

# STUDENT RESEARCH SYMPOSIUM 23<sup>RD</sup> APRIL 2022



## Territorial Acknowledgment

Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (S̓k̓w̓x̓w̓ú7mesh) Nation of the Coast Salish people. We respectfully acknowledge that our campuses are located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish (S̓k̓w̓x̓w̓ú7mesh) and Tsleil-Waututh Nations.



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## Be Social

If you want to join the SRS 2022 conversations

Instagram: <https://www.instagram.com/capusrs2022/>

Twitter: [https://twitter.com/srs\\_2022](https://twitter.com/srs_2022)

Facebook page: <https://www.facebook.com/CapUSRS2022>

# SRS SCHEDULE – AN OVERVIEW

## What's happening & where.

Time	Activity	Location
	<b>Opening Ceremonies</b>	
	Elder Rose Welcome	
8:45 – 10:00 am	Paul Dangerfield Laureen Styles Keynote with Greg Coyes	Main Zoom link
10:15 – 11:15 am	<b>Session A</b> Concurrent Student Panels	Breakout rooms 1, 2, 3, 4, 5
11:25 – 12:25 pm	<b>Session B</b> Concurrent Student Panels	Breakout rooms 1, 2, 3, 4, 5
12:35 – 1:00 pm	<b>MITACS Student Award for Excellent in Research Ceremony</b>	Everyone welcome back to Main Zoom link
1:15 – 2:15 pm	<b>Session C</b> Concurrent Student Panels	Breakout rooms 1, 2, 3, 4, 5
2:25 – 3:25 pm	<b>Session D</b> Concurrent Student Panels	Breakout room 1, 2, 3 4, 5
3:35 – 4:35 pm	<b>Session E</b> Concurrent Student Panels	Breakout rooms. 1, 2, 3, 4, 5
4:40-5:00 pm	<b>SRS COMMITTEE THANK YOU, WRAP-UP SESSION</b>	Everyone welcome back to Main Zoom link

# WHAT IS SRS 2022?

Welcome to the sixth annual Student Research Symposium. The symposium is an opportunity for Capilano University students completing research projects or capstone projects to share their findings with their peers, faculty, family, friends, and the wider community.

This year's Symposium features the work of more than 80 students. The 2022 presenters include students from the Bachelor of Arts with a Major in Applied Behaviour Analysis & the Post-Baccalaureate Diploma in Applied Behaviour Analysis, Bachelor of Arts with a Major in Interdisciplinary Studies, Bachelor of Communication Studies, Bachelor of Early Childhood Care and Education, Bachelor of Motion Picture Arts, and Bachelor of Business Administration who are completing, or have recently completed, a faculty-supervised research project in fulfillment of their degree requirements.

# ACKNOWLEDGEMENTS

Thank you to everyone below for their support in organizing this year's symposium. We appreciate your commitment to celebrating the diversity of undergraduate scholarship undertaken by our students. We would also like to extend our thanks to Paul Dangerfield, President, Laureen Styles, Vice President Academic & Provost and Dawn Whitworth, Director, Creative Activity, Research and Scholarship for the resources required to host this event.



# SPEAKERS

<b>Morning</b>	<b>Awards</b>	<b>Thank-you/wrap up session</b>
Kym Stewart	Richard Stock (ABA)	SRS Committee
Elder Rose Nahanee	Kym Stewart (CMNS)	
Paul Dangerfield	Annabella Cant (ECCE)	
Laureen Styles	Cass Picken (INTS)	
Greg Coyes	Michael Thoma (MOPA)	

## KEYNOTE: GREG COYES



When he graduated from Yale, Gregory Coyes seemed destined for a career in geology/glaciology—but a role in the 1983 feature *Running Brave* set him on another path. A filmmaker of Métis/Cree and European descent, he has created programming for major broadcasters, including *Stories from the 7th Fire*, animation inspired by Indigenous legends, and *Live from the Hundred Years Café*, a series hosted by Coyes himself. *No Turning Back* (1996) documents the important work of Canada's Royal Commission on Aboriginal Peoples, and *How the Fiddle Flows* (2002) traces the evolution of a unique Métis musical tradition. Founder of the Slow Media community, which explores the Indigenous sense of cinematic time, Coyes teaches at Vancouver's Capilano College.

<https://vimeo.com/80529660>

## CONFERENCE ORGANIZERS

Annabella Cant	Cassidy Picken	Erik J Nieweler, SRS <i>Research Assistant</i>
Kym Stewart	Richard Stock	Zabir Montazar, SRS <i>Research Assistant</i>

## MODERATORS AND VOLUNTEER

Adrienne Argent	Alex Berry	Caroline Pacheco
Cass Picken	Dylan Falt-Brown	Debra Rurak
Elina Yazdani	Elaine Beltran-Sellitti	Jane Ince
Julia Black	Kelvin Milost Arend	Kathleen Kummen
Ki Wight	Maheep Singh	Mohammadi Salari
Nancy Nowlan	Nancy van Groll	Samantha Cheung
Robin Sidhu	Seckin Topac	Sue Dritmanis

Sylvia Kind	Ted Hamilton	Quang Nguyen

## SPECIAL THANKS

Adam Vincent	Cassidy Picken	Creative activity, research and scholarship
Crystal Henderson	Dawn Whitworth (CARS)	Deirdre Taylor
Elder Rose Nahanee	Greg Coyes	Jane Ince
Kristine Nyborg	Laureen Styles	Linda Munro
Marketing and Communications	Marketing & Digital Experience	MITACS
Paul Dangerfield	Sabrina Wong	Student Digital Ambassadors - Ambre Wilkinson
Trula Fontaine	Yasuko Otsuka	

# STUDENT SUPERVISORS

Annabella Cant	Bo Sun Kim	Cass Picken
David Kuch	Graham Cook	Kym Stewart
Luis Eduardo A. Pardo	Laurie Prange	Michael Thoma
Nancy Nowlan	Richard Stock	Rachel Yu
Sandra Seekins	Sylvia Kind	Tong Z Chow

# STUDENT PANEL PRESENTATIONS

## SESSION A: 10:15 – 11:15 AM

### Breakout Room: 1 ABA

[Joen Alfaro-Mina](#)

*Examining The Effectiveness Of Differential Reinforcement In Reducing Inappropriate Behaviours In The Classroom Setting*

[Vanessa Apissoghomian](#)

*Examining Evidence-Based Strategies To Build Capacity In Paraprofessionals & Teachers Working With Students With An Autism Spectrum Disorder In The Educational System.*

[Kaley Chatfield](#)

*Examining Applied Behaviour Analysis Toilet Training Procedures for Individuals with Autism Spectrum Disorder and/or other Developmental Disabilities*

[Charles Haugh](#)

*Making a Difference Online: Successful Remote Caregiver Training*

### Breakout Room: 2 *Feminism and Representation*

[Sarah Lepchuk \(CMNS\)](#)

*Leading Ladies: Female Forward Storytelling at the Oscars*

[Jessica Briggs \(MOPA\)](#)

*The Locutionary Silencing of the Subaltern Genders in Filmic Language*

### **Breakout Room: 3    Decolonizing Education**

[Saskia Kemper](#) *Reconstructing Time and Place in Early Childhood Education*  
(ECCE)

[Angela Ward](#) *Entanglements with Decolonizing Place*  
(ECCE)

[Anita Ma](#) *Decolonizing Food and Mealtime Practices in Early Childhood Care and Education*  
(ECCE)

### **Breakout Room: 4    Reconceptualizing Early Education - Place and Space**

[Alissa Mele](#) *Walking With Place*  
(ECCE)

[Christina Evans](#) *Walking - a way of Attuning to Place*  
(ECCE)

[Karolyn Bonneau](#) *An Inquiry of educators' perspective of a children's space and place*  
(ECCE)

### **Breakout Room: 5    Encounters with materials and nature**

[Erica Busto](#) *Learning with walking*  
(ECCE)

[Chelsea McLelland](#) *Entangling with Risk*  
(ECCE)

[Astrid Lackner](#) *Becoming With the Salmon Forest: an attempt to become newly acquainted with the complexities of our lifeworlds through acts of noticing our entanglements with the more-than-human-worlds*  
(ECCE)

## **SESSION B: 11:25-12:25 PM**

### **Breakout Room: 1 ABA**

<a href="#"><u>Tessa Perry</u></a>	<i>Effectiveness Of Imitation As A Pivotal Skill In Learning</i>
<a href="#"><u>Elycia Aviles</u></a>	<i>Compliance Training: A Literature Review</i>
<a href="#"><u>Melanie Solbach</u></a>	<i>The interview-informed synthesized contingency analysis: A Review of the literature</i>
<a href="#"><u>Tiffany McMullen</u></a>	<i>Reducing Problem Behavior With Functional Communication Training. A literature review</i>

### **Breakout Room: 2 Identity and media construction**

<a href="#"><u>Lindsay Cooper (CMNS)</u></a>	<i>The Queer Art of LGBTQ+ Representation in Video Games</i>
<a href="#"><u>Bowen Munsil (MOPA)</u></a>	<i>The Mirror of Reality or Ethical Implications of Cinema on the Subconscious Mind</i>
<a href="#"><u>Robyn McCullough (CMNS)</u></a>	<i>Inclusive Magic: The Evolution of LGBTQ+ Representation in Young Adult and Adult Fantasy Novels</i>

### **Breakout Room: 3    Communication and Ideology in Global Contexts**

[Soheil Raisi](#)      *Islamic Economics*  
[\(INTS\)](#)

[Jianfeng Chen](#)      *Aging Population, China*  
[\(INTS\)](#)

### **Breakout Room: 4    Encounters, Materials, Aesthetics**

[Spencer](#)      *The Essence of Art, Frozen Within a Frame*  
[McCoach](#)  
[\(MOPA\)](#)

[Joanna Chiang](#)      *Does Music Help With Children's Academic*  
[\(INTS\)](#)                      *Performance?*

[Laurel Newton](#)      *In community with Clay*  
[\(ECCE\)](#)

### **Breakout Room: 5    Drawing**

[Daniella De](#)      *Drawing Together in the Forest*  
[Angelis\(ECCE\)](#)

[Shuhan Guo](#)      *Drawing as Social Practice*  
[\(Isabella\)](#)  
[\(ECCE\)](#)

[Krista](#)      *Drawing within Reconceptualist Perspectives*  
[Ledbrook](#)      *in an ECCE Setting*  
&  
[Jamie Andreev](#)  
[\(ECCE\)](#)

# 12:35-1:00PM: MITACS AWARD WINNER



## **SESSION C: 1:15-2:12 PM**

### **Breakout Room: 1 ABA**

<a href="#"><u>Rachel Sisam</u></a>	<i>A Literature Review of Telehealth Delivered Mediator Training/Coaching for Caregivers Implementing Applied Behaviour Analysis Interventions</i>
<a href="#"><u>Maggie Ngai</u></a>	<i>Developing Early Numeracy Skills Through Applied Behaviour Analysis Interventions</i>
<a href="#"><u>Martina Bohomol Villa</u></a>	<i>Examining Applied Behavior Analysis Strategies In the Treatment Of Substance Abuse</i>
<a href="#"><u>Emily Gallen</u></a>	<i>The Use Of Applied Behavior Analysis In The Criminal Justice Field</i>

### **Breakout Room: 2 Sustainability and Community**

<a href="#"><u>Edmund Strachan (INTS)</u></a>	<i>Communities Rooted in Nature: Understanding Civic Ecology Within the Lower Mainland</i>
<a href="#"><u>Julia Tevelle (ECCE)</u></a>	<i>Community as assemblage: Co-composing new worlds with young children</i>
<a href="#"><u>Sarah Elizabeth Peden (ECCE)</u></a>	<i>The Liveliness of Trees: Reimagining Children's Everyday Relations with Place</i>

### **Breakout Room: 3    Materialism, Resistance, and Desire**

[Emma Lawless](#)  
(MOPA)

*Lacanian Desire & The Unconscious VS  
Today's Zeitgeist*

[Emily Bridge](#)  
(INTS)

*Embodied Activation: Our Innate Capacity to  
Survive, Heal, and Resist*

[Laurenn  
Canofari](#)  
(BusAd)

*The Effect of Inflation on Housing Prices in  
Canada*

### **Breakout Room: 4    Diversity Inclusion and Equity**

[Meshelle  
Duncan](#)  
(ECCE)

*Growth Through Tensions*

[Allan Patricio](#)  
(ECCE)

*Through a Political and Social Justice Lens:  
Children and Water*

[Jordon Lee](#)  
(ECCE)

*The Ideal Family and Power in ECCE*

### **Breakout Room: 5    Social Isolation and Global connections**

[Hanna  
McGalliard](#)  
(CMNS)

*Love Does Not Stop at The Border- A study  
on the mental health of those in cross-border  
relationships during Covid-19*

[Samantha  
Whyte](#)

*The True Impacts of Voluntourism*

## **SESSION D: 2:25-3:25 PM**

### **Breakout Room: 1 ABA**

[Maria Pedraza-Kercher](#)

*Parent Training: Review of the Effects of Parent Implemented Treatments*

[Abbigeel McGowan](#)

*Social Beings: A Literature Review*

[Simran Deol](#)

*The Effectiveness of Peer-Mediated Interventions: to teach skills to Neurodiverse children: A Literature Review*

[Rose Nah](#)

*Benefits of Moderate to Physical Activity for Mental & Physical Health*

### **Breakout Room: 2 Drawing**

[Sydney Bell \(ECCE\)](#)

*Creating Collective & Cultivated Spaces of Inclusion through Drawing as a Social Practice*

[Chino Komaba \(ECCE\)](#)

*Deeper Interaction: Children's Social Constructivist Perspective With Artistic Language*

### **Breakout Room: 3 Internet and the development of communities**

[Jade Barcelon \(CMNS\)](#)

*Examining usage and impacts of online live streaming service Twitch during the COVID-19 pandemic*

[Chase Mair \(MOPA\)](#)

*The Collective Shadow: An Examination of the Male Identification with Evil in Cinema*

[Hassan Merali](#)  
(INTS)

*An Evaluation of Popular 21st Century Social Media Platforms Through the Lens of the Habermasian Public Sphere*

## **Breakout Room: 4      Encounters with Materials, Sounds and Nature**

[Justine Osipov](#)  
(ECCE)

*Encounters in Nature with the Living and Non-Living Species*

[Veronica Ibanez](#)  
(ECCE)

*The Multiple and Subtle Languages of Place*

[Grace Hardman](#)  
(BusAd)

*HUB Cycling Bike Friendly Building Consulting Services*

## **Breakout Room: 5      Diverse Topics**

[Shangian \(Michelle\) Li](#)  
(ECCE)

*Drawing with Plants*

[Ivy Lam](#)  
(ECCE)

*Drawing with Infants as a Nomadic Practice*

[Rebecca Hansen](#)  
(ECCE)

*Awakened by the Rain*

## **SESSION E: 3:45-4:25 PM**

### **Breakout Room: 1 ABA Applications**

[Eliza Moat](#)

*Acceptance & Commitment Therapy In  
Improving Mental & Physical Health*

[Maaya Hisata](#)

*Picky Eating and Food Selectiveness In  
Adults with Developmental Disabilities*

[Steffany Loo](#)

*A Review of Technology use and Video  
Modeling to teach Functional Living Skills*

### **Breakout Room: 2 Reconceptualizing Early Education**

[Sohyeon Jun](#)

*Inclusive Practice in ECCE*

[&  
Tongyan Li  
\(ECCE\)](#)

[Laura Lloyd-  
Jones  
\(ECCE\)](#)

*Water Ways: Foundations of Studio Practice  
and Ideas of Making*

[Jess Pegram  
\(ECCE\)](#)

*Water is all around us*

### **Breakout Room: 3 Reconceptualizing Early Education**

[Shuxiao Li  
\(ECCE\)](#)

*Drawing as a Social Practice*

[Icy Sze.  
&  
Sumera Essa  
\(ECCE\)](#)

*Encountering the materials*

## Breakout Room: 4    **Diverse topics**

[Mingxian Song](#)  
&  
[Rola Yiqing](#)  
[Luo.](#)  
([ECCE](#))

*Through a Post Structuralism Lens -  
Recognizing and Addressing Inclusion in  
Early Childhood*

[Sabrina](#)  
[Meng\(ECCE\)](#)

*Rethinking Possibilities for Children and  
Children's Spaces*

[Yuguo Liu](#)  
&  
[Cataleya Le](#)  
([ECCE](#))

*Encounter with materials in Early Childhood  
Education*

## Breakout Room: 5    **Diverse topics**

[LynnZiyun Guo](#)  
&  
[Skyee Yeong](#)  
([ECCE](#))

*How is relationship lived in different aspects  
of children's lives?*

[Deborah Tong](#)  
&  
[Mikee Doria](#)  
([ECCE](#))

*Reconceptualizing Land & Nature  
Relationships*

[Sarah Little](#)  
([ECCE](#))

*Risky Play as a Language; From a Multi-Age  
Perspective*

# BACHELOR OF ARTS DEGREE - APPLIED BEHAVIOUR ANALYSIS (AUTISM)

Melanie Solbach

**Project title:** A Literature Review of the Interview-Informed Synthesized Contingency Analysis

I have worked in the social services for about 30 years in various fields with diverse individuals and settings. I have used ABA procedures for about eight years as a Behaviour Interventionist and junior consultant. Applied Behaviour Analysis rewards and strengthens my motivation to support diverse individuals to acquire the skills to reach independence and joy in their lives. I have observed tremendous changes in my clients' and their family's life. I want to continue to be an agent of change who provides practical and effective strategies that help individuals experience quality of life, self-determination, and well-being. In the future, I want to provide group parent training and social groups for neurodiverse individuals to create communities that support each other.

# BACHELOR OF ARTS WITH A MAJOR IN INTERDISCIPLINARY STUDIES

Jane Agyeman

**Project title:** Looking for Reflections: Belonging, Trauma, and Joy in Minority Media Representation

Jane Agyeman is an Interdisciplinary Studies Major interested in making the world a better place by exploring and understanding the experiences of minority populations in Canada. Born and raised in North Vancouver, Jane is always looking for ways to discuss and express the issues affecting the people in her life, in an attempt to better understand her community, and also to improve the lives of the people surrounding her. As a woman of colour, Jane has experienced effects of systemic social inequity, and dedicates her time to understanding and challenging social oppressions. After graduation, Jane plans to pursue a master's

degree in clinical counselling in order to improve the mental health spaces in her community and throughout Canada.

## BACHELOR OF COMMUNICATION STUDIES DEGREE

[Lindsay Cooper](#)

**Project title:** The Queer Art of LGBTQ+ Representation in Video Games

Born in 1994 and raised on the North Shore, Lindsay Cooper is a Bachelor of Communication student at Capilano University. She grew up in the British Properties with her mother, father, and two older brothers who introduced her to (and fostered her love for) video games. She is passionate about representation and fascinated by society and culture, often weaving her love for games into her essays examining queer representation, female representation, and the subversion of female sexuality. Lindsay currently lives with her partner, Eric, and their large goofy poodle, Pumpkin.

## BACHELOR OF EARLY CHILDHOOD CARE AND EDUCATION DEGREE

[Saskia Kemper](#)

**Project title:** Reconceptualizing Time and Place in Early Childhood Education

My name is Saskia Kemper, I am from Haida Gwaii and a mother to one beautiful boy, and I am a graduating Early Childhood and Care Education student. My graduation project is called "Reconceptualizing Time and Place in Early Childhood Education." This living inquiry was rooted in decolonization and dismantling dominant discourses surrounding forest pedagogies and localizing early childhood education. I worked on this living inquiry at Fresh Ayre Daycare in Brackendale, BC which is situated on the traditional territory of the

Skw̓wú7mesh Úxwumixw. It was important to weave in local Indigenous knowledges throughout this living inquiry through language and encounters within the forest. Early childhood education holds a rich space of possibilities as it is not guided by a predetermined curriculum, and I wanted to take full use of this opportunity while I engaged with this graduation project. The Early Childhood and Care Education program has continuously made me question and unlearn dominant aspects of childhood and teaching that I had come to believe and has shown me countless other ways of knowing and being in the world. I will be attending UBC's PDP program as well as Thompson Rivers University MEd program part-time, online in the fall and am truly grateful for all the experiences I have had at Capilano University.

## **BACHELOR OF MOTION PICTURE ARTS PROGRAM.**

[Emma Lawless](#)

**Project title:** Lacanian Desire & The Unconscious VS Today's Zeitgeist

Emma Lawless is currently enrolled in her fourth year of the Bachelor of Motion Picture Arts program. The youngest of six kids, she was raised in a small town in Alberta called St. Albert, before moving to Vancouver, BC, to pursue her passion for film and storytelling. Emma works as a post-production assistant and a research assistant while she juggles her school education. After graduation, she hopes to continue working her way up in post-production, eventually becoming a film editor.



## ABSTRACTS FOR PRESENTERS

NAME	TITLE	ABSTRACT
<a href="#">Abbigeel McGowan</a>	Social Beings: A Literature Review	<p>The early life stages of childhood are when children learn to appropriately communicate and play with their peers. As it is known, children with autism face an enormous challenge in social communication and often need assistance in acquiring the knowledge and skills to interact and play well with others. This is a review of literature pertaining to the various techniques available for implementation to increase pro-social behaviors for children with ASD and other developmental disorders. The outcomes of applying various combinations of social skills techniques on making initiations, enhancing interactions, and securing peers' attention are reviewed as well. This literature review will summarize the findings, social validity, and the efficacy of the various strategies on the acquisition of social skills.</p>

<a href="#">Alissa Mele</a>	Walking With Place	<p>The purpose of my inquiry project with young children is to explore the question "how can we walk differently?" in relation to the process of taking daily neighbourhood walks with children. 2. This project seeks to re-conceptualize what it means to walk, thinking alongside place-based pedagogies and the ideas of place scholars. 3. Throughout the project, new ways of walking were experienced as we questioned what we know and sought out different ways of being. I concluded that place matters and influences us daily, especially throughout our walking rituals, by shaping the ways that we walk. It also influences how we think about walking. 4. This project asks us to consider what walking with place might mean and how it might be implicated in our current historical context. From a pedagogical standpoint, it asks us to think deeper about how we live with walking.</p>
<a href="#">Allan Patricio</a>	Through a Political and Social Justice Lens: Children and Water	<p>Water as a catalyst for social justice were examined and researched with the children. The objective and purpose of this research is to seek ways in how the materiality of water can enact social justice within young people. Through a theoretical framework, a post-foundational paradigm is practiced within this study. Furthermore, a social constructionist approach is used as a research and inquiry. Learning with children is a social process, and as such, this study is a collaborative effort between the children and researcher. During the study, the idea of decolonizing watery places and the ecological crisis of water is examined. Through water, watered bodies have emerged; enacting a sense of social justice within young people. Researchers such as Veronica Pacini-Ketchabaw, Vanessa Clarke, Fikile Nxumalo, Marleen Villanueva, Ashley Do Nascimento, Astrida Neimanis, Özlem Sensoy, and Robin DiAngelo have guided this research in learning about water through social justice.</p>

<a href="#">Angela Ward</a>	Entanglements with Decolonizing Place	<p>The focus of this project is to critically reflect on our relationality to land as settlers through the lens of critical place-based pedagogies. As a group of educators, we formed a book study to work with reconceptualist frameworks. We applied a critical lens as we dove into the more-than-human world. Working through Braiding Sweetgrass by Robin Wall Kimmerer, we guided our research accompanied with the ideologies of Decolonizing Place in Early Childhood Education by Fikile Nxumalo. Throughout our discussions, we worked towards displacing the anthropocentric views of the world in which we live, situating ourselves in place-based pedagogies. We sought to encounter a multitude of ecologies and other ways of learning and being within outdoor spaces. In addition, we actively engaged in decentering the dominant discourses in the context of early childhood care and education in hopes of recentering Indigenous ways of knowing.</p>
<a href="#">Anita Ma</a>	Decolonizing Food and Mealtime Practices in Early Childhood Care and Education.	<p>The purpose of this book study, research and inquiry is to disrupt the legacy of colonization in our field of Early Childhood Care and Education, through thinking with fermentation as a metaphor for radical change. Efforts to disrupt and dismantle colonial legacies begin at the meal table within the early learning spaces educators settle into day after day; where relations with children, families, and communities emerge and evolve. It is apparent, that to take a step towards reconciling our relations with each other, the land, and sustenance the research must think intimately through poststructuralist perspectives. The methodology for this inquiry includes a one-hour discussion among five Early Childhood Educators that takes place on a weekly-basis over Microsoft Teams. The literature at the heart of these discussions is Doing Foucault in Early Childhood Studies (2005) by Glenda Mac Naughton. Alongside this book, the inquiry incorporates additional readings that might emerge through weekly discussions. The significance of the work is embedded in the findings that reveal the dominance of colonial discourses within society, especially early learning institutions. These discoveries suggest early learning centers</p>

		to be political spaces, despite the dominant narrative of children and childcare centers as separate from 'the real world.' This book study thinks with fermentation as a way to align the decolonizing discussions within a food perspective, to make visible the importance of re-establishing connections with sustenance and food systems. As well, this work seeks to make visible alternative methods of thinking and practicing to disrupt and dismantle colonial legacies.
<a href="#">Astrid Lackner</a>	Becoming With the Salmon Forest: an attempt to become newly acquainted with the complexities of our lifeworlds through acts of noticing our entanglements with the more-than-human-worlds	This project is an attempt to engage with the complexities of our worldly forest relations through active, responsive encounters based in living inquiry practices. A group of 8 preschoolers and their teacher endeavour to attune to what is living with(in) the forest and begin to recognize how we are part of a whole, and how our relationships with others, and the more-than-human-worlds matter. An unexpected encounter with the returning Salmon in the creek, sweeps us into a narrative as we begin to witness and become sensitive to the frictions of living with the impacts of climate change. In seeking to practice ethical and political pedagogies, the guiding theories in this project are embedded in the theoretical frameworks of environmental humanities, postpositive, post structural, feminist writings as well as posthumanist places of inquiry.
<a href="#">Bowen Munsil</a>	The Mirror of Reality or Ethical Implications of Cinema on the Subconscious Mind	The objective of my paper was to not only create a clearer understanding of how film as a medium can impact the human subconscious, but how based on the standards of ethics outlined by Simon de Beauvoir and films sway over the developing human mind, it is critical that filmmakers strive to promote positive ethics and morals in film. The essay takes a close look at the works of Jacques Lacan, as well as numerous existentialist philosophers, outlining the mirror stage and how we not only develop our understanding of identity at a young age, but throughout our whole lives as we

		<p>try to achieve becoming something that Lacan refers to as the ideal-I. The findings of this research is that the ideal-I, an ideal image of an infant's self that develops during the mirror stage, is eternally incomplete and unachievable, leading to us as human beings to forever strive to line up that constructed imagined self with our reality. Film, a massive collection of images and signifiers as well as a central point of our capitalist society, has become a major factor in the conceptualization of identity in youth, and as such, is a huge contributor to the creation of our ideal-I's. Because of this, if we hope to ever achieve the moral freedom spoken of by Simon de Beauvoir, it is critical that film endeavors to promote positive and proactive ethics and politics into film, as those films will act as the building block for our very formation of identity.</p>
<p><a href="#">Cataleya Le</a></p>	<p>Encounter with materials in Early Childhood Education</p>	<p>Materials are defined as a core matter which builds up a solid intra-active relationship with children in the study of early childhood education, the encounter with materials constructs how people think and what people experience. To excavate and learn how early childhood spaces as social-ecological-material-affective-discursive ecology under the post-humanism perspectives, this project inquiry the connecting relations between human and post-human with the book "Encounter With materials in Early Childhood Education" by Veronica Pacini-Ketchabaw, Sylvia Kind and Laurie Kocher in 2017. This project takes shape based on main concepts from the book. It collects comparative examples and ideas with analytical thinking contributed by seven early childhood educators with their professional knowledge and experience. The image of Materials has refreshed to a living space that is constantly moving to include all humans and non-humans, offering unpredictable responses. This image would provoke people to reconsider the relationship with materials in early childhood education and understand a new perspective of applying materials as living participants who hold diverse emergences.</p>

<a href="#">Charles Haugh</a>	Making a Difference Online: Successful Remote Caregiver Training	<p>The COVID-19 Global Pandemic exacerbated an already prominent issue of barriers faced to effective behaviour analytic services to those in need. Historically, caregivers have struggled with the time it takes to meet clinicians, being placed on long waitlists, have no services in their area, or struggled themselves with personal barriers to in person visits. COVID-19 pandemic restrictions forced many to move to online or remote services, putting additional pressure on researchers to determine the efficacy and reliability of virtual coaching. This literature review aims to explore what the current research has to say about the efficacy of virtual caregiver training, common characteristics that promote success, and what is needed in terms of technology. As the research has demonstrated prior to the COVID-19 pandemic, caregivers can successfully implement complex behaviour analytic procedures that produce socially significant outcomes when being coached virtually. It has also been suggested that Behaviour Skills Training adapted into an online format is highly effective. By determining what aspects of these are needed to train caregivers to be effective agents of behaviour change will be the next step.</p>
<a href="#">Chase Mair</a>	The Collective Shadow: An Examination of the Male Identification with Evil in Cinema	<p>Online film culture has generated a plethora of in-jokes and memes. One of the most intriguing phenomena that has risen in these communities been a style of post colloquially referred to as the “literally me” meme. It centers around the poster, often a young white male, openly identifying with fictional characters. These characters would be considered by many to be, or embody some form of, evil. Characters, such as the titular protagonist from 2019’s Joker, are often violent, anti-social, societal outcasts. This paper examines how this type of character, in cinema, relates to their audiences. It starts by analyzing this phenomenon under the lens of counterculture. Secondly, it examines how this idolization could stem from a misinterpretation of a work’s message. Finally, modern socioeconomic conditions for Millennials and Generation Z are looked at. An alarming amount of these posts are created daily. While many of them are under the guise of comedy, a few certainly aren't. In understanding these three aspects, a clear picture of how people identify with cinematic evil can be painted.</p>

<a href="#">Chelsea McLelland</a>	Entangling with Risk	<p>The pursuit of my research for my graduating project has been to examine risk and risky play with young children in an Early Childhood Education setting. It will specifically be engaging with children between the ages of 12 months and 2 years, this heavily due in part to the minimal research on risk regarding infants and toddlers. I have been working with a post-modernist theoretical framework (e.g., Foucault) that has helped to highlight power relations and dominant discourses that may prove to hinder risk and risky play within the Early Years.</p> <p>The symposium presentation will highlight how, through extensive photography and written notation, that risk is not always boisterous, but also soft and meditated. How strong, supportive relations (e.g. educator or peer) and environments are essential for children to gain confidence and push their physical boundaries. This research will exemplify the vast capabilities of an age that is so often regarded as helpless, needy, and lacking.</p>
<a href="#">Chino Komaba</a>	Deeper Interaction: Children's Social Constructivist Perspective With Artistic Language	<p>This project focuses on how children explore artistic language with a social constructivist perspective. This research is developed from children's ongoing exploration of creating a hole in the childcare center's sandbox area, and collectively worked with their artistic language. Five children have mainly participated in this project, which continued for around three months. By working on artistic language with children, they shared their theories and understanding about the world by interacting with others. These ideas brings an idea of how we can construct society by acknowledging others' perspectives. The second half of the project will explore the connection between children's experiences at the center's sandbox area and their artistic language by drawing on paper. By connecting two explorations, we can identify how artistic language supports children in communication. It will also demonstrate children's process of knowing others, the environment, and the materials they encounter during the project. Children's curiosity and desire have created a new perspective of interactions with the world.</p>

<a href="#">Christina Evans</a>	Walking - a way of Attuning to Place	<p>Nanitsh, a 3-5 program at the top of Burnaby Mountain has been engaging with our Walking Inquiry for over 2 years. As we engaged with the act of walking, we shifted our thinking about what composes a community, and place. Walking was no longer a mindless act but something situational and relational to the place around us. By engaging with the act of walking our attunement to each other and our surroundings grew stronger. This activated more meaningful responses when encountering new curiosities, disruptions, and conflicts. Where we used technology in an intentional way that helped elevate our understanding and curiosity of sound. Which was a driving factor in our inquiry work with the children and educators of Nanitsh.</p>
<a href="#">Daniella De Angelis</a>	Drawing Together in the Forest	<p>This forest living inquiry focuses on the concept of drawing as a social practice in young children's learning within early childhood education. 1. The purpose and objective of this project are to create new forms of making connections and relationships with the forest through drawing. In addition, we are experimenting with different drawing mediums and determining what they do as we make meaning with the forest alongside others. Through doing so, this inquiry explores possibilities and hypotheses regarding what it means to draw within the forest and how drawing gathers educators and children. 2. The theoretical foundation consists of social constructivist theory, drawing as a language, and the role of experience. This challenges the conventional perspectives of the image of drawing, education, children, and educators. This project is also done with young children. Given this, new narratives on young children's learning are being created. 3. Some conclusions include that drawing is more than mastering a skill and accurately representing things that are seen. Rather, drawing enables children and educators to be subjective, curious, and intentional when learning new things. 4. This project is significant because knowledge is constructed through the acts of drawing as children and educators think through their questions and curiosities.</p>

<a href="#">Deborah Tong</a>	Reconceptualizing Land & Nature Relationships.	<p>The purpose of our research is to witness land beyond its mainstream ways in early childhood education. As outdoor education continues to grow in British Columbia, we wanted to disrupt the EuroCentric and settler colonial ways of learning about land with educators. These dominant discourses include seeing land as an inanimate resource, a place for children to meet their developmental skills, a space that separates all relations between humans/more-than-humans, and lastly, Rousseau’s approach of seeing land/nature as a romantic place for children to be in. We began to disrupt these dominant discourses by gathering together with educators to engage in a book study. This book study consisted of eight members including Deborah and Mikee. For five months, we would meet bi-weekly to discuss our connections with place while also connecting to Fikile Nxumalo’s (2019) book, Decolonizing Place in Early Childhood Education. In order to disrupt these dominant discourses, we needed to look at post-humanist theories and critical place-conscious frameworks. The book study then navigated us to move into three key themes: Deconstructing our place relations, coming to witness land in our everyday lives, and lastly, reflecting and refiguring the places we have visited to notice, wonder, and ask questions. The importance of this inquiry is for educators, children, and families to rethink and reimagine nature education by critically examining our relationships and practices with place and looking at alternative perspectives.</p>
<a href="#">Edmund Strachan</a>	Communities Rooted in Nature: Understanding Civic Ecology Within the Lower Mainland	<p>Civic ecology is an interdisciplinary field of study that addresses a fundamental misconception that humans are separate from nature by encouraging community and environmental initiatives while empowering individuals who participate (Kransy, 2018). This article seeks to understand current civic ecological programs within the Lower Mainland region and highlight their benefits, such as building social-ecological resilience, providing food security, and incorporating local knowledge in climate change adaptation planning. In addition, challenges for these programs are discussed, which include accessibility for vulnerable and</p>

		<p>BIPOC community members, lack of government funding, and green gentrification of disadvantaged communities. Potential solutions are proposed, which included anti-displacement policies on housing, development of recurring provincial grants, modification of publicly owned spaces, and investment into equity-seeking grassroots movements. Additionally, increased communication and collaboration amongst policymakers, developers, organizations, and communities on social-ecological initiatives are vital for generating diverse viewpoints within the discourse.</p>
<a href="#">Eliza Moat</a>	<p>Acceptance &amp; Commitment Therapy In Improving Mental &amp; Physical Health</p>	<p>This literature review examines the use of Acceptance and Commitment Therapy/Training (ACT) in addressing moderate to severe mental health disorders in both children and adults as well as in increasing behaviours associated with physical health in over-weight individuals. ACT targets six core processes aiming to improve psychological flexibility and ideally supports individuals in behaving in ways that are better aligned with their values and goals. This review will summarize current findings, analyze the efficacy of ACT protocols as well as the social validity of the treatment and its status as an evidenced-based practice.</p>
<a href="#">Elycia Aviles</a>	<p>Compliance Training: A Literature Review</p>	<p>Individuals with Autism often exhibit low levels of compliance, which can affect their social interactions, school readiness, acquisition of new skills, increase maladaptive behaviours, and overall decrease the quality of life for themselves and people around them. Compliance training can increase individuals' compliance with multiple behaviours and in multiple settings while simultaneously decreasing challenging behaviours. This literature review will discuss several interventions to increase compliance in individuals with Autism, including high probability request sequences, errorless compliance training, self-mangement, peer modelling, reinforcement, and contingent escape. The results of this literature review will include an analysis of social</p>

		<p>validity, associated behavioural principles, a summary of the interventions and findings of those interventions.</p>
<a href="#">Emily Gallen</a>	<p>The Use Of Applied Behavior Analysis In The Criminal Justice Field</p>	<p>Applications of Behaviour Analysis to Criminal Justice are not new. However, they are not well known. This presentation will speak to some of the uses of ABA in drug courts, youth detention centers, federal prisons, and maximum security cell blocks. The results of this literature review will also include an analysis of social validity and recommendations for further research</p>
<a href="#">Emily Bridge</a>	<p>Embodied Activation: Our Innate Capacity to Survive, Heal, and Resist</p>	<p>Embodied knowledge and experience are largely denied within our colonial, capitalist society, where only inquiry that follows a scientific method is seen as “rigorous” or “authentic” and capable of legitimacy. Joining the growing chorus of (primarily women, Trans and non-binary, Queer, and BIPOC) academics, activists, and artists challenging these patriarchal assumptions, I have crafted a theoretical exhibition that explores the way embodied experiences can help us heal from violence and trauma and/or act as a site of resistance. The works I’ve selected cover a range of mediums and methods, from the pre-meditated, choreographed, and produced to the spontaneous, instinctive, and grassroots. Emerging themes that encompass these works include Indigenous sovereignty/Land Back, Black Lives Matter/Black liberation, resistance to sexualized and gender-based violence, and disability justice. Research is ongoing, but another broad, overarching connection has tentatively coalesced: surveillance and containment. My early hypothesis is that it is the carceral nature in which these “divergent” bodies are policed, surveilled, and contained (whether in actuality or attempted) that creates the conditions</p>

		for violence, and simultaneously why the embodied experience is so integral to the resistance and reassertion of wholeness and autonomy required to heal.
<a href="#">Emma Lawless</a>	Lacanian Desire & The Unconscious VS Today's Zeitgeist	This paper explores today's zeitgeist, which holds the belief that in order to truly be alive, one must chase their desires or dreams. By collecting data from textbooks, academic journals and online articles, I break down philosopher Jacques Lacan's psychoanalytic theory of desire, the Other and the unconscious; demonstrating resistance to that belief and instead revealing a culture run on capitalism. Lacan's psychoanalytic theory also supports the paper's critical analysis of Netflix's 2021 hit show, Squid Game, and its gritty portrayal of the consequences of materialism and desire - offering what very well may be a cold critique on neoliberalism as well.
<a href="#">Erica Busto</a>	Learning with walking	The intention of this process is to look at my inquiry as working as a way for us to connect and reconnect with what the children are seeing during their walks. This involves the children being present in the walks while they are noticing and discovering for the first time in a new environment. This idea of noticing and discovering involves time and patience while walking with these children, as the children will be partaking on this journey for a long period of time. My hope is to change the children's perspectives as to what a walk means to them and hope they can see it as more than just a time for fresh air, or getting to a destination. I am anticipating that by going on this inquiry the children that I will be able to shift their perspective and see walking in another light. Hopefully

		<p>this will allow them in the future to see walking as a way to learn. How experiences in walking turns into perspectives and based on your experience you will have a different perspective of that walk then someone else.</p>
<p><a href="#">Grace Hardman</a></p>	<p>HUB Cycling Bike Friendly Building Consulting Services</p>	<p>Currently operating in Metro Vancouver, the services of HUB's Bike Friendly Building Consulting include consulting for a building's cycling end of trip facilities and parking, and a "bikeability" assessment of the building. As the adoption of cycling as a form of transportation grows, demand for consulting on building's cycling facilities to serve the increasing number of cycling tenants and employees in residential and commercial spaces will accompany this growth. HUB sought the assistance of marketing research to determine their services' position, provide a strategy to reach their target audiences, and penetrate this emerging market. Primary research in the form of in-depth, open interviews with the target market, digital research, and secondary research were utilized and identified core problems with low awareness among target audiences, disjointed channels for potential buyers to follow when purchasing, and ineffective communication of the services benefits. Research insights also identified key trends impacting the real estate, development, and cycling industries, the points of education and information target market members use, perceptions of HUB Cycling Bike Friendly Building Consulting Services, the channels and content most effective to reach target market members, the steps taken by target market members in their journey of purchasing consulting services, the level of threat from direct and indirect competition, gaps in HUB's service offerings and communication channels, and the elements valued by both users and non-users of HUB services. The insights developed from this research supported a marketing</p>

		<p>strategy for HUB Cycling to successfully capitalize on the adoption of cycling transportation in Metro Vancouver and strengthen their competitive position in an emerging market.</p>
<p><a href="#">Hanna McGalliard</a></p>	<p>Love Does Not Stop at The Border- A study on the mental health of those in cross-border relationships during Covid-19</p>	<p>My research focuses on the role of isolation on mental health by looking at the impact of the travel ban on Canadian and American adult couples who were been separated by the Covid-19 border closure in March 2020. The main research question is how the mental health of those involved in a cross-border relationship has been impacted during the Covid-19 travel ban. I will use qualitative research and conduct five online interviews connecting with five women from Canada and the United States on their experience with the border closure. I will also be relating my personal experience to the final research using ethnography to strengthen the research. Research suggests that isolation negatively impacts mental health, so with the closing of borders, I anticipate that those impacted by the border closure experienced increased depression, anxiety, and isolation than before the pandemic. I believe that we have an opportunity within this pandemic to investigate the implications travel bans have imposed on mental health. The significance of this study is to bring attention to the stories of</p>

		<p>those couples separated and to further emphasize the importance of mental health and human connection.</p>
<p><a href="#">Hassan Merali</a></p>	<p>An Evaluation of Popular 21st Century Social Media Platforms Through the Lens of the Habermasian Public Sphere</p>	<p>With the rise of digital technology, the World Wide Web, and social media platforms, much of society's public discourse has moved online. Public discourse is essential to democratic governance, independent media, and a free society, and its material conditions and location both deserve examination. For my research, I evaluate the social media platform Twitter using the criteria of the idealized public sphere by Jürgen Habermas to see if social media lives up to its democratic potential. Due to the economic imperative of its operating company, I found that Twitter represents more of a public square than a public sphere. While rational critical debates do take place on Twitter, the platform itself does not lend itself to the culture of the public sphere because of its business model and core values. Social media companies can pursue rational, critical, informed debates over other types of public discourse, but choose not to due to the political economy surrounding popular large scale social media platforms.</p>

<a href="#">Ivy Sze</a>	Encountering the materials	<p>Our inquiry project is conducted in the form of a book study that centers on the idea of encountering materials which is inspired by the book “Encounters with Materials in Early Childhood Education” by Veronica Pacini-Ketchabaw, Sylvia Kind and Laurie Kocher (2017). This study invited a group of 7 early childhood educators into a discussion over 5 months. We began our work by undertaking the idea of a post-humanistic perspective that focuses on decentralizing humans while encountering materials, giving life to materials as they equally participate with humans during an encounter. We as a whole group are investigating the relationship between humans and materials through attending to disruptions and agency. Disrupting the conventional discourse of materials as predictable instruments and becoming curious through experimentation and dialogue change our ways of constructing knowledge. The idea of new materialism came forward in our research which emphasizes on the gravitational forces of humans, materials, thoughts, spaces, places, and other agencies coming together as one in the process of becoming (Fox, 2019). This idea acted as a prompt, shared with our group of ECEs and became the starting point of our inquiry with our group of educators.</p>
<a href="#">Ivy Lam</a>	Drawing with Infants as a Nomadic Practice	<p>This project reconceptualizes and makes visible ways in which drawing in young children's spaces can be meaningful in its multiplicities, relationalities, and potentialities. Guided by a Deleuzian and Guattarian framework of approaching education and art as a 'nomadic' practice, we see how collective drawing in an infant room at the Capilano University Children's Centre can be one of active social, material, and bodied entanglements. In noticing how particular forces and bodies come together in carefully curated spatial and temporal meeting places, we see how these characteristics of young children's drawing allow for drawing practices to unfold beyond developmental, representational, or technical</p>

		<p>objectives. Rather, drawing is transformative in the ways in which it invites us and invokes us to be with and move with it. This project draws attention and awareness to what possibilities exist when drawing practices in infants' spaces are cultivated with curiosity and openness to what drawing with infants could be.</p>
<p><a href="#">Jade Barcelon</a></p>	<p>Examining usage and impacts of online live streaming service Twitch during the COVID-19 pandemic</p>	<p>As the COVID-19 pandemic halted regular, face-to-face activity in March 2020, many people were forced to change their daily routines for work and entertainment. Among many other activities, alternative media platforms – live streaming services like Twitch, in particular – saw a great influx in growth during this period, with concurrent viewership on Twitch doubling during the opening months of the pandemic. Previous studies done on the effects of live streaming platforms and Twitch before the pandemic demonstrated that viewers were likely to use Twitch as a form of escapism and to gather information on new game releases or on new game strategies. Using these studies as precedence, it revealed that during the pandemic, there was a heightened propensity for Twitch viewers to use the platform as an escape outlet. Predictably, it was found that users of Twitch increased their time spent on the platform over the pandemic; this did not, however, lead to any significant indicators of problematic usage like those found with video gaming. This study also found that Twitch was a viable replacement for regular activities and entertainment not possible during the pandemic, such as socializing in a bar or even physical activities like going to the gym or playing sports, with users finding the broadcasters of streams to be key outlets for alleviating loneliness.</p>

<p><a href="#">Jamie Andreev</a></p>	<p>Drawing within Reconceptualist Perspectives in an ECCE Setting</p>	<p>For our collective curriculum project with children, we are thinking with drawing as an immersive experience, that is being sustained over time. The objective of our project is considering how we are reading the drawings, and setting up invitations to engage in new and evoking ways. We are experiencing drawing as more than what is left behind on the paper but what is happening in the space. Our collective curriculum project is being guided through a reconceptualist paradigm of postfoundationalism. We are exploring what possibilities drawings creates and unfolds for us within a social constructivist perspective.</p> <p>Over the course of our project, our findings included drawing as challenge, as becoming, as world making, as an event, as located, as storytelling and as a social practice.</p> <p>Drawing plays a major role in meaning making in early childhood education. Through engaging with this type of artistic practice we begin to explore and engage with emerging ideas and social constructions. We have been able to actively participate in drawing as a social practice and see the ways in which differing perspectives can create stories, alternate worlds and becoming a physical part of the story through materials such as pastels. By moving away from the dominant discourses of what drawing should be, the children have made meaningful connections to each other, the materials and the drawing space.</p>
<p><a href="#">Jessica Pegram</a></p>	<p>Water is all around us</p>	<p>The purpose of this inquiry was to set out with a group of children to investigate water and how it is all around us. To see how the children would engage and view water and the colors. This is looked at through the more than human world and engaging with this idea of the Other. Going beyond what we know about water already. During this inquiry we realized that water is all around us. Although each week it did not rain,</p>

		<p>we were still able to find way to engage with water. We drew water and floods and had conversations around water. We saw that water is present in lots of our daily activities; from drinking it to washing our hands. The artistic significance of this study is to see how they draw water and engage with it. There is also significance in what the children learnt about water during our weeks together.</p>
<p><a href="#">Jessica Briggs</a></p>	<p>The Locutionary Silencing of the Subaltern Genders in Filmic Language</p>	<p>A society can be defined by language, yet the language equally defines the society. Through a feminist lens, one can advocate for gender equality their whole lives. However, this activism can only reach a certain extent while using the language of the oppressor. Women and the Gender Queer alike are in constant conflict with patriarchal rule. It is Men who have, and continue to, dictate language. This is prevalent in communications such as film and media that is dominated by the male gaze. Languages themselves are heavily gender based as well as a drastic inequality in masculine words compared to feminine words, let alone words for Gender Queer individuals. Feminists and filmmakers have begun to create communications outside of male influence, that reflect women in proper light. Gender Queer individuals continue to be unseen in most media forms. Research suggests that the creation of new words will not solve this power imbalance and either major reform or a creation of a new language is in need.</p>

<a href="#">Jianfeng Chen</a>	Aging Population, China	<p>The aging population does not only reflect technology development and medical improvement for life expectancy but also imposes threats to economic activities. However, many types of research have already investigated into positives and negatives of the aging population. This research paper reviews, references, and analyzes reports and statistics in the way of commencing from a global scale to discuss reasons of aging population formation to the developed country scale in an effort to investigate Chinese population potential problems. Results indicated that enormous pressure was imposed for younger generations to construct a well-developed social safety net for the purpose of ensuring sufficient support for the aging population and themselves in the future. Additionally, the younger generations are encountering marriage problems and refuse to have children due to the burden of finance and change of social norms. Therefore, the aging population, in general, perceives more negative than positive, and this discrepancy is inflicted pressures for the government and the younger generation.</p>
<a href="#">Joanna Chiang</a>	Does Music Help With Children's Academic Performance?	<p>The objective or purpose of the research and inquiry is the topic that I am focusing on is how children interact with music and is it beneficial to their academic learning or not. The perspective and methodologies or theoretical framework used in the research and inquiry is by studies that show this to be true or not. The anticipated finding results and/or substantiated conclusions is that there is not a lot of research done with my topic, but research shows that indeed that music does help child's academic performance. There are also research that I would have done since there is a research gap with my topic. The anticipated is more scholarly with my study.</p>

<a href="#">Joen Alfaro-Mina</a>	Examining The Effectiveness Of Differential Reinforcement In Reducing Inappropriate Behaviours In The Classroom Setting	<p>Differential reinforcement is used to decrease behaviours without the use of punishments. The purpose of this paper is to examine the different types of differential reinforcement in reducing disruptive inappropriate behaviours in the classroom. The differential reinforcement procedures that will be included in this paper are differential reinforcement of alternative behaviour (DRA), differential reinforcement of incompatible behaviour (DRI), differential reinforcement of low rates of behaviour (DRL), and differential reinforcement of other behaviour (DRO). Ten empirical literature studies that were chosen will be summarized in this paper. The participants, designs used, social validity, definition of problem behaviours, intervention procedures and results will be discussed further.</p>
<a href="#">Jordon Lee</a>	The Ideal Family and Power in ECCE	<p>The image of the family has always been seen as heteronormative, which consists of a father, mother and their children. Family participation can vary between families and we should not assume that they are not interested in their children's learning as many other factors can play a role. Discussing the family also points out encountering the 'Other', especially families who do not follow the ideal image of the family. Throughout our conversations, the concept of power, truth and knowledge plays an important role in the way we practice and work with families and children. Educators seem to feel uncomfortable when engaging with these complexities. Engaging with a post-structural framework, the aim of this project was to identify the specific practices and beliefs that influenced the way we practice. The study is a living inquiry that consists of six educators meeting on a weekly basis to talk about their experiences in the field of early childhood education. Our experiences showed that many of us are trying to conform to the ideal image of the family, where powers, truths and knowledge plays a crucial role in our decision making and how we want to live our lives.</p>

		Resolving these issues requires us to be more open-minded, to pay attention to our language in our practices and how we may communicate with others.
<a href="#">Julia Tevelle</a>	Community as assemblage: Co-composing new worlds with young children	<p>This research project explored how children from the Capilano University Children's Centre are seen by the university's community and the place they occupy within the institution's campus. Over 4 months, children aged 3 to 5 were invited to participate in a living inquiry about different places on campus. Grounded in postfoundationalist and posthumanist perspectives, this study used the practice of pedagogical documentation to make meaning of these events and open spaces of dialogue between the educators, the children, their families and the campus community. The research reflected on concepts of intra-actions (Lenz Taguchi, 2013) and assemblage (Davies, 2014; Duhn, 2012) to examine the social, material and discursive forces at play in the co-composition of a community. Additionally, by making children's part in this co-composition visible to all, this project contributed to posing them as active thinkers and key citizens of their community—citizens with natural dispositions towards the co-creation of new worlds. Overall, this study provides insights into the place young children occupy within the broader Canadian society and how educators can challenge dismissive taken-for-granted narratives through the practice of pedagogical documentation.</p>
<a href="#">Justine Osipov</a>	Encounters in Nature with the Living and Non-Living Species	<p>Our collaborative research stems from reconceptualising our relationships with the living and no longer living multispecies we encounter in nature. Our research attempts to widen our capacity to communicate with the natural world beyond traditional educational practice. Furthermore, share stories, gatherings, wonderings, and interactions with the human and non-human worlds. This approach encourages unexpected and uncertain collaborations with the living and non-living</p>

		<p>species. The children and educators as researchers will often generate fascinating and lively connections and conversations about the living and no longer living animals, insects, and plants found in nature.</p>
<a href="#">Kaley Chatfield</a>	<p>Examining Applied Behaviour Analysis Toilet Training Procedures for Individuals with Autism Spectrum Disorder and/or other Developmental Disabilities</p>	<p>There are many different toilet training procedures that are available and used within society. Research has been conducted for many years indicating what the most effective and efficient way to toilet train individuals with ASD is. The results of this literature review will include a summary of the research, analysis of social validity, and conclusions regarding effective evidence based interventions for toilet training both children and youth with ASD.</p>
<a href="#">Karolyn Bonneau</a>	<p>An Inquiry of educators' perspective of a children's space and place</p>	<p>This research is an inquiry of an educators' perspective of a children's space and place. This research revealed the educators' perspective can impact a children's space and place depending on what their beliefs and values are. A book study was conducted reading "From children's services to children's spaces" by Moss and Petrie, 2002. As we read, we examine the child's role in a children's space and place through diverse lived experiences being caregivers. We find that children are "governed" based on what the authors describe as weak, poor, and needy. When placing ourselves in the middle of certainty and uncertainty, our educator role shifts from a passive participant to being actively reconciling with children to create a child's space and place in education. Re-evaluating the role of the educator we seek to become collective researchers with children who consistently change and adapt our views of what matters for a children's space and place.</p>

<p><a href="#">Krista Ledbrook</a></p>	<p>Drawing Within Reconceptualist Perspectives in an ECCE Setting</p>	<p>1. For our collective curriculum project with children, we are thinking with drawing as an immersive experience that is being sustained over time. The objective of our project is considering how we are reading the drawings, and setting up invitations to engage in new and evoking ways. We are experiencing drawing as more than what is left behind on the paper but what is happening in the space.</p> <p>2. Our collective curriculum project is being guided through a reconceptualist paradigm of postfoundationalism. We are exploring what possibilities drawings creates and unfolds for us within a social constructivist perspective.</p> <p>3. Our findings included drawing challenge, as becoming, as world making, as an event, as located, as storytelling and as a social practice.</p> <p>4. Drawing plays a major role in meaning making in early childhood education. Through engaging with this type of artistic practice we begin to explore and engage with emerging ideas and social constructions. We have been able to actively participate in drawing as a social practice and see the ways in which differing perspectives can create stories, alternate worlds and becoming a physical part of the story through materials such as pastels. By moving away from the dominant discourses of what drawing should be, the children have made meaningful connections to each other, the materials and the drawing space.</p>
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<a href="#">Laura Lloyd-Jones</a>	Water Ways: Foundations of Studio Practice and Ideas of Making	<p>The purpose of this inquiry is to closely examine how the development of art studio spaces in childcare settings can lead to deepening relationships between children and gaining a better understanding of how children view and translate to page the world they inhabit using artistic processes and materials.</p> <p>Working within a social constructivist framework, we consider how art can function as a social practice and how drawing can behave as a language. We have found that art and its processes are not just beautiful; but that they are most valuable when they work in synchronicity with knowledge and understanding. This inquiry has provided us with the opportunity to truly 'see' children. In doing so, affording them the possibility to connect, evolve relationships with each other and materials, communicate, and build knowledge together.</p>
<a href="#">Laurenn Canofari</a>	The Effect of Inflation on Housing Prices in Canada	<ol style="list-style-type: none"> <li>1. Objective or Purpose of the research and inquiry: To find out how inflation is driving up the prices of homes in Canada, with a greater focus on BC.</li> <li>2. Perspective(s), methodologies or theoretical framework used in the research and inquiry: Document analysis, query based web search, secondary data analysis, and evidence based reasoning</li> <li>3. Anticipated findings results and/or substantiated conclusions or warrants for arguments/point of view: That inflation will keep driving the prices up in Canada and millennials will not be able to afford homes in the city they grew up in.</li> <li>4. Anticipated scientific or scholarly, and/or artistic significance of the study or work: It will inform people how inflation is driving up the prices of homes and how the</li> </ol>

		average person can't buy a home without going into significant debt.
<a href="#">Laurel Newton</a>	In Community with Clay	<p>Early childhood educators have, over the years, realized that children are natural learners, and that play is in fact, a (if not the) key approach to learning about the world around us and our place(s) within it. This project explores the potential of using the medium of clay as a partner with young children and their teachers over an extended period (7 months) in instructing, exploring, learning, and developing critical thinking, while seeking to build and understand relationships. This project aims to uncover the educational possibilities of contemporary art in clay to extend the concept of what “curriculum” could look like. Intentions are shaped from indigenous worldviews about relationships, how the living and the inanimate interact and influence each other and the idea that true knowledge of something should include the whole being; body, mind, emotions, and soul.</p>
<a href="#">Lindsay Cooper</a>	The Queer Art of LGBTQ+ Representation in Video Games	<p>In 2014, we saw feminist scholars fight for better female representation in video gaming, resulting in the vitriolic Gamergate harassment campaign led by right-wing gamers who felt as though their identities and hobbies were being attacked. In more recent years, we have seen the discussion surrounding representation in gaming focus on a new subject of interest – queer identities. Although there is still work to be done, games have begun to introduce more queer themes, characters, and content over the last decade with more respect and nuance than before. Some research has examined queer content in video games, however, there is little research has on how gamers perceive queer content in video games.</p> <p>This paper seeks to analyze the history of queer representation in gaming, how the gaming industry itself deals with it, and how indie game developers have begun to pave the way for better representation in AAA game titles. By</p>

		conducting a survey of 572 gamers via Reddit and through a netnographic analysis of gaming subreddits and news article discussions, this research seeks to examine how gamers react to – and their opinions on – queer representation in video games.
<a href="#">Maaya Hisata</a>	Picky Eating and Food Selectiveness In Adults with Developmental Disabilities	The purpose of this research is to identify outstanding reasons of extreme picky eating and food selectiveness in adults with developmental disabilities, and interventions to increase their food intake/repertoire. Methodologies include testing interventions consisting of multiple Applied Behaviour Analytic strategies or individual treatments on a number of participants (young adults and adults). The research showed that there were multiple strategies (such as non-removal of the spoon, physical guidance, etc.) which worked very well in increasing acceptance of food in individuals with developmental disabilities, but the best was when a package of multiple strategies was used. An important thing to pay attention to is the possible ethical concern that may arise whilst conducting feeding related research (e.g., starvation due to refusal of food). The significance of this study is to find methods to increase food intake and to expand the repertoire of adults with developmental disabilities to ensure their minimum nutrient intake, and to create and maintain social relationships as well.
<a href="#">Maggie Ngai</a>	Developing Early Numeracy Skills Through Applied Behaviour Analysis Interventions	Through behaviour principles and evidence-based practices based on Applied Behaviour Analysis, many researchers investigate strategies in promoting the attainment of early numeracy skills in individuals with Autism Spectrum Disorder and/or Intellectual Disabilities. Early numeracy skills support individuals in future everyday activities, which makes it an important skill to begin cultivating on and to look into how educators could foster these skills further. The results of this literature review will include the overall summary of findings,

		analysis of current behaviour principles used, and the results of these evidence-based practices used.
<a href="#">Maria Pedraza-Kercher</a>	Parent Training: Review of the Effects of Parent Implemented Treatments	The science of applied behaviour analysis (ABA) has allowed for many different and individualized interventions to be created. One branch of this method is parent training. Parent training allows parents to learn, observe, and implement treatments with fidelity within natural occurring environments with their children. Parent training can help support parents decrease problem behaviours and increase desired behaviours outside the context of an intervention session. The results of this literature review will summarize these findings, determine how feasible and accessible these treatments are to families, and analyze the efficacy of these treatments.
<a href="#">Martina Bohomol Villa</a>	Examining Applied Behavior Analysis Strategies In the Treatment Of Substance Abuse	Substance abuse costs society billions of dollars a year in medical care, law enforcement, legal expenditures, and the assistance of families afflicted by drug addiction. Mental health difficulties and physical limitations are often present in those who use drugs. It is essential to assist the individual in determining which behaviours need to be addressed as the initial stage in the process. Addiction may seem to be a straightforward problem, but it is, in fact, a complicated one that involves triggers such as stress and depression, among other things. There are several types of ABA approaches. Such techniques are discrete trial training, incidental training, and pivotal response training. On the other hand, contingency management has shown to be the most effective in the treatment of addictions as it uses conditioning techniques to treat addictions. This literature review will provide a summary of current findings, analysis of social validity, and conclusions regarding Applied Behavior Analysis strategies in supporting the treatment of substance abuse.

<a href="#">Melanie Solbach</a>	The interview-informed synthesized contingency analysis: A Review of the literature	<p>Behaviour analysts developed a standard functional analysis (FA) to identify the maintaining consequences of problem behaviours. Identifying the reinforcing consequences permits a clinician to implement the most effective, safe, and efficient behaviour treatment. A standard functional analysis (Iwata, Dorsey, Slifer, Bauman, &amp; Richman, 1982/1994) consists of the direct observation and measurement of problem behaviour and is considered the "gold standard". During the process of a traditional FA, a clinician systematically isolates and manipulates establishing operations (EOs) across several test conditions to identify the reinforcing contingencies of problem behaviour. The process of a standard FA is often time-consuming, complex, and impractical. Hanley (2014) modified the process of the standard FA to address feasibility, time constraint, and practicality while maintaining the empirical essence of the functional analysis. The modified FA method, called Interview-Informed Synthesized Contingency Analysis (IISCA), exposes problem behaviour to two or more reinforcers in a single test condition. This paper reviews ten recent studies on the ISSCA process and will report on social validity, status as an Evidence-Based Practice (EBP), treatment outcomes, and future clinical and research considerations.</p>
<a href="#">Meshelle Duncan</a>	Growth Through Tensions	<p>As a student in Capilano's Bachelor of ECCE program, my inquiry focused on 'how educators engage with dialogues about 'race' in early childhood education. It took place over four months through a book study focusing on Fikile Nxumalo's (2019) book Decolonizing Place in Early Childhood Education and related articles. It includes the voices of four other educators as we explore human and more-than-human relationships to consider how we engage with the 'other' and what that limits or invites.</p>

		<p>We engaged with a poststructural lens to challenge dominant discourses about children and race and uncover the power and privilege they hold and perpetuate. My hope for this project is to uncover possible ways to approach critical dialogues and make more equitable spaces. We recognize these dialogues are not always comfortable and do not have to be, to be deemed necessary. This inquiry illuminates both barriers and possibilities for collaboratively achieving this goal by growing from/with/through the everyday tensions we encounter.</p>
<p><a href="#">Mikee Doria</a></p>	<p>Coming to Witness Place</p>	<p>The purpose of our research is to witness land beyond its mainstream ways in early childhood education. As outdoor education continues to grow in British Columbia, we wanted to disrupt the EuroCentric and settler colonial ways of learning about land with educators. These dominant discourses include seeing land as an inanimate resource, a place for children to meet their developmental skills, a space that separates all relations between humans/more-than-humans, and lastly, Rousseau’s approach of seeing land/nature as a romantic place for children to be in. We began to disrupt these dominant discourses by gathering together with educators to engage in a book study. This book study consisted of eight members including Deborah and Mikee. For five months, we would meet bi-weekly to discuss our connections with place while also connecting to Fikile Nxumalo’s (2019) book, Decolonizing Place in Early Childhood Education. In order to disrupt these dominant discourses, we needed to look at post-humanist theories and critical place-conscious frameworks. The book study then navigated us to move into three key themes: Deconstructing our place relations, coming to witness land in our everyday lives, and lastly, reflecting and refiguring the places we have visited to notice, wonder, and ask questions. The importance of this inquiry is for educators, children, and families to rethink and reimagine nature education by critically examining our relationships and practices with place and looking at alternative perspectives.</p>

<a href="#">Mingxian Song</a>	<p>Through a Post Structuralism Lens - Recognizing and Addressing Inclusion in Early Childhood</p>	<p>Inclusive practice is an important and developing topic in the early childhood education field. The aim of this research is to explore and understand how people's understanding of inclusion is shaped by the social, cultural, and political contexts in which they live and work. How this will affect the children's environment and educators' perspective is also critical to answer. The materials and stories were analyzed with post-structuralism theoretical views. It is essential to understand that Inclusive practice is not and can not look the same, because everyone comes from a different context. It is also dangerous to try to put the same pattern on every child. By critically looking at the dominant discourse and experiences, we interpret that the core foundation of inclusive is to be aware of and consider the relations with the other. To be able to contribute to the inclusive ideals where every child is participated, involved, and part of the class.</p>
<a href="#">Rachel Sisam</a>	<p>A Literature Review of Telehealth Delivered Mediator Training/Coaching for Caregivers Implementing Applied Behaviour Analysis Interventions</p>	<p>Telehealth is a method of service delivery that can encompass a variety of training, coaching, or teaching services that can be accessed through asynchronous (emails, videos, or photos), and/or synchronous (video conference) methods. During the last two years, pandemic restrictions have, at times, prohibited in-person delivery of ABA therapy. This resulted in an increased reliance on technology-based service provisions. An increasing number of research studies have been investigating the efficacy and value of telehealth as a method of alleviating physical and financial barriers for mediators. The adaptation of effective interventions, including parent training programs, to non-traditional service delivery methods allow parents and clients access to services and training which is timely, allowing them to develop the skills needed to support others in their home or community. The following paper will summarize factors determining the effectiveness of telehealth training of mediators, the social validity of technology-based services, and findings regarding telehealth as an evidence-based method of ABA delivery.</p>

<a href="#">Rebecca Hansen</a>	Awakened by the Rain	<p>This inquiry project aims to reconceptualize art practice as a form of research through engagements with rain and water. This research considers the influence art practice can have on one's learning and relationships. This project is a living inquiry that works alongside the children and educators of the Terra Nova Nature School as we create relationalities with our environment through artistic processes. The theoretical framework that supports this research includes relational materialist approaches and the social practice of drawing. This inquiry project helps transform art practice, as a cultivation of relationships, an emergence of assemblages, and a co-composition of stories. There is significance in this research as these findings bring new perspectives to the engagements of early childhood education curriculum. The activation of art practice as research with rain and water in this inquiry project, brings new meaning and understanding to the children's learning of the world. It is hoped that these perspectives and learnings continue to evolve and transform in early childhood education settings.</p>
<a href="#">Robyn McCullough</a>	Inclusive Magic: The Evolution of LGBTQ+ Representation in Young Adult and Adult Fantasy Novels	<p>This research paper will examine the evolution of LGBTQ+ representation in the fantasy book genre, over the last two decades. In particular, the investigation will examine the shift in the portrayal of LGBTQ+ characters from tragic and two-dimensional to complex and relatable individuals. The fantasy genre is known to subvert social norms through its suspension of reality and have been at the forefront of the shift in diversity and representation; however, there is a lack of scholarly research on the impact of the fantasy book genre and LGBTQ+ representation. To examine this shift, four methods will be employed: an autoethnography (as I am an avid reader and have recognized this shift); a discourse analysis of 14 fantasy books; an online survey of reader experience, and finally interviews with six members of the reading community. I anticipate that other readers will have</p>

		<p>noticed this shift in representation as I did as well as create an open conversation into where the fantasy genre still needs work. This study will contribute to the extensive research into the trends of LGBTQ+ representation within media as well as fill in the gaps of research when it comes to the fantasy genre's involvement in this area.</p>
Rola Luo	<p>Through a Post Structuralism Lens - Recognizing and Addressing Inclusion in Early Childhood</p>	<p>Inclusive practice is an important and developing topic in the early childhood education field. The aim of this research is to explore and understand how people's understanding of inclusion is shaped by the social, cultural, and political contexts in which they live and work. How this will affect the children's environment and educators' perspective is also critical to answer. The materials and stories were analyzed with post-structuralism theoretical views. It is essential to understand that Inclusive practice is not and can not look the same, because everyone comes from a different context. It is also dangerous to try to put the same pattern on every child. By critically looking at the dominant discourse and experiences, we interpret that the core foundation of inclusive is to be aware of and consider the relations with the other. To be able to contribute to the inclusive ideals where every child is participated, involved, and part of the class.</p>
<a href="#">Rose Nah</a>	<p>Benefits of Moderate to Physical Activity for Mental &amp; Physical Health</p>	<p>The objective of the research was mostly based on the positive effects of moderate to vigorous physical activity (MVPA) has on both physical and mental health. The preferred method of research seemed to be a controlled trial design that had participants being randomly assigned to an intervention group and a placebo group. By doing so, we can control bias to a degree and also validate the data through randomization when comparing the results. Like all research, we always anticipate to find a positive correlation or significant difference of the results between both dependent and independent variables. One or the other, we can</p>

		<p>conclude our findings easier if there is a statistical difference. A motive in participating and conducting researches is finding enough data to support a hypothesis so it can eventually have in life application. Thus, we do anticipate significant findings that will address and possibly resolve worldwide issues such as mental and physical detriments.</p>
<p><a href="#">Sabrina</a> <a href="#">Suyun Meng</a></p>	<p>Rethinking Possibilities for Children and Children's Spaces</p>	<p>In my project of rethinking possibilities for children and children's spaces, I intend to focus on the ongoing inquiry and possibilities of the political and ethical practices in a newly formed environment where children meet at the same place to cultivate a collective life and co-construct a democratic and ethical space as loci of ethical practice. The project will pay attention to identifying, questioning, critical thinking to deconstruct and reconstruct alternatives. The goal of the project is to inquire about what does it mean to co-construct or co-create a democratic space where the image of the rich child (Moss and Petrie, 2002) can be enacted. Taylor, A &amp; Giugni, M(2012) indicate that common worlds take account of children's relations with all the others in their worlds. The further discussion will be to construct the problem, and to open for potentiality in every situation, in relation to each others.</p>

<a href="#">Samantha Whyte</a>	The True Impacts of Voluntourism	<p>The practice of “voluntourism” is a form of tourism in which travelers, often young people, participate in voluntary work for charities in developing countries. This paper documents the ambiguities of this practice and the effects it may have both on voluntourists and the communities they want to help. While the hope is that host communities will be supported in their progress to becoming self-sustainable for long term economic growth there are many critiques. This paper, through document analysis, investigates those criticisms including: commodification of care, exploitation, selfish volunteer and organization intentions, and the promotion of white saviourism. Who benefits the most from voluntourism interactions? A brief survey of young “voluntourists” and others shows that the effects and assumptions of voluntourism vary significantly depending on the amount of exposure and awareness key stakeholders have on the topic. The paper concludes by summarizing recommendations to help empower host communities in establishing their own development and strategic directions.</p>
<a href="#">Sarah Lepchuk</a>	Leading Ladies: Female Forward Storytelling at the Oscars	<p>This research examines the history of female forward storytelling that has been recognized and canonized by the Academy Awards. Within the study, female forward films are defined as those that include self-identifying women in key roles both in front of and behind the camera. The research involves a content analysis of female representation and characterization in 21 Oscar-winning films written or co-written by women. This is achieved using a series of tests to measure the inclusion of common stereotypes for female characters in film, such as the popular Bechdel Test. Findings identify trends throughout the history of the Oscars, including a recent rise in non-traditional sexualization of leading female characters. This research is intended to extend existing knowledge within feminist film studies by centering the work</p>

		of female storytellers and examining film canon using a feminist lens.
<a href="#">Sarah Little</a>	Risky Play as a Language; From a Multi-Age Perspective	<p>This project began with the idea of how risky play can form place within the forest, through a multi-age perspective. As the inquiry progressed, it became apparent the differences of how risky play was taken up from outside to inside play. Through research it's evident of the lack of representation of children 1-3 years of age engaging in risk taking. Why is risky play only prevalent with children from 3-5 years of age? What does risky play look like in children 1-3 years of age? This project displays the multi-age relationships through risky play as a language. Using past scholars to explore the different realities of risky play within a multi-age setting. Language is reciprocal communication, as is risky play through the perspectives of multi-age relationships. Through risky play, a community of co-constructors of knowledge is fostered.</p>
<a href="#">Sarah Peden</a>	The Liveliness of Trees: Reimagining Children's Everyday Relations with Place	<p>This inquiry is a response to the ecologically damaged worlds that children are inheriting, and a move towards reimagining our everyday relationships with the Trees, and the places that we inhabit together. Thinking with the Common Worlds Collective theoretical perspectives, Indigenous ontologies, and critically attuned pedagogies of place, children and educators resist the nature/culture binary that extends from settler colonial imaginaries of human exceptionalism and extractive relationships with nature. Instead, we come to regard Trees as alive and thinking beings who are active participants in how we make meaning of the places that we occupy, attuning to our nature culture entanglements and gesturing towards relationships of interconnectivity, response-ability, and reciprocity. What unfolds throughout</p>

		<p>this inquiry are how children begin to embody a growing sense of self and place in relation with Trees, as we learn to listen with all our senses and attend to the liveliness of Trees themselves. By decentering our human selves as the only actors in how we story place, learning with Trees rather than merely about them, and engaging with the complexities of our ethical responsibilities, our hope is that this inquiry with children leads to more liveable worlds.</p>
<p><a href="#">Saskia Kemper</a></p>	<p>Reconstructing Time and Place in Early Childhood Education</p>	<p>My purpose of researching time and place in early childhood education was to dismantle the dominant binaries and discourses that surround both time and place. We looked at leading theories that greatly influence the field of early childhood education, such as Piaget's theory of cognitive development and Rousseau's romanticized image of the child. We tried to locally position and situate this living inquiry to be relevant and intentional to the lands and time around us. We continuously were confronted with the entanglements of life and how interconnected everything is with each other. Throughout the living inquiry we wove the more-than-human life forms and their agency into question and how our actions and choices are impacting lifeworld's beyond human understanding.</p>

<a href="#">Shanqian (Michelle) Li</a>	Drawing with Plants	<p>This project is an artistic exploration using sketching with pencil and paper. We choose pencils and paper for the intensity in focusing on details and attention to lines. The sketches are created using the basic drawing marks of dots, circles, and lines, as the children respond to the natural world. The subjects include mushrooms, falling leaves, bark, and broken woods. The children and educators gather in Burnaby Children Centre and experience the center's garden from December 2021 to April 2022.</p> <p>This project focuses on thinking with the drawing as an event. I introduce another way of drawing that are not just drawing pictures of a plant but drawing with the plants. Drawing as the event invites us to think of drawing differently, focusing on the process rather than just the final image itself. Thus, I will introduce another way of drawing that is not just drawing pictures of a plant but drawing with the plants. Instead of just coming to draw what the garden has, we are to be with the falling leaves, the mushrooms, and the broken wood in a strong relationship. Drawing as an event is not about drawing a static plant or a google image, it calls us to experience and think with the mushroom's difficulty, the mushroom's death, and the sounds of the broken wood. In the process of drawing, the drawing brings multiple becomings in that the mushroom becomes a 'dead' mushroom and the children become sympathetic children. In doing, we do not just act upon the drawing or inhabitants of the garden; we are affected by the drawings, mushrooms, broken wood, garden, and others. Drawing as an event is to entangle with all the surroundings not only acknowledging human interaction but also thinking with the more-than-human ways of being in this place.</p>
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<a href="#">Shuhan Guo</a>	Drawing as Social Practice	<p>Our project is on the topic of drawing as social practice. We work with the social constructionist perspective that knowledge is shifting and changeable, and is composed and constructed by people working in relationships. This project explores drawing with children and how it can become a collective and social practice. It moves away from particular answers, but focuses on forming, de-forming, re-forming, and trans-forming ideas to open up different modes of knowing and thinking in the world.</p> <p>We begin to use the word “drawing” as fluid and dynamic, as a verb, as a vibrant process of engagement with a group of materials, as a collective improvisation to work together to compose and communicate ideas. Our project is inspired by the pedagogy of Reggio Emilia, and its emphasis on “the hundred languages,” which drawing as a language cultivates a culture of working together.</p> <p>In this drawing world, children invent dramas to make things more dramatic and explosive to capture the adventure. We worked with challenges and life concerns: ethical relations and empathetic understanding. We emphasize quality over quantity of materials, balance freedom with control, respect each individual child while socializing them into a collective space and a diverse global village.</p>
<a href="#">Shuxiao Li</a>	Drawing as a Social Practice	<p>Drawing is more than a language, and it is more powerful than expressing one's ideas and thoughts. It involves children engaging in collective events. My graduation project is researching how children engage drawing as a social practice in their early year education. Through engaging with the Reggio Emilia and other educators' theories, articles and books, I use them in my practicum and document my personal experience in this booklet. Please enjoy</p>

<a href="#">Simran Doel</a>	The Effectiveness of Peer-Mediated Interventions: to teach skills to Neurodiverse children: A Literature Review	<p>Neurodiverse children are often taught skills by adults who are trained in ABA, there is upcoming research that suggests that Peer-Mediated Interventions may be an effective way to teach certain skills such as social skills in school-aged children. This research also suggests that there are beneficial outcomes for the peers who are supporting the neurodiverse children. The objective of this research is to analyze the different types of PMIs and see to what degree they are effective or not. All perspectives in this study are from a neurodiverse lens. An intensive literature review was conducted to find many perspectives and used in a comparative nature. The anticipated findings from this research are that PMIs are indeed effective, especially for teaching social skills; even more so than if they were taught only by an adult. There is also anticipation that there will be some limitations in how the training to the peers is conducted which may get in the way of a completely effective trial. The significance of this work continues to be that we will find more effective ways to support neurodiverse children learn the skills that every child has a right to learn And do so in an effective and motivating way for them.</p>
<a href="#">Soheil Raisi</a>	Islamic Economics	<p>Islamic economics has ideologies that are beneficial to create a fair economy. These ideas promote a good life quality, generosity, and secure investments. These ideas are presented in the Quran and by The Prophet Mohammed (PBUH). Qirad, which can be spoken about as profit-sharing, is a secure way to invest the economy's money. Qirad is one of the crucial points to a solid Islamic economy. Countries that have adequately implemented the idea of qirad have made tremendous growth. The UAE has seen outstanding growth because of the substantial use of the qirad ideology. Qirad, has also helped the people of the nation to grow as a well. Riba, which translates to addition, is the concept of an interest system. Riba is forbidden in Islam and helps reduce</p>

		<p>inflation, unforeseen economic crashes, and debt. When Islamic economics is properly used, it can make an economy stronger. It carries old ideas that still are useful today. The idea of qirad is rarely seen in western economies, and it is also why we see such a large gap between the rich and poor. Islamic economies try to eliminate this large gap by the system of zakat. Zakat translates to almsgiving, and it is considered a duty to be done by every Muslim. By donating a portion of one's profits to charity, Islamic economics can help problems faced by many people in the world who are in financial hardship. These traditional ideologies provide significant benefits to all.</p>
<a href="#">Sohyeon Jun</a>	Inclusive Practice in ECCE	<p>The project engages in inclusive practice in Early Childhood Care and Education (ECCE). The inquiry of reconceptualizing inclusion sets out to study further with the theoretical framework of power and knowledge relationship by French Philosopher, Michel Foucault, and the book of social justice called <i>Is Everyone Really Equal?</i> (Sensoy &amp; DiAngelo., 2017). To focus on the surrounding of ECCE settings and daily life of participants allow the project leads to critically thinking about relationship between gender, knowledge, power. Studying the relationship and how it can construct knowledge, images of educators and child in ECCE field opens up the opportunity to raise a question that how to redefine inclusive space and practice in the classroom.</p>
<a href="#">Spencer McCoach</a>	The Essence of Art, Frozen Within a Frame	<p>I am now at the twilight of my time in my undergrad. I am leaving Capilano with a bachelor degree, many answers, and even more questions about the world around me. A subject that has fascinated me during my time here is what makes art? We are quick to label certain things as art, others as fads. If something breaks into the mainstream it is art, but if it</p>

		<p>is too ingrained it is mechanical. In this essay I wanted to explore this phenomenon - the phenomenon of what makes art, art - by looking back to a time in history where this debate raged fiercely, the introduction of photography into a painted world. Through the framework of photography vs painting I anticipated finding many arguments that could be swapped out timelessly. "Photography can't be art!", just as writing couldn't be art in Ancient Greece and interactive mediums can't be now. My goal with this essay is to show how our limited, real time perspectives can cloud our judgment as to what will have a lasting legacy and what will not. To significantly impact how we can think outside of a tool's immediate usage and figure out its artistic potential.</p>
<a href="#">Steffany Loo</a>	<p>A Review of Technology use and Video Modeling to teach Functional Living Skills</p>	<p>Independence is a group of skills that every individual should acquire for themselves and the people around them. Individuals with ASD struggle to acquire these skills and by implementing Video Modeling to teach these serves to allow them to gain that independence. Gaining confidence to support themselves as they grow older and eventually pursue their ambitions. With the ever-growing use of technology in the field of Applied Behaviour Analysis (ABA), we must look to include it into our holster of resources. These tools which become a companion and essential tool will help to facilitate learning independence and functional skills.</p>

<a href="#">Sydney Bell</a>	Creating Collective & Cultivated Spaces of Inclusion through Drawing as a Social Practice	<p>The Kindergarten children and educators in this living inquiry focus on creating collective and cultivating spaces of inclusion through drawing as a social practice. The context behind this graduation project is to cultivate spaces of inclusion and give value to difference by thoughtfully attending and responding to children’s experiences, perspectives, and understandings through drawing. When thinking about creating these moments, we have encountered spaces with different mediums to draw and experiment with together. We have found that the materials, spaces, interactions, identities, and the multiple ways of being through drawing has allowed more children and educators to interact in particular ways. The theoretical foundation of this inquiry consists of social constructivist theory and looking through a post-foundationalism lens. Allowing for a space of cultivation where drawings are done collectively amongst each other by creating an inclusive space for drawing has demonstrated how drawing as a social practice is more than just about the individual, it is generated and created with others. This considers taking a deeper look into children’s encounters with particular materials and how it constructs moments playing with processes and social forms with drawing. The significance of this graduation project has demonstrated our thinking towards the classroom environment and each other, as it has opened up different perspectives of inclusion with use of mediums and how drawing facilitates ways of being, and most importantly, the inclusivity in our classroom through all of these elements.</p>
<a href="#">Tessa Perry</a>	Effectiveness Of Imitation As A Pivotal Skill In Learning	<p>Learning new skills takes a tier of learning abilities, imitation has been studied and researched as one of the key learning areas for children specifically diagnosed with autism spectrum disorder. This research paper dives into the key components and successes achieved through targeting imitation skills</p>

<a href="#">Tiffany McMullen</a>	Reducing Problem Behavior With Functional Communication Training. A literature review	Functional Communication Training(FCT) is an intervention that aims to replace challenging and harmful behaviors with more appropriate communication to individuals with Autism or Developmental Disabilities. There is an increasing body of single subject research that has investigated the effectiveness of using FCT to replace challenging and harmful behaviors. The results of this literature review will include a summary of current findings, analysis of social validity, and conclusions regarding Functional Communication as an evidence- based method for reducing challenging and harmful behaviors in individuals with Autism and Developmental Disabilities.
<a href="#">Tongyan Li</a>	Inclusive Practice in ECCE	This inquiry project sets out to engage deeper in inclusive practice in Early Childhood Care and Education (ECCE), and to further reconceptualize inclusion and social justice through studying the book Is Everyone Really Equal? (Sensoy & DiAngelo, 2017). It would be thinking alongside Michel Foucault’s theoretical framework that emphasizes the power relations in knowledge construction.
<a href="#">Vanessa Apissoghomin</a>	Examining Evidence-Based Strategies To Build Capacity In Paraprofessionals & Teachers Working With Students With An Autism Spectrum Disorder In The	Evidence-based practices are scientifically proven strategies based on consistent scientific evidence that either increase/ decrease participant/client outcomes. A large quantity of research dives into the use of evidence-based practices in order to increase Paraprofessional/teacher capacity in the educational system and decrease autistic students’ problem behaviour. The result of this literature review will provide a summary of current findings, analysis of social validity, and conclusions regarding evidence-based practices as a method

	Educational System.	to increase capacity in paraprofessionals and teachers working with autistic students exhibiting problem behaviours in the school setting.
<a href="#">Veronica Ibanez</a>	The Multiple and Subtle Languages of Place	The current human-centric way of living has generated an environmental crisis on our planet with severe consequences for present and future generations. In response to these difficult times and inspired by the Common World framework, this project aims to challenge the human exceptionalism perspective of place by resisting a static backdrop view where human agency dominates. Through walks in their community, a group of children and educators from a daycare setting on Burnaby Mountain intended to cultivate a different relationship with place. Twice a week for 15 weeks, we visited a small forest within UniverCity, taking the time to be present and listen to our surroundings. During this time, a short pathway became a significant space of gatherings, meetings, and provocations with the world. An encounter with Steller's Jays evoked children's interest in noticing ways of communication beyond human notions. Through profound moments and lived experiences, we started to attend to the rhythms of Burnaby mountain, Red Cedar stump murmuring traces, the soundscapes of UniverCity, introducing us to the multiple and subtle languages of this place. Re-orienting ourselves towards these multiple languages of UniverCity, unveiled the dynamics, liveness, assemblages, entangled relations, and histories of this place where various voices, presences and interrelations became visible..
<a href="#">Yiqing Luo</a>	Through a Structuralism Lens - Recognizing and Addressing Inclusion in Early Childhood	Inclusive practice is an important and developing topic in the early childhood education field. The aim of this research is to explore and understand how people's understanding of inclusion is shaped by the social, cultural, and political contexts in which they live and work. How this will affect the children's environment and educators' perspective is also

		<p>critical to answer. The materials and stories are analyzed with post-structuralism theoretical views. It is essential to understand that Inclusive practice is not and can not look the same, because everyone comes from a different context. It is also dangerous to try to put the same pattern on every child. By critically looking at the dominant discourse and experiences, we interpret that the core foundation of inclusive is to be aware of and consider the relationships with the other. To be able to contribute to the inclusive ideals where every child is participated, involved, and part of the class.</p>
<p><a href="#">Yuguo Liu</a></p>	<p>Encounter with materials in Early Childhood Education</p>	<p>Materials are defined as a core matter which builds up a solid intra-active relationship with children in the study of early childhood education, the encounter with materials constructs how people think and what people experience. To excavate and learn how early childhood spaces as social-ecological-material-affective-discursive ecology under the post-humanism perspectives, this project inquiry the connecting relations between human and post-human with the book “Encounter With materials in Early Childhood Education” by Veronica Pacini-Ketchabaw, Sylvia Kind and Laurie Kocher in 2017. This project takes shape based on main concepts from the book. It collects comparative examples and ideas with analytical thinking contributed by seven early childhood educators with their professional knowledge and experience. The image of Materials has refreshed to a living space that is constantly moving to include all humans and non-humans, offering unpredictable responses. This image would provoke people to reconsider the relationship with materials in early childhood education and understand a new perspective of applying materials as living participants who hold diverse emergences.</p>

<a href="#">Ziyun Guo</a>	HOW IS RELATIONSHIP LIVED IN DIFFERENT ASPECTS OF CHILDREN'S LIVES?	<p>We often use different forms to communicate, including words, body language, facial expression, gestures, drawings, and eye contact. Living in a multicultural society, people come along with different backgrounds, languages, and colors. As we brainstorm, we think about the relationship between educators, family, children, and environment, as well as how they relate to the needs of children. This project introduces the different aspects of how children's lives are lived interdependently through a network of shared relationships with the surrounding environment. The principles of relationship building such as the importance of time, listening, communication, and the role of environment with children to understand the needs and to create the opportunity for a meaningful reconceptualization of the image of a child.</p>
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