



The Making of Resilience

*Pauline Sameshima
Lakehead University*

Abstract:

This special issue contains select refereed conference proposal abstracts of presentations planned for the cancelled Canadian Society for the Study of Education (CSSE) conference at Western University May 30-June 4, 2020. The abstracts represent paper presentations, round tables, symposia and panel presentations from the Canadian Association for Curriculum Studies (CACS) and CACS' special interest groups including: the [Arts Researchers and Teachers Society \(ARTS\)](#), the [Canadian Critical Pedagogy Association \(CCPA\)](#), the [Science Education Research Group \(SERG\)](#), the [Language and Literacy Researchers of Canada \(LLRC\)](#), and the [Regroupement pour l'étude de l'éducation francophone en milieu minoritaire \(RÉÉFMM\)](#).

Keywords: editorial; JCACS; abstracts; coronavirus; cancelled CSSE conference

La Réalisation de la résilience

Résumé :

Ce numéro spécial contient des résumés des propositions de conférence arbitrées sélectionnés des présentations prévues pour la conférence annulée de la Société canadienne pour l'étude de l'éducation (SCÉÉ) à l'Université Western du 30 mai au 4 juin 2020. Les résumés représentent des présentations sur papier, des tables rondes, des symposiums et des présentations de panel de l'Association canadienne pour l'étude du curriculum (ACÉC) et des groupes d'intérêt spéciaux de l'ACÉC, notamment : la Société des chercheurs/chercheuses et des enseignants/enseignantes des arts (SCEA/«ARTS»), l'Association canadienne de la pédagogie critique (ACPC/«CCPA»), le Groupement des recherches en éducation et des sciences (GRÉS/«SERG»), l'Association canadienne des chercheurs en langue et littérature (ACCLL/«LLRC») et le Regroupement pour l'étude de l'éducation francophone en milieu mineur (RÉÉFMM).

Mots clés : éditorial; RACÉC; résumés des propositions; coronavirus; conférence SCÉÉ annulée

When imagination is the method by which our research is conducted, we come to the realization that we are not just constructing research projects . . . research is the generation of life worlds that are nothing less than our contemporary and future society.

(Sameshima et al., 2019, p. 22)

On March 11, 2020, the World Health Organization (WHO) officially labelled coronavirus infections a pandemic (WHO, 2020). Coronavirus (COVID-19) was spreading rapidly around the world with no known vaccines or treatments at that time. On March 19, 2020, the Canadian Society for the Study of Education's (CSSE) board of directors, constituted by the CSSE executive and the association presidents, voted unanimously to cancel the 2020 conference. Throughout the deliberation processes, deep gratitude was felt for the tremendous amount of work already put into the planning and preparations for the conference by numerous volunteers. At the Canadian Association for Curriculum Studies (CACS), we deeply thank Drs. Sarah Davidson, Claire Ahn and David Scott for their tireless leadership as conference chairs.

CSSE is an opportune time for scholars to connect with one another and to learn about new and ongoing research. We also recognize the disproportional impacts to graduate students and non-tenured faculty of the cancellation of this national conference. Therefore, this special issue of conference presentation abstracts serves as refereed conference proceedings for those who chose to submit their abstracts. JCACS/RACÉC invited all accepted CACS submissions as well as those from CACS' special interest groups including the [Arts Researchers and Teachers Society \(ARTS\)](#), the [Canadian Critical Pedagogy Association \(CCPA\)](#), the [Science Education Research Group \(SERG\)](#), the [Language and Literacy Researchers of Canada \(LLRC\)](#) and the [Regroupement pour l'étude de l'éducation francophone en milieu minoritaire \(RÉÉFMM\)](#). This collection represents almost 80 abstracts of paper presentations, round tables, symposia and panel presentations.

Despite the abstracts being already refereed, there was still considerable work to be done to process, edit, proof, layout and organize the presentations. For their work on this special issue, I particularly want to thank JCACS assistant editors, Rita Forte and Carol Lee and the JCACS production team of Paul Ema Faustin, Samidha Kalia, Mohamed Kharbach, Robert Pozeg and Adam Vincent. As well, none of this could have been accomplished without the perspicacious managing and associate editor, Holly Tsun Haggarty.

I am also proud to present the new 28 member [JCACS Team](#). In 2019, JCACS was successful in a proposal to the Social Sciences and Humanities Research Council Aid to Scholarly Journals' grant competition. JCACS was granted over \$100,000 to implement a vision to expand the journal's capacity and reach. Despite the journal showing tremendous growth in the last few years—for example, based on 2019 analytics, the journal's downloads have increased by over 20,000 from the previous two years and registered users increased by 200 people in 2019 from the year before—the journal was solely being operated by the editor-in-chief and the managing editor, and this was not sustainable. The newly structured team will hopefully better distribute workload as well as better support the curriculum community. In this enigmatic redesigning of our lives in COVID-19, this

journal reshaping offers funding support to several people, mentor/mentee opportunities, community and an enlarged venue of publication for fellow scholars.

I invite you to browse the abstracts and to reach out to colleagues in collaborative ventures.

Wishing our curriculum community health, well-being, congratulations and loving-kindness.

References

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