“Why Participatory Video/Cellphilming and Why Now?”

Symposium

THURSDAY, JUNE 10TH, 2021
It has been over a decade since a group of creative researchers began exploring the potential of cellphilming. This symposium brings together an assemblage of ideas and people, facilitating a meeting point for sharing experiences and insights between some of the pioneering researchers in this field and other academics and educators who share an interest in supporting communities through participatory video or cellphilm.
This symposium brings together an assemblage of ideas and people, facilitating a meeting point for sharing experiences and insights between some of the pioneering researchers in this field and other academics and educators who are supporting communities through participatory video or cellphilming.

“How can visual interventions be used to educate community groups and point to ways to empower and reform institutional practices?” (Mitchell, 2011, p. 12). As MacEntee, Burkholder and Schwab-Cartas described in their 2016 volume that helped define the methodological approaches we are exploring today, cellphilming can support participants as they “identify challenges and explore potential solutions. The cellphilms themselves are then used to promote community dialogue and engage decision-makers in pursuing actionable change with the community’s perspectives and experiences in mind” (MacEntee, Burkholder, & Schwab-Cartas, p. 7). This approach can provide students or participants with meaningful opportunities to understand and affect the reflexively organized and unfolding relations organizing their everyday experiences.

In her book of the same title, bell hooks (1989) defined talking back as "speaking as an equal to an authority figure. It meant daring to disagree and sometimes it just meant having an opinion" (p. 5). Participatory Visual Methodologies such as cellphilming can be a tool for talking back. Because of cellphone cameras’ growing relevance and accessibility, they can play a “democratizing role” (Mitchell, De Lange, & Moletsane, 2016, p. 19) in participatory visual research. By “democratiz[ing] the research process” (MacEntee, Burkholder, & Schwab-Cartas, 2016, p. 7), cellphone users can engage PVM on their own “personalised” (Mitchell, De Lange, & Moletsane, 2016, p. 30) terms and not overpowered by researchers who traditionally controlled methodological tools and technologies.

Welcome!! And thank you for your participation!

Sincerely,
Symposium Organizing Committee

References
**ORGANIZERS AND PRESENTERS**

**Colette Anton** is a recent graduate of McGill University and received her Bachelor of Arts with a major in Sociology and minors in Political Science and Hispanic Studies. Her professional and academic experiences have largely centered around her passions for arts-based education and social activism, with internships in the non-profit sector focused on community development, event and project coordination, and youth outreach. Last summer, she worked as an intern in the Participatory Cultures Lab helping with communications and social media outreach for the 8th International Cellphilm Festival. This summer, Colette has been collaborating with the PCL team since January in festival development and will be leading the coordination of the 9th iteration of the festival, taking place this summer on June 10th.

**Nesa Bandarchian Rashti** is a PhD Candidate, under the supervision of Dr. Claudia Mitchell, in the Department of Integrated Studies in Education (DISE) at McGill University. She is also a Research Assistant in the Institute for Human Development and Well-being and the Participatory Cultures Lab. Her research interests lie in the area of girlhood studies and Participatory Visual Methodologies. She is passionate about learning and helping others to learn!

**Casey Burkholder** is an Associate Professor at the University of New Brunswick’s Faculty of Education. Her research program centers on exploring participatory visual research approaches with youth to explore their ways of knowing and experiencing school and social structures. This work seeks to work with youth activists to agitate for social change through participatory visual research approaches. Check out some of her ongoing projects at https://prideswell.org and https://queerhistoriesmatter.org.

**Mindy R. Carter** is an Associate Professor and Director of Teacher Education Programs in the Department of Integrated Studies in Education (DISE) at McGill University. She conducts research in curriculum studies, drama and theatre education primarily with in-service and pre-service teachers with a focus on questions of social justice, art processes, and the relations of schooling. Her research projects and writing have provided international insight into teacher identity, pedagogy, arts-based research and creativity. Dr. Carter is also Co-Vice President of the Canadian Association of Curriculum Studies, and Chair of the Artful Inquiry Research Group at McGill.

**Theo Chiara** is entering his fourth year of his double major degree in Political Science and Philosophy. Academically, Theo has a wide variety of interests, and in political science his favorites are international relations and American issues of social justice with an emphasis on indigenous affairs. In philosophy, Theo enjoys the work of Kant, Aristotle, and Heidegger with a special interest in political philosophy and phenomenology. At the PCL, Theo wants to use his knowledge and interests to learn more about researching, analyzing, and improving the social world.

**Darshan Daryanani** (he/him) is pursuing a joint honours degree in Political Science and International Development Studies with minors in Communication Studies and Social Entrepreneurship at McGill University. Darshan was recently selected as a Global Health Scholar and elected President of the Students’ Society of McGill University. In May 2019, he joined the Participatory Cultures Lab and Institute for Human Development and Well-being, and has since valued the opportunity to address the role that leadership and policy-making play for traditionally at-risk populations such as refugees, asylum-seekers, girls and young women, and the Indigenous community. Darshan is looking forward to joining the Symposium and to meet you virtually!

**Maria Ezcurra** (MFA, PHD) is a Latina-Canadian artist, educator, art mediator, researcher, and mother—among many other things. Recipient of the Prix de la Diversité en Arts Visuels by the Conseil des arts de Montréal 2019, Maria is also an Emeritus Creator by the National Art Creators System in Mexico. She has participated in numerous exhibits and public art projects worldwide, including the Museum of Modern Art in Mexico City, the Carl Freedman Gallery in the UK, the Nuit Blanche in Toronto, the Montreal Museum of Fine Arts, and La Centrale Gallery. She obtained a PhD at Concordia University with the first research-creation doctoral project presented at the Department of Art Education and has taught art in a number of universities and organizations in Mexico and Canada over the past 20 years. Maria has worked as an Artist-in-Residence in the Faculty of Education at McGill University, where she is a course lecturer. Founder and art facilitator of the McGill Art Hive initiative, she has also developed diverse community and public art projects. Her areas of research-creation are participatory art practices; dress and gendered embodiment; memory, identity, belonging, and immigration.

**Sahar Fazeli** is a doctoral candidate of the faculty of Education, Department of Integrated Studies in Education at McGill University. Her previous background was in science and engineering. She is also vice-president and co-founder of a non-profit organization for children with cancer registered in Canada, named “Espoir Pour Enfants Atteints de cancer.” Sahar’s doctoral research looks at arts-based approaches, such as stories -with the focus of picture books and content analysis- to help children with cancer reintegrate better into the society and schooling system.

---

**Maria Ezcurra** (MFA, PHD) is a Latina-Canadian artist, educator, art mediator, researcher, and mother—among many other things. Recipient of the Prix de la Diversité en Arts Visuels by the Conseil des arts de Montréal 2019, Maria is also an Emeritus Creator by the National Art Creators System in Mexico. She has participated in numerous exhibits and public art projects worldwide, including the Museum of Modern Art in Mexico City, the Carl Freedman Gallery in the UK, the Nuit Blanche in Toronto, the Montreal Museum of Fine Arts, and La Centrale Gallery. She obtained a PhD at Concordia University with the first research-creation doctoral project presented at the Department of Art Education and has taught art in a number of universities and organizations in Mexico and Canada over the past 20 years. Maria has worked as an Artist-in-Residence in the Faculty of Education at McGill University, where she is a course lecturer. Founder and art facilitator of the McGill Art Hive initiative, she has also developed diverse community and public art projects. Her areas of research-creation are participatory art practices; dress and gendered embodiment; memory, identity, belonging, and immigration.

**Sahar Fazeli** is a doctoral candidate of the faculty of Education, Department of Integrated Studies in Education at McGill University. Her previous background was in science and engineering. She is also vice-president and co-founder of a non-profit organization for children with cancer registered in Canada, named “Espoir Pour Enfants Atteints de cancer.” Sahar’s doctoral research looks at arts-based approaches, such as stories -with the focus of picture books and content analysis- to help children with cancer reintegrate better into the society and schooling system.
Michaela Field is currently completing a master’s degree in Psychiatry at McGill University. She previously completed a BA in Psychology with Minors in both Behavioural Science and World Islamic and Middle East Studies (WIMES) from McGill University. Under the supervision of Dr. G. Eric Jarvis, her current work explores cultural perceptions and understandings of psychosis, as well as identifying systemic and structural concerns that impede access to family psychoeducation for families of patients with first episode psychosis. Michaela has previous experience working as a research assistant on the Listening to One Another to Grow Strong (LTOA) program, a strengths-based, culturally grounded, family-centred, mental health promotion program, developed in partnership with First Nations communities across Canada, and designed for Indigenous youth and their caregivers. As a young student researcher, she is interested in learning about decolonizing approaches for community-based mental health interventions and how to apply them in real world contexts.

Chloe Garcia recently graduated with a PhD from the Faculty of Education at McGill University. Her research interests focus on sexualities education, media-making, youth activism, and anti-sexual violence work. She is currently the curriculum lead for the PortraitX project, led by Nathalie Hazan at Raison d’Art and Dr. Claudia Mitchell. One of the main goals of PortraitX is the development of a mobile application and accompanying curriculum aimed at teaching about building healthy relationships and preventing teen dating violence through the analysis and creation of art and digital media.

Vanessa Gold is a doctoral student in the Department of Integrated Studies of Education at McGill University studying pedagogical change processes in secondary and post-secondary schools. The research areas informing her work include student voice, educational leadership, design thinking, and action research. She seeks opportunities for collaboration, innovation, and creativity whenever possible.

Ramson Karmushu is Research Coordinator with the Indigenous Movement for Peace Advancement and Conflict Transformation (IMPACT), in Nanyuki, Kenya, where he has a hands-on role in implementing research activities, managing data and reporting upon research expenditures. Since 2014, he has been involved in implementing research projects funded by the British Academy, Global Challenges Research Fund and the United States Institute for Peace. He also has invaluable experience consulting pastoral communities prior to research, mobilising research participants, managing research teams and data, and disseminating findings. Jointly with colleagues from the Tanzania National Resource forum, he has delivered a study on the impacts of LAPSET (Lamu Port Southern Sudan Ethiopia) and SAGPOT (Southern Agricultural Growth Corridor of Tanzania). In 2018, he partook in photovoice and participatory video training workshops in Durban, South Africa, offered by Agricultural Transformation through Stronger Vocational Education and the Centre for Indigenous Conservation and Development Alternatives (CICADA), based at McGill University. Ramson currently uses visual methodologies in his work with local communities.

Naydene de Lange is Emeritus Professor in the Faculty of Education at the Nelson Mandela University, Port Elizabeth, South Africa. Her research focuses on using participatory visual methodologies in addressing gender-based violence and HIV&AIDS issues and integrating gender and HIV&AIDS into Higher Education curricula.

Katie MacEntee is a Post Doctoral Fellow in the Dalla Lana School of Public Health, University of Toronto. Her research is interdisciplinary and spans the areas of participatory visual methodologies, HIV and AIDS, gender-based violence, youth homelessness and inclusive education. Current projects include: The Peer Navigator Project (funder: CIHR, PI: Paula Braitstein) looking at adapting the peer navigator model to increase street involved youth access to HIV and AIDS health services in Canada and Kenya; Celling Sex(funder: CANFAR, co-Pis: MacEntee & Sarah Flicker), which used cellphilm method with young women to explore transactional sex, harm reduction and healthcare access in Toronto; ACTon (funder: York University, co-Pis: Iris Epstein & Roxanne Mykityuk), which is using participatory visual methods to develop an e-resource to support students to access their right to reasonable accommodations during practicums. Katie is a leader in the field of cellphilm method and ethical cellphilm engagement and facilitation. In 2016, she co-edited What’s a Cellphilm: Integrating mobile technology into research and activism. In 2021, she led the publication of the article The Quilted Cellphilm Method (Journal of Global Public Health) that supports highly stigmatized and marginalized communities increased access to cellphilm research for social change.

Jayne Malenfant is from Kapuskasing, Ontario and is a PhD Candidate at McGill University’s Faculty of Education. They work on issues of institutional access for precarious housed and homeless youth, and participatory/activist approaches to research and learning in community.

Mitchell McLarnon is a PhD candidate, gardener, beekeeper and lecturer at McGill University. His teaching and research interests include social and environmental justice, institutional ethnography, participatory visual methodologies, and environmental education.

Claudia Mitchell is a Distinguished James McGill Professor in the Faculty of Education, McGill University, and an Honorary Professor in the School of Education, University of KwaZulu-Natal. She is the director of the Institute for Human Development and Well-being and the founder and director of the Participatory Cultures Lab. Her research focuses on participatory visual and arts based approaches to working with young people and communities in relation to addressing critical social issues such as gender equality and gender based violence. She has been working on girls’ education for 25 years and in a wide range of country contexts in West Africa, Southern and Eastern Africa, and East Asia Pacific. She currently leads several large projects focusing on girl-led ‘from the ground up’ policy making in Canada, South Africa and Mali. She is the co-founder and Editor-in-Chief of the award-winning journal Girlhood Studies: An Interdisciplinary Journal.

Relebohile Moletsane is Professor and the JL Dube Chair in Rural Education in the School of Education at the University of KwaZulu-Natal. She is co-PI with Claudia Mitchell, of the Networks for change and well-being: Girl-led ‘from the ground up’ approaches to addressing sexual violence in Canada and South Africa. She is co-editor (with Lisa Wiebesie, Astrid Treffry-Gosately & April Mandrona) of the 2021 book, Ethical Practice in Participatory Visual Research with Girls. New York; Oxford; Berghahn Books.
Salima Punjani is a multisensory artist based in Montreal, Canada. She is particularly interested in how biological data can be transformed to create artful experiences of empathy and connection. Her recent projects include The Cost of Entry is a Heartbeat at the Spatial Sound Institute in Budapest that used heartbeat data and thermal bath sounds to create a collective rest environment. Progression, a real-time immersive multisensory installation that explores the narratives of people living with multiple sclerosis fused with brainwaves and MRI scans. Konbit Anba Soley, an interactive documentary about a social movement in Cité Soleil, Haiti as well as Moms of Montreal, a multicultural photographic storytelling project offering an intimate view into the recipes and stories of families. She recently completed a Master’s in Social Work from McGill University in Montreal focusing on the intersection between the arts and care.

Francisco Luis Reyes is a music educator, researcher and musician from Puerto Rico. He holds a B.Mus. in Jazz and Caribbean Music from the Conservatorio de Música de Puerto Rico and an M.A. in Music Education from the Universidad de Granada, and a Ph.D. from McGill University. His scholarly interests include: community music, sociology of music education, postcolonial music education, and informal and non-formal education. As a scholar, Francisco has presented his work at conferences in Canada, Italy, the United Kingdom, Sweden, and the United States as well as published articles for the Canadian Music Educators Journal and Research Studies in Music Education Journal. His dissertation focused on Community Music initiatives in Puerto Rico that foster and offer education in Puerto Rican indigenous Music.

Aron Rosenberg is taking a break from being a high school teacher and completing his PhD at McGill University in the Faculty of Education. His research focuses on critical digital literacy education and the social and environmental justice implications of using digital technologies. As part of his research, Aron spent 2020 completely offline. Some of Aron’s favourite things include poetry, activism, and tabbouleh.

Juan Carlos A. Sandoval-Rivera is a full-time researcher at the El Triunfo Biosphere Reserve, Pronatura Veracruz, at the El Triunfo Biosphere Reserve, Chiapas, and as a freelance environmental educator. She conducts research on sustainability, adult and community education, and governance for sustainable development. Her research currently focuses on indigenous people's resilience based on adaptation and sustainable management; and on knowledge dialogues as an innovative path towards more sustainable societies.

Evodia Silva is a full-time researcher at the Centro de Investigaciones Tropicales at the University of Veracruz, Mexico, and co-investigator with the Centre for Indigenous Conservation and Development Alternatives (CICADA), based at McGill University. She holds a doctorate in Development Studies from the University of East Anglia, and a Master’s in Adult Education, Literacy, and Community Based Development from the University of Manchester. She has professional experience as Environmental Education Coordinator in Pronatura Veracruz, at the El Triunfo Biosphere Reserve, Chiapas, and as a freelance environmental educator. She has over 17 years of experience leading development projects in the education sector in Mozambique, and solid experience leading initiative in collaboration with the Ministry of Education in Mozambique. Mrs. Sitoe has also solid understanding and experience of monitoring, evaluation and research practices. She has experience adopting Result-Based Management, and Outcome Mapping. Ms. Sitoe has experience mainstreaming promotion of gender equality in education projects.

Joshua Schwab Cartas is a bi racial Indigenous Zapotec scholar (Zapotec/Austrian) born in Canada. He has recently completed a PhD in the Department of Integrated Studies in Education at McGill University and is currently a Post Doctorate Fellow at UBC. Joshua’s doctoral project focuses on the use of participatory visual methodologies, specifically cellulphilm as a means to revitalizing and documenting his ancestral language of Zapotec. He also holds a Masters in Art History from the University of British Columbia, which focused on colonial Zapotec visual culture. Joshua has also been a member of a Zapotec media and cultural collective -Binni Cubi (New People)- in his grandfather’s community of Ranchu Gubíña for the last 17 years. With Binni Cubi he has been part of several projects aimed at celebrating and revitalizing Zapotec culture and language, including having directed, produced and facilitated the production of five short documentaries (two of which have been part of International Film Festivals), which commemorate various Elders and their practices, such as cooking, farming and hammock making for example. His daughter and his Elders/community have inspired much of Joshua’s research, which is why he is always exploring innovative ways to celebrate and promote the continuity of his ancestral language and cultural practices especially amongst younger generations.

Elders/community have inspired much of Joshua’s research, which is why he is always exploring innovative ways to celebrate and promote the continuity of his ancestral language and cultural practices especially amongst younger generations.

Arlina Sitoi has a M.A (Education) from the University of Sydney, Australia. She has over 17 years of experience leading the implementation of development projects in the education sector in Mozambique. She has extensive experience leading the design, planning, implementation, monitoring and reporting of education development projects. She has extensive understanding about the education sector in Mozambique, and solid experience leading initiative in collaboration with the Ministry of Education in Mozambique. Mrs. Sitoie has also solid understanding and experience of monitoring, evaluation and research practices. She has experience adopting Result-Based Management, and Outcome Mapping. Ms. Sitoie has experience mainstreaming promotion of gender equality in education projects.
Nicole D’Souza is a Postdoctoral Fellow at the Institute of Community and Family Psychiatry at the Jewish General Hospital. She specializes in applied qualitative and ethnographic research in the fields of global mental health and Indigenous mental health. She is particularly interested in decolonial community-based approaches to delivering mental health services and interventions, with her research focusing on the processes shaping the implementation and outcomes of mental health interventions and services in low- and high-income settings. She is currently leading evaluation research on a community-driven and culturally-adapted mental health program for Indigenous youth and their families across Canada. Using community-based participatory research methods, she is working to understand the processes involved in the implementation of the program for diverse First Nation communities, including the development of community partnerships, cultural adaptation of program materials, training of community partners, and the sustainability of the program. She has collaborated on projects investigating the history of violence and impact of coloniality on children and families in Jamaica, violence and trauma in Indigenous communities in Peru and Canada, and the integration and support of asylum-seeking and migrant families and children in Montreal. She trained in social, cultural and community mental health, with a PhD in Social & Transcultural Psychiatry from McGill University.

Lisa J. Starr is an Assistant professor at McGill University in the Department of Integrated Studies in Education (DISE) and the Director of the Office of Internships and Student Affairs. She is also the Past President of the Canadian Association for the Study of Women and Education (CASWE). Her current research focuses are on the relationships between leadership and gender equity and on the use of autoethnography and self-study as means to investigate, understand and make meaning of the intersections inherent in 21st century leading and learning.

Jen Thompson is a Postdoctoral Fellow at the University of Montreal’s Center for Public Health Research with MYRIAGONE, the McConnell-University of Montreal Chair in Youth Knowledge Mobilization. Jen has an interdisciplinary background that includes education, international development, engineering, and anthropology. Her research takes up participatory visual methodologies to explore diverse topics such as women’s experiences of water governance in Cameroon, youth’s experiences of the COVID-19 pandemic in Quebec Canada, the everyday politics of drinking water on a university campus in the UK, and intergenerational dialogue about conservation and development in Sierra Leone. Jen has also been involved in providing training in the area of participatory visual methodologies for organizations and researchers in Kenya, Mali, Mozambique, and Myanmar. Her co-edited book (with Casey Burkholder), Fieldnotes in Qualitative Education and Social Science Research: Approaches, Practices and Ethical Considerations, was published by Routledge, 2020.

Keyan G Tomaselli is Distinguished Professor, Dean’s Office, Faculty of Humanities, University of Johannesburg, and is linked to its School of Communication. He is also Professor Emeritus and Fellow, University of KwaZulu-Natal, where for 29 years he was director of the Centre for Communication, Media and Society. He is recipient of the Heroes and Legends’ Award from the Simon Mbunu Sabela Film Awards and is author of The Cinema of Apartheid (1988) and Encountering Modernity: 20th Century South African Cinemas (2006). Tomaselli is founder and co-editor of Journal of African Cinemas and Critical Arts: South-North Cultural and Media Studies. Together with Jonathan Dockney, they developed the idea of cellphilm. Tomaselli is currently working with producer Richard Green on a book on New Directions in South African Film: Negotiating the Transition. His just released book is Contemporary Campus Life: Transformation, Manic Managerialism and Academentia (2021).
10:30-11:30 AM (ET)

(A) The Birth of Cellphilm is in Africa

A presentation and conversation featuring some of the researchers who started dreaming about participatory visual research and cellphilms over a decade ago, alongside others who have been working with similar approaches more recently. Why was participatory video important ten years ago? Why is it valuable now? And how has the thinking of researchers facilitating these projects in Sub-Saharan Africa changed?

Featuring: Keyan Tomaselli, Relebohile Moletsane, Naydene DeLange, and Alcina Sitoe

Chair: Claudia Mitchell
11:45 AM-12:45 PM (ET)

(B) Participatory Video & Cellphilming Roundtable: Why Now?

As technological advances have increased accessibility to create, distribute and consume images, we explore the enduring value of participatory video methods today, and in particular, the ways in which participatory video and cellphilming workshops, held with representatives of local development organizations, can help to serve the needs of those communities. This session, comprised of practitioners of the craft – from educators to students, will encourage us to think critically about using participatory video and cellphilming in strategic ways to foster meaningful social change. It will be an opportunity to reflect upon and discuss the unique challenges and opportunities that have emerged in using these tools. Participants’ presentations will touch upon how they have incorporated participatory visual methodologies, their goals with this work, how their work has been received and taken up by the communities that they’re working with, the challenges and opportunities in using these tools, and the importance of this work today. Co-hosted by the Centre for Indigenous Conservation and Development Alternatives (CICADA), based at McGill University. CICADA incorporates participatory visual methodologies as one of its principal research thematic.

Featuring: Juan Carlos Sandoval Rivera, Katie Macentee, Casey Burkholder, Josh Schwab-Cartas, Ramson Karmushu

Chair: Steven Schnoor
Respondent: Evodia Silva
1-2 PM (ET)

(C) Not Just a Toolkit

A panel discussion with the research teams behind three recently released guides related to cellphilm and participatory visual research. These resources aim to help researchers in practical ways, but what all of these materials have in common is that they are much more than a how to: (1) “Cellphilm: A Tool for Addressing Gender Equality—Facilitators’ Guide,” (2) “A Toolkit Designed for Community-Led Organizations: Cellphones, Connections, & Community: Harnessing Technologies to Foster Community Communication and Connection,” and (3) “Arts-Based Interventions for Sexual Violence Prevention: A Toolkit.”

Featuring: Jen Thompson, Lisa Starr, Nicole D’Souza, Michaela Field, Darshan Daryanani, Chloe Garcia, Maria Ezcurra, and Mindy Carter.

Chair: Nesa Bandarchian Rashti

2-3 PM (ET) – Break
3-4 PM (ET)

(D) Cellphilm for Social/Environmental Change

This activity will provide participants with an opportunity to take their own short videos as the basis for a conversation about facilitating participatory video research. Panelists who have been involved with cellphilm creations in the past will share their experiences and strategies. How can cellphilms focus on aesthetics and also communicate a message? Can participatory video be used to illicit ideas from research participants while also showcasing those ideas with others? How does collaboration impact cellphilm creation?

Featuring: Vanessa Gold, Salima Punjani, Mitchell McLarnon, Francisco Reyes Peguero, and Jayne Malenfant

Chair: Aron Rosenberg

4:30-6 PM (ET)

McGill International Cellphilm Festival, 9th Edition – With the theme of “Transformation” and $2500 in prizes, this year’s festival will showcase the winning cellphilms in a variety of new and familiar prize categories:

- **Best Group (3+) Award ($500 CAD)**
- **Best Production Award ($500 CAD)**
- **Most Creative Content Award ($500 CAD)**
- **Young Filmmaker Award ($500 CAD)**
- **People’s Choice Award ($500 CAD)**

Opening Address: Claudia Mitchell
Coordinator: Colette Anton
Ethiopia.


Investigating: Radical youth pedagogy in education. DIO press.

The ethics and aesthetics of community participatory media, (pp. 195-212). Routledge.


Burkholder, C. & Frawley, A. (2019). Revisiting and disrupting uncritical diversity narratives through autoethnography and cellphilmig, LEARNing Landscapes, 12(1), 63-76


