

# 16th Canadian Symposium | February 27-28, 2021

Home Economics | Family Studies | Human Ecology | Family & Consumer Science Education: *Issues & Directions*

Virtual conference | Hosted by the Department of Curriculum & Pedagogy, Faculty of Education, The University of British Columbia

## PROGRAM

### DAY 1 | Saturday, February 27

9:30	<b>WELCOME</b>
9:45-10:30	<b>KEYNOTE</b>   Dr. Shannon Leddy
10:30-11:00	Break
11:00-11:20	<b>SESSION 1</b>   Plenary - Social Justice
11:20-12:00	Guided Networking
12:00-1:00	Break
1:00-1:20	<b>SESSION 2</b>   Plenary - Design and Sustainability
1:20-2:00	Guided Networking

### DAY 2 | Sunday, February 28

9:30	<b>WELCOME</b>
9:45-10:30	<b>REGIONAL ROUND UP</b>
10:30-11:00	Break
11:00-11:20	<b>SESSION 3</b>   Plenary - Professional Practice and Citizenship
11:20-12:00	Guided Networking
12:00-1:00	Break
1:00-1:20	<b>SESSION 4</b>   Plenary - Food Literacy
1:20-2:00	Closing

## KEYNOTE



### Unpacking the Canon Within: a Pathway to Decolonizing through Phenomenological Art Inquiry

Dr. Shanon Leddy | Assistant Professor of Teaching, Department of Curriculum & Pedagogy, UBC

In light of increasing demands on Canadian teachers to up their Indigenous education game in response to changing curriculum and provincial education mandates, it is little wonder that many teachers feel overwhelmed, intimidated, and out of their depth (Dion, 2009). This talk will describe the process of phenomenological art inquiry, which invites participants to become aware of their own reactions and responses not only to the aesthetics of work by Indigenous artists, but also to the discourses each work introduces, such as the impact of colonization on Indigenous peoples, cultural misrepresentation, national amnesia, and erasure. The aesthetic experience of viewing art in this context can be described as an act of translation in which the viewer's sense of the world must be reconciled with the artist's and vice versa. In engaging with this process, knowledge gaps and assumptions are allowed to emerge so that new avenues of inquiry are opened, and the path towards developing decolonial literacy becomes clearer.

Shannon Leddy (Métis) is a Vancouver based educator and writer whose practice focuses on decolonizing education through infusing Indigenous content and pedagogies in teacher education. She holds a PhD from Simon Fraser University, the research for which focused on inviting pre-service teachers into dialogue with contemporary Indigenous art in order to develop decolonial literacies that help them avoid reproducing colonial stereotypes and misrepresentation. Currently, she serves as an Assistant Professor (Teaching) in Indigenous Education in the Faculty of Education at the University of British Columbia, where she also teaches in the NITEP program.



[ca-symposium.com](http://ca-symposium.com)

Registration is open until February 11, 2021



THE UNIVERSITY OF BRITISH COLUMBIA

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