Trent Durham Research Day

March 25th, 2024

ABSTRACTS

Session 1 (9:20 am – 10:30 am)

1. Emerging Issues in Higher Educational Leadership in COVID-19 Liminal Contexts:
    The Poyhedron Model of Wise Leadership
    Rob Elkington (robelkington@trentu.ca)

Abstract:
This presentation is a substantial revision of last year's, incorporating a revised codebook per the reviewer's suggestions and surfacing the Polyhedron model of wise leadership. ABSTRACT: This paper aims to explore the positive and negative impacts of the COVID-19 pandemic on Western higher education leadership, primarily as the pandemic either increased the existing challenges in higher education leadership or opened a pathway for innovation and experimentation due to the liminal environment. Understanding that leadership effectiveness centres on the tri-partite elements of leader, follower and context, this qualitative study sought to understand how the liminal context of a global pandemic affected the leadership of higher education institutions. Accordingly, this qualitative study uses a phenomenological and grounded theory approach. The team facilitated semi-structured interviews, and at the height of COVID-19, when higher education leaders became less available due to the challenges posed by the emerging context, we hosted the interview questions in a Google Form and solicited written responses. Our sample included 18 higher education leaders from Canada, America and South Africa: 5 semi-structured interviews and 13 Google Forms. The emerging issues in higher education leadership moved into sharper focus during the COVID-19 pandemic. As such, the emerging issues and the emergent leadership wisdom to address them accord well with the existing literature on skills leadership and emergent leadership in liminal contexts. The study uncovered the utility of the Polyhedron model of wise leadership as a meaningful mindset to drive effective leadership in the liminal pandemic context.

2. Fiction Has a Special Power to Give Us Insight into Our Flaws
    Martina Orlandi (martinaorlandi@trentu.ca)

Abstract:
In a Simpsons episode, Marge wins the role of Blanche in Springfield's community theatre musical version of A Streetcar Named Desire. Marge is excited, but Homer shows little interest. As she gradually identifies with Blanche's character, Marge notices parallels between Homer and Blanche's negligent husband. Yet when she calls him out on his behavior, Homer seems oblivious to his faults. When the play debuts, Homer attends out of pressure. But while watching Blanche being victimized by her husband, something clicks in him: Homer empathizes with her pain and realizes that, just like Blanche's husband, he has been a bad partner. When the play ends, he apologizes to Marge. Why was the play successful in making Homer face his faults, but Marge's call outs weren't? In this brief talk, I argue that Homer's experience isn't an isolated case. We often

have sudden insights about ourselves, but empathy is a much more effective tool than reasoning. When someone points out our flaws, our first inclination is to push back and refuse accountability. But stories are able to cut through because, unlike reasoning, engaging with fiction is an immersive experience that bypasses rationality. When we read a novel or watch a play, we engage in what psychologists call 'experience-taking', the process where we lose ourselves into narrative and identify with a character's mental states. I suggest that this process can give us a special insight into ourselves: adopting another's perspective can disarm our excuses and change our future behavior.

3. Examining the Impact of Generative Artificial Intelligence on Work Dynamics
   Robina Omosa (robinaomosa@trentu.ca)

Abstract:
The main purpose of this paper was to examine the impact of generative artificial intelligence (AI) on employee well-being and work dynamics. Using qualitative methodology, three semi-structured interviews were conducted to investigate the implications of generative AI on employee outcomes such as efficiency, job satisfaction, ethical considerations, and work-life balance. The findings highlighted the potential benefits as well as risks associated with generative AI's implementation in the workplace. The study contributed to the literature by adopting a qualitative approach, allowing for an in-depth exploration of individual experiences with generative AI in the workplace. The study discussed the implications for employers, employees and society. Article Keywords: Employee well-being; Generative AI; Human resource management; Work dynamics.

4. Enhanced AI-Driven Approach for COVID-19 Detection in Chest X-ray Images Using Deep Learning Models and Transfer
   Sayed Mansour Hashemipoor (sahashemipoor@trentu.ca)

Abstract:
The healthcare industry has faced unprecedented challenges during the global COVID-19 pandemic, prompting the need for innovative approaches to disease detection. This research focuses on developing advanced AI-driven models for accurate COVID-19 detection in chest X-ray images by harnessing the potential of deep learning and Convolutional Neural Networks (CNNs). The study emphasizes the utilization of transfer learning and state-of-the-art optimization techniques to streamline the hyperparameter optimization process. By automating the exploration of numerous configurations, the research aims to recommend a more efficient initial hyperparameter space, facilitating robust feature extraction and model performance optimization. The proposed model integrates pre-trained CNNs through transfer learning while leveraging AI-driven Bayesian optimization to fine-tune hyperparameters critical to the model's performance. Through a careful balance of exploration and exploitation, the study focuses on optimizing the CNN models for COVID-19 detection, resulting in heightened accuracy. The automatic selection of hyperparameters leads to the identification of robust models with enhanced accuracy, especially when applied to larger datasets. This study also contributes to the advancement of AI-driven deep learning and transfer learning frameworks, empowering models to discern COVID-19 patterns in chest X-ray images. The resulting framework holds the potential for detecting related diseases, thereby expanding its applicability in the healthcare industry.

5. No Risk, No Reward: Does Shame Impact Adolescent Risk-Taking Behaviours and their Outcomes?
   Taylor Anthony (tayloranthony@trentu.ca)

Abstract:
Adolescence is a critical period for developing behaviours relevant to one's health. Risk- taking for instance (e.g., substance use) rises during adolescence and can result in both adaptive consequences (e.g., social acceptance) and maladaptive consequences (e.g., alcohol poisoning). Adolescents also experience an increase in self-conscious emotions, including shame. Shame involves a painful focus on the self and is characterized by feelings of shrinking and worthlessness. Shame-prone adolescents may engage in risk-taking to cope with negative self-perceptions. Previous research is contradictory, however, finding shame and risk-taking to be positively correlated, negatively correlated, or not related at all. One reason for this may be that shame was assessed as an overall construct; however, people can experience several types of shame, including body (e.g., shame about physical appearance), character (e.g., shame of personal habits), and behavioural (e.g., shame about doing something wrong). The current study seeks to fill this gap by examining whether different types of shame are related to various risk-taking behaviours and their subsequent outcomes. Understanding how different forms of shame relate to different risk-taking behaviours, and whether it results in adaptive or maladaptive outcomes, will allow us to tailor prevention programs to adolescents.

6. Analysis of Large Language Models for Selection of University Programs
   Uchechukwu Obinwanne (uchechukwuobinwanne@trentu.ca)

Abstract:
The field of Artificial Intelligence (AI) and its subset, machine learning has received a great deal of attention in recent times, influencing different aspects of our daily lives and having applications in a variety of industries including healthcare, education, and engineering. With the rise of open AI's GPT-4, Google's Gemini, and a host of others, one particular aspect of AI that has created a lot of buzz is generative AI, specifically Large Language Models (LLMs). LLMs are deep-learning (a subset of Machine learning) models trained to comprehend text and output results based on large amounts of text data. This project aims to assess the practicality of using Large Language Models (LLMs) to aid students in choosing universities and degree programs based on their profiles, experience, and interests. The project will involve training and fine-tuning a large language model on a diverse dataset encompassing university-related information, admission criteria, academic offerings, campus life, and other relevant factors. The resulting model will show a high degree of natural language understanding and can generate coherent and contextually relevant responses to a wide array of frequently asked questions by prospective students.

Session 2 (10:50 am – 12:00 pm)

1. Is High Socioeconomic Position a Privilege for Everyone? Social Inequalities Among Newcomer Adolescents in Canada
   Nour Hammami (nourhammami@trentu.ca)

Abstract:
With one of the highest immigrant rates globally, immigrant populations are of interest in Canada since almost one in four people have been a landed immigrant or a permanent resident in Canada. The aim of this study was to investigate newcomer adolescents to Canada's experience of bullying, socioeconomic position (SEP), and self-rated health, and associations between these factors, compared with non-newcomers. This study included adolescents aged 11 to 15 from a nationally representative sample across Canada, via the Health Behaviour in School-aged Children study (HBSC) study. This study found no differences in bullying behaviours across newcomer and non-newcomer youth. However, further sub-group analysis showed that when SEP is considered, there are statistical differences. Newcomer youth who are living in high SEP, were more likely to be victims of victimization and involved with perpetrating bullying compared with non-newcomer youth living in low SEP. This study's findings supports other literature that traits typically classified as 'powerful' or 'privileged' traits need to be assessed with other social groupings and traits that individuals hold. When viewed at different levels of SEP, migration as a social condition and associate of health is found to be associated with bullying behaviours among adolescents in Canada.

2. Implementation of Children's Right to Play: How are Children Redefining Play for Themselves?
   Kylie Dennis (kyliedennis@trentu.ca)

Abstract:
What does play mean to you? Is it fun, meaningless, cooperative? Throughout this academic year, I have been conducting an in-depth literature review on childhood play. Even though we might take play for granted, it is articulated as a child's right through Article 31 in the document called the United Nations Convention on the Rights of the Child. The literature shows that in many areas around the world, play is recognized as an opportunity rather than a right, belittling children's play experiences. As a result, the implementation of Article 31 is often strictly tied to educational settings as a method of gaining academic knowledge. Research shows that due to the limited recognition of play, the amount of time children engage in play during childhood has continued to decrease. As play has become devalued, adults and teachers play a vital role in providing space to actualize children's right to play. Listening to children provides opportunities to learn about how they are redefining play – which are often very different from adult definitions. Therefore, in order to ensure that all children have access to their right to play, we must ensure that their voices are listened to and accounted for.

3. May the Forest be With You(th): Implementing Forest School in the Lives of Autistic Children
   Anna-Dora Endlicher (annadoraendlicher@trentu.ca)

Abstract:
Forest School (FS) is a growing area of research and teaching approach in the world of education. As a supplementary form of nature-based educational programming, FS has been shown to improve children's self-esteem, reduce stress, and enhance social skills. FS is play- and inquiry-based approach, structured around the needs and interests of child participants within their natural environment. When examining specific populations of children, children diagnosed with Autism Spectrum Disorder (ASD) have diverse learning needs that should be met through a strengths-based and child-centered approach. Many autistic children commonly struggle with peer

interactions, socioemotional development, and their mental health. While there is limited research on autistic children in FS programs, this approach is shown to immensely benefit and improve their overall well-being. My literature review synthesizes the current literature on FS to reimagine FS as a positive, inclusive learning intervention tool that supports the needs of autistic children. This research advances the knowledge of FS as an educational tool to improve the lives of autistic children and is a beneficial learning opportunity for anyone working with children and families.

4. Here be Dragons: Autistic Youth Experiences in a Dungeons & Dragons Based Social Group
   Jonathon Smith (jonathonsmith@trentu.ca)

Abstract:
Autistic youth can have significant difficulties in social interactions which has led to the development of several social skills programs, however many autistic youth are excluded by their neurotypical peers and not provided social opportunities to practice the skills gained from a program (Sasson et al., 2017). Dungeons & Dragons (D&D) is a table-top role-playing game based on social play experience where the players communicate, plan, negotiate, and compromise with other players to achieve a shared goal. Previous research with an adult sample found that playing D&D increased social connectedness. The Oshawa Dungeons & Dragons Club is a social group for neurodiverse adolescents between the ages of 13 and 19. The program is a partnership between the Trent University's Child and Youth Department and The City of Oshawa. Here be dragons is a colloquial term for unexplored territory which reflects how the D&D program focuses on providing opportunity rather than social skills training. The success of the program has led to expanded programming and a forthcoming research project. My presentation explores how fighting Dragons has provided opportunities, facilitated friendships, through youth driven social experiences.

5. Institutional Racism: Examining the School-to-Prison Pipeline among Black Youth
   Xavier Jones-Lalor (xavierjoneslalor@trentu.ca)

Abstract:
Researchers such as Duckworth (2016) and Duckworth et al. (2019) have examined the role of perseverance (grit) in successful completion of academic success and other challenges. An on-going research study has been examining the role of perseverance, personality variables and other factors in successful completion of two core courses in psychology: (1) a 2nd-year research methods course and (2) a 2nd-year statistics course. Preliminary results suggest that perseverance is associated with better performance (i.e., higher marks on some course components) in the statistics course as compared to the research methods course (where no association has been found). Interestingly, perseverance scores in the two courses reveal no differences. In addition, compared to the research methods course, where no significant associations were found, higher anxiety scores (measured by the STAI) were associated with poorer outcome in the statistics course. In terms of personality variables, while the statistics course had a number of significant correlations, the research methods course had none. For example, for the statistics course data, Openess to New Experiences was significantly associated with some marks (overall quiz mark, final exam and course grade). Ideas concerning how to decrease anxiety while increasing competence and perseverance in the statistics course along with implications will be discussed.

6. Listening to Youth: How to Build a Child and Youth Advocacy Centre
    Aryana Dukhcharan (aryanadukhcharan@trentu.ca)

Abstract:
According to Article 12 of the United Nations Convention on the Rights of the Child, children have every right to participate, and their opinions should be considered when designing services for them. Research has shown an overrepresentation of Black youth within the child welfare and justice system, so we held focus groups with Black youth (n=8). Additionally, focus groups were held with Durham Region Service Providers (n=24) for their perspectives on what a new CYAC should offer. Preliminary data suggesting three emerging themes (i.e., services and programs, anti-oppressive practices. and physical space) will be discussed.

Session 3 (12:00 pm – 1:30 pm)

1. I Do Not See Your Point of View, I Do Not See It, You Are You: Perspective Taking in Children With Epilepsy
    Michelle Hunt (michellehunt@trentu.ca)

Abstract:
Children with epilepsy are at heightened risk for difficulties in language, theory of mind (ToM), and self-other differentiation during social problem solving. Research indicates shifting, an executive function, is associated with advanced ToM, and that flexible perspective taking is important for social problem solving. We investigated language, ToM, and flexible perspective taking, measured with the Interpersonal Negotiation Strategies Interview, in children with (n = 7) and without (n = 15) epilepsy. Both groups were similar for age, IQ, and socioeconomic status. Children with epilepsy exhibited worse syntactic and semantic language and self-other differentiation during social problem solving than children without epilepsy. They produced fewer mental state terms to describe emotions during social problem solving and showed less flexibility in perspective taking compared to children without epilepsy. Findings provide further evidence that children with epilepsy are at risk for language problems, but they also have difficulty understanding mental states and being flexible in their perspective taking. This study enhances understanding of the cognitive mechanisms underlying social challenges that children with epilepsy face in peer interactions. Future research on flexible perspective taking and social problem solving in children with epilepsy is recommended.

2. The Missing Votes in the Ballot Box: Youth Enfranchisement in Canada
    Josie Del Rosso (josiedelrosso@trentu.ca)

Abstract:
On election day, Canadians across the country head to the polls to have a voice in who leads their country, their province, their municipality. Yet, what about the voices that are unaccounted for? The youngest citizens that do not have a say? This poster will explore the current state of youth enfranchisement in Canada, beginning with a recent failed attempt to lower the national voting age from eighteen to sixteen. Using evidence from developmental research around the world, it will highlight that youth as young as sixteen years of age are competent and capable of voting and

explore how to encourage civic engagement through participation and education, even if the voting age may not be lowered anytime soon.

3. Destroying Heritage to have 'More Homes Built Faster'
   Aya Yagnaya (ayayagnaya@trentu.ca)

Abstract:
Last academic year, I conducted an independent research project regarding the proposal of heritage designation for properties in Oshawa, with the goal of having 773 King Street W listed as a heritage property. Throughout my research, I was met with resistance by government officials, and learned that Bill 23 had passed, without public announcement, in 2022. My research highlights the inaccessibility of heritage matters on a municipal level, and the and the desire to destroy Ontario's heritage on a provincial level.

Session 4 (1:30 pm – 2:40 pm)

1. The Nitty-Gritty on Grit and Anxiousness: The Effects of Perseverance and Anxiety on Successful Completion of Core Courses in Psychology
   Jeffrey Adams (jadams@trentu.ca)

Abstract:
Researchers such as Duckworth (2016) and Duckworth et al. (2019) have examined the role of perseverance (grit) in successful completion of academic success and other challenges. An on-going research study has been examining the role of perseverance, personality variables and other factors in successful completion of two core courses in psychology: (1) a 2nd-year research methods course and (2) a 2nd-year statistics course. Preliminary results suggest that perseverance is associated with better performance (i.e., higher marks on some course components) in the statistics course as compared to the research methods course (where no association has been found). Interestingly, perseverance scores in the two courses reveal no differences. In addition, compared to the research methods course, where no significant associations were found, higher anxiety scores (measured by the STAI) were associated with poorer outcome in the statistics course. In terms of personality variables, while the statistics course had a number of significant correlations, the research methods course had none. For example, for the statistics course data, Openess to New Experiences was significantly associated with some marks (overall quiz mark, final exam and course grade). Ideas concerning how to decrease anxiety while increasing competence and perseverance in the statistics course along with implications will be discussed.

2. Minds and Machines: Crafting the Future with Artificial Intelligence
   Steven Sheehan (stevensheehan@trentu.ca)

Abstract:
This presentation outlines artificial intelligence (AI) as the development of algorithms and computational models that empower machines to exhibit intelligent behaviour, learn from data, and adapt to new information. Illustrating the concept with familiar virtual assistants like Siri and Alexa, complex ideas are transformed into friendly, relatable narratives. The journey through the

two main types of AI, Narrow and General, unfolds seamlessly, emphasizing the thrilling potential of AI to mimic human cognitive abilities. The exploration of self-driving cars as an epitome of AI's capabilities adds a touch of excitement, likening it to having a tireless chauffeur. Crucially, the presentation pauses to address ethical considerations of AI, highlighting the responsibility of responsible usage to avoid bias. The talk concludes by envisioning the future impact of AI on healthcare, education, and various industries, leaving the audience inspired to navigate the AI landscape with curiosity, responsibility, and a keen awareness of endless possibilities.

3. Revolutionizing Education: "Igniting" Change
   Justin Samuel (justinsamuel@trentu.ca)

Abstract:
My educational philosophy stems from the idea that every student has potential, and it is up to educators to help "ignite" the fire in them to succeed. This presentation will examine the merits and drawbacks of contemporary educational paradigms in comparison to potential alternatives. Despite widespread acknowledgment of the need for educational reform, there remains a lack of action in implementing innovative ideas. The objective of this discourse is to advocate for a "student-focused" approach to learning, which prioritizes the cultivation of skills essential for success in real-world scenarios rather than merely emphasizing subject-specific knowledge. Moreover, the presentation will underscore the imperative of placing students' educational needs at the forefront, transcending conventional academic advising and exam accommodations. This involves recognizing and catering to individual learning preferences and requirements, necessitating a holistic approach that fosters meaningful relationships between students and educators.

4. Mirror Mirror on the Wall: The Internalization of Body-Ideal Discrepancies and Coping
   Azra Idrish Patel (azraidrishpatel@trentu.ca)

Abstract:
Body-ideal discrepancy, the gap between one's actual body and ideal body, is a common experience that can lead to individuals adopting maladaptive coping strategies, such as appearance-fixing and experiential avoidance, or adaptive coping strategies, such as positive rational acceptance, due to the resulting distress. An aspect of body-ideal discrepancy that is often overlooked is the internalization or importance individuals give to the ideal body. Research indicates that individuals who strongly internalize these ideals tend to experience greater body dissatisfaction. Therefore, the current study examined the relationship between body-ideal discrepancy and coping strategies and how internalization influences this relationship. Data was collected on body-ideal discrepancy and internalization (BIQ) and coping strategies (BISCI) on Trent University undergraduate students. Hierarchical regression analyses indicated that the relationship between body-ideal discrepancy and appearance-fixing was significantly moderated by internalization; however, internalization did not significantly impact the relationship with experiential avoidance or positive rational acceptance. The results highlight the importance of considering individuals' internalization of the ideal body to fully understand the relationship between body-ideal discrepancy and coping strategies. This research aids in identifying factors that predispose individuals to adopt either adaptive or maladaptive coping strategies, a crucial aspect in refining interventions for addressing body image concerns.

5. Why Marriage Should Not Be Connected To Law
    Dimitra Mbozos (dimitrambozos@trentu.ca)

Abstract:
In this brief talk, I question the current standard of marriage society has, and suggest an alternative standard of marriage that is more egalitarian. Drawing on work from philosophers Elizabeth Brake and Clair Chambers, I suggest that marriage law is flawed in two ways. First, marriage's transactional nature with respect to the benefits it confers (health, immigration, visitation etc.) violates unmarried individual's equality and freedom by undermining people's autonomy. Second, marriage law fails to accommodate all relationships (such as friendships and polyamorous relationships). In light of these limitations, I suggest that we should change marriage to a social contract that is separate from the law and more akin to a baptism. I suggest that this change will lead to fewer fraudulent marriages and be more accommodating by making married and unmarried individuals equals.

6. "Who We Were Supposed To Be": Discovering Young Queer/Trans/2-Spirit Identities in Canadian Literature
    Karleen Pendleton Jimenez (kpendletonjimenez@trentu.ca)
    Laila Papadogiannis, and Francesco Vella

Abstract:
As provinces around the country (as well as our neighbours to the South) turn back rights for queer and trans youth, it is imperative to understand and navigate complex, intersectional notions of identity. We propose an interdisciplinary investigation into how young people come to embrace queer/trans/2-spirit identities that stands in contrast to accusations of public school overreach through sex and gender education. Drawing on psychology, literary and gender studies, we explore the multidimensional ways in which the main characters discover and develop their queer/trans/2-spirit identities in Canadian texts such as Joshua Whitehead's Jonny Appleseed, and Samra Habib's We Have Always Been Here. Characters in literature are portrayed realistically and provide an integral aspect of representation for youth. However, that representation is easily attacked by the censorship of queer literature in society. Our study emphasizes both the representations of intersectional journeys within queer texts, as well as the need to support their availability in schools and libraries. In addition, while institutions often frame queer and transgender identities as a choice, but we would like to pose the opposite. The only socially constructed aspect of one's queer identity is the hate they receive from their peers, schools and family. These findings can present a new perspective to individuals who wish to learn more about the intricate aspects of queer/trans/2-spirit sexuality and identity developed from queer voices themselves.

Session 5 (3:00 pm – 4:00 pm)

1. Why Did Russell Abandon his 1913 Theory of Knowledge Manuscript?
    James Connelly (jamesconnelly@trentu.ca)

Abstract:

While on sabbatical leave from Trent in Fall 2023, I took up a position as Visiting Professor in Russell and the History of Analytic Philosophy at McMaster University. Aside from teaching a course based on my recently published book, Wittgenstein's Critique of Russell's Multiple Relation Theory of Judgement, I conducted research at the Bertrand Russell Archives and Research Center. At the Russell archives, I sought to investigate the question of just why Russell abandoned his 1913 Theory of Knowledge manuscript. More specifically, I sought to probe the role played therein by Wittgenstein's criticisms of Russell's multiple relation theory. In addition to carefully scrutinizing Russell's original manuscript, along with associated working notes and diagrams, I spent much of my time at the archives examining hundreds of letters written between Russell and his lover Lady Ottoline Morrell. While these letters deal with many personal, philosophical, artistic, and literary topics, for my purposes they are significant because they make frequent reference to and so can help to reconstruct both Wittgenstein's criticisms and their impacts on Russell. By transcribing several of these previously unpublished letters I have been able to bolster the case for my interpretation of these events, and to exclude competing alternative readings.

2. The Use of META (Virtual Simulations) in Canadian Junior Military Leadership Development
   Rob Elkington (robelkington@trentu.ca)

Abstract:
This presentation shares the results of a pilot project with the CAF Simulations Unit in April 2023, and under review (minor revisions completed) with the Journal of Leadership Education. We are currently underway with phase 2 of the research using a serious gaming simulation – FLIGBY. ABSTRACT: In this paper, we explore the efficacy of virtual simulations for enhancing or developing leadership in JMLs in the Canadian Armed Forces (CAF) through a four-day pilot project with twenty JMLs (n=20). To assess the efficacy of virtual simulations for leadership development, we designed and studied a four-day leadership workshop for JMLs in the Canadian Armed Forces using several virtual artificial intelligence leadership role-play simulations developed by McGraw Hill in their Smart Book textbook (Manning & Curtis, 2022) and several non-virtual in-class simulations for comparison. We selected four twenty to thirty-minute virtual role-play simulations that synergized with the in-person morning leadership workshop. We facilitated the three-hour leadership workshops and virtual/in-class simulations over four consecutive days. We emulated the ELESS model (De Freitas & Routledge, 2013) to assess "soft" and leadership skills.

3. A Dental Anthropology Case Study from Ka'kabish, Belize
   Jennifer Newton (jennifernewton@trentu.ca)

Abstract:
This research project discusses a case study of a dental anomaly from the ancient Maya site of Ka'kabish, Belize. The individual being discussed has a large bony growth on their mandible (lower jaw). Through collaborative efforts with a local dentist (Simcoe Smile Dental), we have examined the most likely cause of this bony growth. A differential diagnosis was conducted, trying to determine if this growth was pathological, a non-metric trait or something else…

4. Young Peoples Experiences of Margins and Privilege in Humanitarian Disarmament: Resisting Militarism through Transnational Youth Activism for a Mine Free World
   Dustin Ciufo (dustinciufo@trentu.ca)

Abstract:
In her seminal 2006 article, Children and international relations: A new site of knowledge? Alison M.S. Watson encourages IR scholars to focus on how global affairs shape young people and how young people shape global affairs. Since this time, whether through closer engagement with Critical Childhood Studies (Hanson and Nieuwenhuys, 2013; Vandenhole et al., 2015) or heightened focus within the discipline of IR proper (Huynh et al., 2015; Beier, 2020), there is a growing academic appreciation for the place of children amid international issues. Arriving at this moment has required a re-conceptualization of the child because according to Brocklehurst, "almost all definitions and concepts of children are premised on a notion of childhood as an experience which has or should have little in common with the political" (2015, 33). However, it is precisely an agent-based approach that can facilitate the agency of children and youth to offer a more robust understanding for how they experience militarism. This presentation examines the ways in which this encounter is both endured and resisted through qualitative interviews with youth in mine action at the 21st Meeting of States Parties on the Anti-Personnel Mine Ban Convention at the Palais des Nations in Geneva, Switzerland, to explore their varied experiences of margins and privilege as they campaign for a landmine free world.

5. Research on Re-Search: Decolonizing How We Think of and Engage in Knowledge Creation
   Kimberly Calderwood (kcalderwood@trentu.ca)

Abstract:
This presentation is about us conducting research on re-search (with a hyphen)-–a term coined by our co-author Dr. Kathy Absolon, Indigenous social work scholar. The hyphen highlights the breakdown of the meaning of the word—to look again. It creates a pause to critically reflect on the colonizing aspects of traditional "research" and the impacts (both positive and negative) of the search. In an Indigenous context, the hyphen is intended to denote the journey of restoring Indigenous knowledge production again, by Indigenous searchers or from a critical decolonial lens. Our research resulted in the writing of a cutting-edge re-search methods textbook, written from a critical, decolonizing, and transformative lens. Our goal was to create an ethical space where four worldviews and affiliated methods that inform social work practice across Turtle Island (also known as Kanata and Canada) came together: Indigenous, (post)positivist, interpretivist, and transformative. The book includes quantitative and qualitative methods, including traditional, dominant euro-western methods such as RCTs while equally valuing innovative and empowering methods such as storytelling, beading, visiting, ethnodrama, photovoice, and Two-Eyed Seeing. We encourage others to incorporate the hyphen in their approach to re-search, engage in ethical spaces, and work towards decolonizing their re-search methodologies.