on organizational growth in his two master’s programs has provided him with a broad-based theoretical background in management especially in the field of education. Babak has more than 10 years of progressive experience as a consultant and entrepreneur. He has previously co-founded Asemaan Group (systems thinking educational center at Sharif University), Borna Institution for youth mental health, Heeva Foundation for Educational Development, and Helmfried Business Solutions. Babak is the co-founder of Docademia.

**Catherine Shea** is a visual artist who graduated from the University of Toronto in 1987. After displaying her work at *House Dressing Interior Design*, she sold her first painting at the age of nineteen. In 2005, Catherine co-created “Art Outside the Box”, a national arts campaign with Unilever Canada, which featured her work. She also hosted the 2007 *Design Hope Toronto* event and the *ERA Design* competition. Catherine has exhibited solo art shows at Winnipeg’s Gallery Lacrosse, and Toronto’s Alisson Milne Gallery, Hashtag Gallery and the Crosslinx “Gallery City”. She is currently in art teacher and curator based in Toronto.

**Lou Sheppard** is an interdisciplinary artist working in video, audio and installation practices. Of settler ancestry, Sheppard was raised on unceded Mi’Kmaq territory, and is based in K’jiputuk/Halifax. Sheppard’s recent work has been focused on the practice of translation, particularly translations between meaning systems that do not align in conventional ways. Starting from a range of source materials (diagnostic criteria, environmental data, field recordings) they engage in rigorous processes of translation, resulting in musical compositions, performances and choreographies. Their work often leads them to collaborate with other artists, including musicians, visual artists and performing artists. Sheppard was the recipient of the 2017 Emerging Atlantic Artist Award, and was long listed for the 2018 Sobey Art Award.

**Alison Shields** is a lecturer in Art Education at the University of Victoria. She received a Masters of Fine Arts at the University of Waterloo and is currently a PhD Candidate in the Department of Curriculum and Pedagogy at the University of British Columbia. She has exhibited her paintings in Montreal, Toronto and Vancouver and has participated in artist residencies across Canada and the United States. Through her SSHRC funded doctoral research, which has taken her on a cross-Canada journey visiting over 125 artists’ studios, Shields explores creative processes, painting as inquiry, and the relationship between thinking and making through studio work.

**Layal Shuman** is a researcher interested in design-based teaching and learning, and the ways design and art education can help shape the classroom of the future. She teaches courses on creativity and human-centered design at Ryerson University’s Faculty of Communication and Design and is a PhD Candidate in the Faculty of Education at McGill University. Her doctorate dissertation examines how nondesign students learn in/through design, and how design methods and mindsets support their personal and professional growth.
Anita Sinner is an associate professor of Art Education at Concordia University, Montreal. Her research interests include arts-based and artistic research, teacher culture, international art education and community art education. She works extensively with stories as pedagogic pivots, with particular emphasis on artwork scholarship in relation to curriculum studies and social and cultural issues in education.

Jessica Sokolowski is a former elementary educator and current PhD candidate at the University of Ottawa in the Faculty of Education. Jessica is currently working on her proposal for her doctoral thesis entitled *Blurring the lines: A Journey through the Experience of Arts-Based Education*, where she explores the lives of former students who had attended an arts-specific secondary school over a decade ago. Using retrospective narration and arts-based research methods, Jessica aims to showcase the importance of the arts in education.

Darlene St Georges is a visual artist, poet and emerging scholar. She is assistant professor of art education at the University of Lethbridge, Alberta and PhD candidate in the department of art education at Concordia University, Montreal. As a Métis woman, much of Darlene’s scholarship demonstrates her interest in emergent and generative knowledge that honours Indigenous systems of knowledge and worldviews that create openings to produce alternative discourse.

Louise Standjofski’s (*Faites des Arts!*) career includes acting, directing, producing and writing for schools, stage, television and radio. Louise is a published playwright of five plays for young actors and is the founding and acting director of Faites des arts! a curriculum-based art program that matches artists to schools. Her role includes coordinator, director, storyteller, actor, acting coach, folk dancer and musician in and around schools in Montreal and outlying regions in Quebec with Faites des arts! and the Quebec Drama Federation. Louise is registered as a writer in the Culture in the Schools Program with MELS and gives workshops on creative expression in the classroom at the annual QPAT Convention in Montreal. Louise has a degree in Drama in Education with a Minor in Art Education and has taught all ages from Rainbow Pre-school to McGill University in Montreal.

Callan Elizabeth Steinmann earned her M.A. in Art Education with a focus on Museums from the University of Texas at Austin. Steinmann is curator of education at the Georgia Museum of Art, where she has worked as a museum educator since 2013. Steinmann earned her Ph.D. in Art Education in 2017. Her research interests include visitor experience in art museums, school field trips in museum settings, studio artmaking in museums and museums as sites for creative exploration. Steinmann is an adjunct faculty member in Art Education at the Lamar Dodd School of Art at UGA.

Rebecca Stroud Stasel is a PhD student at Queen’s University. Her research interests include educational policy and leadership, international education, and performance arts-based pedagogies. She has been part of two research teams: a pan-Canadian research team that examined teacher induction and mentoring, and another team that examines flourishing in schools. Rebecca has worked for twenty years as a high school teacher, primarily in drama, debate, and language arts, both locally and abroad. Her master’s thesis explored transformative pedagogy using a variety of theatre forms that intersected with social action, which was awarded the annual thesis award.
Christine Tanner (Eastern Michigan University) specializes in creating theatre and dramatic activities for and with young people. Over the last fifteen years at Eastern Michigan University, she directed Anne of Green Gables, Holes, Lily’s Purple Plastic Purse, the British Panto version of Pinocchio, The Bully Show, Real Friends, Who’s Capable?, launched the “Box Theatre Company” and wrote and directed Walking the Dog. Prior to coming to EMU, she was education director at STAGE ONE: The Louisville Children’s Theatre, the Seattle Children’s Theatre (SCT), and managing director of The California Theatre Center (CTC). Under her leadership, the Education programs at SCT expanded to include the Drama Shop Program, the Deaf Youth Drama program and the classes became The Drama School growing from 450 students to over 2500. She has been an artist-in-residence in a variety of settings and locales from Louisville, Kentucky to Washington state.

Janiss Timm-Bottos, Ph.D., ATR-BC, ATPQ, PT is an art therapist passionate about co-creating small, public spaces for spontaneous art making and dialogue in order to increase access to participation in meaningful community life. A former physical therapist, she is an associate professor in the Creative Arts Therapies Department at Concordia University. Janis is the founder and director of the Art Hives Initiative and Network, the fruit of her 25 years of sustained practice research and experimenting with inclusive arts-based third spaces. The Art Hives Network promotes arts-based social inclusion through the proliferation of regenerative art hubs located in-between neighborhoods across Canada. [www.arthives.org](http://www.arthives.org)

Catherine-Laura Tremblay-Dion has been working with text and textile since she was old enough to hold a pencil. She had the privilege of teaching preschool for many years while working toward her Master’s of Education degree at the University of Montana. Since then, she decided to pursue her doctoral studies at the University of Ottawa in the Faculty of Education. Through this current work she remains interested in literacy, early childhood education, textiles, and arts-based learning. Her work has been published in the *International Journal of Education and the Arts*, *Ubiquity: The Journal of Literature, Literacy and the Arts*, as well as *Root & Star Magazine*. Most recently she has turned her attention to the intersections between sustainability, literacy, and arts-based education.

Maria Amparo (Mariam) Ugarte, Trilingual and a mother of three, she is born in Montreal and raised in Spain. As an obstetrical nurse for 12 years, she loved helping women give birth. After obtaining a Bachelors’ degree in Education in 2006, she began teaching Nursing at a vocational school. I received a Master’s degree in human systems Intervention in 2017 from Concordia University. She did field work in a rural hospital in India. In this setting, she used arts-based methods such as improvisation, making puppets, and storybooks to enhance nursing retention by improving communication among all levels of staff. She has always used some form of creativity to facilitate learning.

Kingsley Jimbel Ugoh is a graduate student of Memorial University studying Educational Leadership. Kingsley’s first degree was on Library Science Education, and I had a training in the UK with the University of Buckingham on Leadership in practice: a child centered approach. Kingsley started teaching at the age of 18 (2006) and has been an educator ever since. Kingsley’s last appointment included the safety coordinator (PSHE) in the counseling department, house master, tutor, and practicing librarian. Kingsley’s research has been helping students (regardless of their health, status, race, sexuality, sex, IQ, background and ability) to stabilize or improve their academic achievement. Kingsley’s recent work will be presented at the Children, Youth, and Performance Conference at the Young People’s Theatre in June 2018.

Sue Uhlig is a Ph.D. candidate in Art Education at the Pennsylvania State University. Her research explores the entanglements of collecting as research, pedagogical, and artistic processes and products. In addition to supervising student teachers in art education at Penn State, she also teaches online classes as a visiting lecturer in Art and Design at Purdue University.
Amanda Claudia Wager, PhD, is an Associate Professor at Lesley University, where she prepares teachers to integrate the arts within TESOL, bilingual, and literacy education. As an educator, artist, and researcher she uses multiliteracies, such as drama, visual arts, and media, while working with culturally and linguistically diverse populations of children, youth, families, and communities within formal and informal learning environments. Amanda’s dissertation, *Applied Drama as Engaging Pedagogy: Critical Multimodal Literacies with Street Youth*, is a community-based participatory research project that investigated how a political, community-based theatre production created multimodal learning spaces for eight youth-researchers who had been living on the streets of Vancouver, BC. Amanda’s research interests have been presented and published internationally. She has recently edited the open-access *2017 Journal of Pedagogy, Pluralism, and Practice* Special Issue *Art as Voice: Creating Access for Emergent Bilingual Families and Communities* and an accompanying Routledge volume *Art as a Way of Talking for Emergent Bilingual Youth: A Foundation for Literacy in preK-12 Schools*. She is currently working remotely for Lesley University and living on Vancouver Island advising students at Vancouver Island University. You can reach her at awager@lesley.edu or Amanda.Wager@viu.ca

Shane Watt is a contemporary artist based in Montreal. Best known for his semi-fictitious, multi-media maps, Watt has exhibited both locally and internationally. In 2010, he was selected as a contributing artist for the high-profile exhibition, “You are here: Mapping the Psychogeography of New York City,” curated by Katharine Harmon at the Pratt Institute in Manhattan. In addition to exhibiting, Watt regularly completes uniquely designed commissions and his work is included in gallery and private collections throughout North America, the United Kingdom, Dubai and Europe. Recently, one of Watt’s pieces made it onto a list compiled by The Guardian (UK) of the top-ten hand-drawn maps by contemporary artists.

Anne Wessels is director of education at Tarragon Theatre. As a graduate of the National Theatre School of Canada, with a PhD in Education from the OISE, University of Toronto, her work straddles both the theatre and education communities. After starting her working life as an actor, she has taught for the Peel District School Board, Centennial College, University of Windsor and OISE UT. Anne has three book chapters coming out in edited collections and has published several journal articles on youth, drama/theatre and the suburbs.

Boyd White is associate professor in the Department of Integrated Studies in Education, Faculty of Education, McGill University. Early in his career Dr. White was a printmaker, painter, and art educator. Currently his key teaching and research interests are in the areas of philosophy and art education, particularly on the topic of aesthetics and art criticism. His research takes a largely phenomenological turn. Dr. White is the author of numerous journal articles, text chapters and three texts. He serves as a reviewer for a number of journals and educational research organizations.

Jessica Whitelaw teaches courses in literacy education, children’s literature, teacher education and educational leadership at the University of Pennsylvania’s Graduate School of Education. Two major interests have cut across her career in the university and previously as a middle school teacher and instructional leader: 1) the ways that inquiry is both taught and lived in the classroom by teachers and students; and 2) the relationship between equity in education and the extent to which schooling attends to the arts and rich cultural resources available in everyday life. Her research focuses on intersections among the arts, literacies, and critical inquiry.

Gala Wilkie is a Ph.D. student in the department of education at Concordia University, former early childhood educator, and visual artist. Aiming to illustrate and communicate experiences and selves within the worlds of childhood, the twin goals of promoting artful self-expression in the early childhood classroom, and in academic inquiry, weave a continuous thread throughout her research and teaching endeavours. Her current research is focused upon ongoing identity processes in adults working with children, through storytelling and self-portraiture methods.
Elizabeth Wood is a member of the Department of Integrated Studies in Education at the Faculty of Education at McGill University. Her areas of teaching and research include visual art and arts education, teacher education, social justice education, and philosophy of education. She holds a BFA degree in Music from York University and a BFA in Visual Arts from Concordia, a graduate teaching diploma in Education in the Arts, an MA in Philosophy of Education, and a Ph.D. in Philosophy (Aesthetics) from McGill. She served as Associate Dean, Academic Programs from 2007 – 2017, and has been responsible for the design and development of a range of programs and arts initiatives in the Faculty of Education. Elizabeth Wood is a painter, writer, and poet, and is currently working on a series situated at the interface of these media.

Vanguard School presenters:

Linda Handiak is a high school teacher and translator who also volunteers on donkey farms and castle restoration projects in the summer.

When Mathew Eappen, grade 11, is not singing he is drawing. He has yet to choose which field to pursue in CEGEP.

Isabel Henle's caring nature is appreciated in our leadership class and will make her a great nursing student next year.

Dove Pierre has yet to choose between pursuing post secondary studies in law or in the (eco-friendly) fashion industry. For now, our leadership team is happy to benefit from her marketing skills.

Lauren Jude's detail-oriented nature helps us polish leadership projects and will serve her well when she pursues post-secondary studies in finance.

Zena Hage Kaplo is interested in what makes people tick, so she hopes to pursue postsecondary studies in psychology.

Kaiya Yakoob Gulston channels her creativity into graffiti art. After graduation, she will pursue film studies.