## Conference Schedule

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>8:00 - 9:00</td>
<td><strong>REGISTRATION</strong> (Ponderosa F, room 103/DLC)</td>
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<td><strong>COFFEE &amp; TEA</strong> (Ponderosa E, room 101)</td>
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<td>9:00 - 9:25</td>
<td><strong>WELCOME</strong> (Ponderosa F, DLC)</td>
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<td>Chairs, Joel Heng Hartse &amp; Sara Schroeter</td>
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<td>Department Head, Dr. Annette Henry</td>
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<td>9:25 - 10:25</td>
<td><strong>MORNING PLENARY ADDRESS</strong> (DLC)</td>
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<td></td>
<td>Dr. Kelleen Toohey</td>
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<td>10:25 - 10:35</td>
<td><strong>BREAK</strong> (Ponderosa E, room 101)</td>
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<td>10:35 - 12:00</td>
<td><strong>MORNING CONCURRENT SESSION</strong></td>
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<td></td>
<td>a) Reframing learning environments (Pon E 127)</td>
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<td>b) Inquiries about social justice in language (Pon E 123)</td>
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<td>c) Social justice and literacy practices... (Pon E 117)</td>
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<td>12:00 - 12:30</td>
<td><strong>POSTER SESSION</strong> (Pon F, DLC)</td>
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<td>12:30 - 1:35</td>
<td><strong>LUNCH</strong> (Pon E, 101 &amp; Pon F, DLC)</td>
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<td>1:35 - 3:00</td>
<td><strong>AFTERNOON CONCURRENT SESSION</strong></td>
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<td>d) Implications of new and multiliteracies (Pon E 121)</td>
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<td>e) Negotiating English education (Pon E 123)</td>
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<td>f) Performative inquiries (DLC)</td>
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<td>3:00 - 3:10</td>
<td><strong>BREAK</strong> (Ponderosa E, room 101)</td>
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<td>3:10 - 4:10</td>
<td><strong>AFTERNOON PLENARY ADDRESS</strong> (Pon F, DLC)</td>
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<td>Dr. Awad Ibrahim</td>
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<td>4:10 - 4:30</td>
<td><strong>CLOSING REMARKS</strong></td>
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<td>Grad Advisor, Dr. Maureen Kendrick</td>
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<td>Chairs, Sara Schroeter &amp; Joel Heng Hartse</td>
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<td>4:30 - 6:00</td>
<td><strong>RECEPTION</strong> (Pon F, DLC)</td>
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On behalf of the Department of Language and Literacy Education, I would like to extend a very warm welcome to all of you. We are delighted to host this graduate student conference focused on interrogating social justice in language and literacy education. We hope this conference provides an important opportunity for you to present and discuss your research. I would like to extend a very special thank you to our outstanding peer advisors, Joel Heng Hartse and Sara Schroeter, as well as their team of volunteers. They have put together an exciting programme featuring a record number of graduate student participants from the University of British Columbia, Simon Fraser University, and University of Victoria and two exceptional keynote speakers. We look forward to meeting all of you and to spending a stimulating day together.

Maureen Kendrick
Associate Professor and Graduate Academic Advisor
Department of Language and Literacy Education

People rarely say they are against social justice in education. Yet, too often the words “social justice” are deployed without adequate consideration of the educational, social, and political assumptions that lie behind them. For this reason it is vital for educators to carefully consider what “social justice” means to them and how, or if it will play a role in their practice. Today’s presenters have taken this task to heart and their papers reflect research and teaching that reveal a deep concern for how we can do social justice work in language and literacy education.

Joel Heng Hartse & Sara Schroeter
Graduate Peer Advisors

For their help, hard work and support in organizing and running this conference, the Chairs wish to extend their gratitude and thanks to:

Dr. Kelleen Toohey
Dr. Annette Henry
Teresa O’Shea
Anne White
Ryan Deschambault
Graham Lea
Laura Nimmon
Christi Kramer
Nicki Benson
Janet Pletz
Brigid Conteh
Won Kim
Brigid Conteh
Dr. Lee Gunderson
Dr. Theresa Rogers
Dr. Marianne McTavish
Dr. Diane Potts

Dr. Awad Ibrahim
Dr. Maureen Kendrick
Kathie Shoemacker
Meike Wernicke-H einrichs
Nasrin Kowkabi
Diane Collier
Susan Bonham
Tim Anderson
Penny Moanakwena
Nikki Friedrich
Ramona Big Head
Rachel Wang
Dr. Victoria Purcell-Gates
Dr. Marilyn Chapman
Dr. Ken Reeder
Dr. Sandra Zappa-Holman
Dr. Margaret Early

Conference Venues

E = Ponderosa E - rooms 101, 117, 121, 123, 127
F = Ponderosa F - room 103/DLC
Morning Plenary Address

Digital Explorations: Language Learning and Social Justice
Dr. Kelleen Toohey
Simon Fraser University

Dr. Toohey is a professor in the Faculty of Education at Simon Fraser University. Her research focuses on sociocultural and sociopolitical perspectives on language learning. She is particularly interested in children learning English as a second language. She and her colleague at SFU, Dr. Diane Dagenais, were recently awarded a SSHRC Standard Research Grant, entitled, "Emerging multimodal literacies: Second language learners making videos." The project examines videomaking as a means to augment print and digital literacy learning for intermediate grade second language learners.
Concurrent Session 1. a)  
10:35-12:00 - Ponderosa E, 127

Reframing Learning Environments: Innovative Approaches to Language and Literacy Learning

Discussant: Dr. Victoria Purcell-Gates  
Chair: Geneviève Brisson

Cultural resources and educational change in Uganda: The case of Liria and Aria primary schools

Sam Andema and Doris Abiria Maandebo (UBC)

In this presentation, we report preliminary findings of our research on the use of cultural resources in language education and literacy development in Aria and Lira Primary Schools in North Western Uganda. We specifically report on how three focal teachers at Aria primary school re-appropriated and re-sourced the local languages and cultural practices, such as community stories, dances, songs, proverbs and plays, and incorporated them into their pedagogical designs and practices, as required by the National Language Policy and the new Thematic Curriculum in Uganda. Based on the findings of the study we argue that these cultural resources have transformative potential to facilitate educational change in less resourced countries like Uganda.

The Tandem Project at UBC: Language learning without students and teachers

Mary Leighton (UBC)

Tandem language learning is sitting down with someone who is more proficient in the language you want to improve in, and who wants to improve in a language that you are proficient in. Many universities in Europe and Brazil provide Tandem programs. UBC, multilingual as it is, should have a Tandem program to connect partners and facilitate learning sessions with some kind of structure. This idea prompted Mary to launch and run the Tandem Project from January to April 2011. Over 115 people in the UBC community registered.

Mary will describe this pilot project and the plans for expanding it next September. She will also address how Tandem language learning hinges on reciprocity, in that partners can expect to receive only as much support as they provide. In this way Tandem language learning eludes the unequal power dynamics of teacher and student, and creates a unique space for positive language learning.

Afternoon Plenary

3:10-4:30 - Ponderosa F, DLC

Afternoon Plenary Address

The Chill is Finally In (the House): Race/ Language/Identity

Dr. Awad Ibrahim  
University of Ottawa

Dr. Ibrahim is an associate professor in the Faculty of Education at the University of Ottawa. He teaches and publishes in the areas of Hip-Hop studies; Black pop culture; minority adolescents; racially and linguistically mediated identities; antiracism and critical multiculturalism; applied sociolinguistics; and cultural studies. He was recently awarded (with Dr. Alden Craddock) over one million dollars by Higher Education for Development (USAID/MEPI) to conduct research in civic education in Morocco, which is a continuation of his previous work in Kenya and South Africa dealing with civic education and linking schooling with indigenous knowledge.

Concluding Remarks

LLED Grad Advisor, Dr. Maureen Kendrick  
Chairs, Sara Schroeter & Joel Heng Hartse
**Performative Inquiries**

Chair: Ramona Big Head

**On The Way Home: Responses to a violent death of a senior high-school student in Metro Vancouver**

Donnard MacKenzie (UBC)

Working a/r/tographically, this creative-non-fiction dramatic inquiry is inspired from my employment at a Vancouver Secondary School. A male senior student -- a recent immigrant to Canada-- was murdered on school grounds on a fall week-end night in a racially charged encounter with another group of male students. In the inquiry's context, I ask did the discourse of “insurgent multiculturalism” (Giroux, 1994), and Canada's own official policy, that has eight major points dealing with race, help the school to heal from the tragedy (Dewing, 2006)? Are we to see the event more as an explosion of young masculine rage (Roberts, 2001)? I inquire as parent; and as peripheral staff to those involved; and as someone who was raised with Canada's policy of multiculturalism, which may be both criticized and celebrated (Bannerji, 1999; Ghosh &Abdi 2004; Kymlicka, 2009; Pratt, 2008; Taylor, 1994). I hope this inquiry will contribute to our understanding of a socially just home for all of Canada's diverse peoples.

**Why Justice?: Collaborative play building and social justice praxis at Vancouver Youth Theatre**

Heather Duff (UBC) and the Vancouver Youth Theatre Senior Cast

Created through collaborative play building, Vancouver Youth Theatre’s teen productions have explored BC curriculum-linked socially relevant themes such as inclusion, diversity, harmony, anti-racism, bullying prevention, global citizenship, human rights, social justice, and peace education. I recently directed three teen touring productions for secondary school communities – Say Peace (2007), Say Peace 2 (2008) and Echo Freedom (2009). VYT’s 2011 teen ensemble will present a short piece called Why Justice? at CBC Studio 700 in June, 2011, in order to explore dramatically questions such as “What is justice?” “Is there justice within secondary school communities?” “How is language used in the halls of schools?” As director/researcher, I draw upon resources from VYT’s archives of original scripted material as well as theory from Freirian emancipatory and critical pedagogy. The teen ensemble will perform excerpts from their collaborative piece and demonstrate how play building works in the embodiment of social justice praxis through theatre. Conference participants will have the opportunity to dialogue with teen actors in an interactive session.

**Living in the margins: Finding the Centre**

Satwinder Bains (SFU)

Critical theory as a pedagogy for emancipation in the discourse of difference assists educators to take into account the historical dominance of certain discourses, texts and voices. For educators, the lived experiences of cultural minority students must foreground the often messy work that is involved in building a truly respectful, accepting and inclusive educational practice. The promise of this possibility and a positive commitment bring the teacher and student together to erase the margins, find the centers of their own selves and through this: their interconnectedness. The student teacher reciprocal relationship works towards creating a more just and equitable school and learning space.

CANCELLED
Inquiries About Social Justice in the Language Classroom

Discussant: Dr. Margaret Early  
Chair: Meike Wernicke-Heinrichs

The non-native modern language teacher and social justice: Practices, choices, and challenges

Sabina Lecki (UBC)

Non-native language teachers’ integration of issues pertaining to the target culture was reported as a strength and challenge in this multi-case qualitative study of 22 non-native teachers of various European and Asian languages. Some participants conveyed utilizing the language teaching context to discuss and reflect on social justice issues and reported that, as non-native teachers, voicing perspectives and questioning perceptions was a key contribution. Addressing social justice-related issues was, at times, facilitated with the use of English as a tool however preparation and the implementation of structured activities helped maintain target language use.

Given the minimal attention devoted to non-native teachers of languages other than English this study was empowering in that it provided an opportunity for teachers to voice non-native experiences and issues as well as revealing the need to provide opportunities to highlight and valorize their contributions as well as constructively address their

Interrogating linguistic privilege in multilingual learning communities

Kim Meredith (UBC)

The critical approach to language learning recognizes the role of power in shaping linguistic practices, as exemplified by Norton’s (2000) understanding that relations of power in the social world impact on social interaction between second language learners and target language speakers. This paper draws on recent ideas on multilingualism (Blackledge & Creese 2010; Kramsch 2009), multimodality (Stein 2008) and critical literacy (Janks 2010) to interrogate the limitations of the English as a Second Language approach to facilitate communication and meaning-making in communities of multilingual learners. Preliminary findings from a recent case study of the multimodal communicative practices at an intercultural seminar on youth leadership are presented to explore the potential for using so-called “language barriers” as a foundation on which to build the intercultural (Luke 2004), symbolic (Kramsch 2009), and multilingual (Blackledge & Creese 2010) competence of all participants in diverse learning communities.

Learner Understandings of Language Choice in EAL Classrooms

Angela Schindel (SFU)

As part of an M.A. in Education (Curriculum and Instruction), the following study was undertaken to better understand how and why students make choices about using first language or English within an English for Academic Purposes (EAP) context. Following a broad and eclectic review of the literature related to this topic, a phenomenological approach (Creswell, 2008; van Manen, 2002) was used to explore participants’ understandings of classroom language choice in an international student bridging program at Simon Fraser University. This exploratory study found that participants’ beliefs surrounding language choice were related to their understandings of the purposes and best methods of learning English. Linguistic composition of the class, teacher behaviour and school/classroom policies were also important to the participants’ determination of how much and when to use English. In addition, themes of social, cultural and linguistic affiliation were explored in relation to language choice, identity and language ideology.
Discrepancies between past expectations and current experience: A pilot study

Olivia Zhihua Zhang (SFU)

My literature review shows a dearth of researches on the experiences of international students who either went through or are going through learning experiences at public or private language schools. The study reported here is to address this gap.

Data collected from narrative inquiry and interviews reveals that the participants drew on five categories in talking about their learning experiences in Canada: foreign qualifications as capital and English as power; “sanctuary” seeking; experiences at ESL schools vs. IELTS schools; communication and culture learning; and the change of future plans.

The findings show the participants lack access to the local community of practice, and vast discrepancies exist between their past expectations for and current experiences of English learning. The “hidden hands” that foster the illusion of easier higher education in Canada, and how to bridge schooling and “schooling at large”, are among the implications of this study.

An immigration study of the status, characteristics and difficulties surrounding the implementation of ESL education for new immigrants

Liton W. Furukawa (UVic)

This research attempts to find out the status and characteristics surrounding the education for new immigrants carried out by new immigrant educational institutes. It likewise tries to locate the difficulties facing these institutes in terms of educational implementation. The provincial governments that have been responsible for new immigrant education in their provinces have not revamped their curricula in the interests of the diverse groups they teach. Based on these research outcomes, the researchers then provide suggestions about the implementation of such education to the concerned government agencies or the education for new immigrants’ institutes. The research was gathered mainly through the use of many academic research methods, which collected information in three related aspects: (1) new immigrant education institutes, funds, and educational settings; (2) characteristics of implementation; (3) difficulties facing ESL (English as a Second Language) education. It is concluded that overall, there is room for improvement for immigration studies.

Anti-Oppressive education in the language classroom and beyond

Nicole Benson
The University of British Columbia

Iris Marion Young (1990) has identified “five faces of oppression”: exploitation, marginalization, powerlessness, cultural imperialism, and violence. This framework moves beyond a focus on how particular forms of discrimination, such as racism or sexism, affect a particular group towards a more nuanced understanding that accounts for a multiplicity of oppressions and allows for a comparison across contexts.

In my research with high school Spanish teachers in British Columbia, I found Young’s framework useful in analyzing the extent to which those teachers engaged in social justice education. In this presentation, I will discuss how many of those teachers’ practices could be seen as countering the various forms of oppression. I will share insights as to how similar analyses might be used in language curriculum development and in assessing social justice in the language classroom and beyond.
Social Justice and Literacy Practices Beyond the Classroom

Discussant: Dr. Marilyn Chapman
Chair: Ryan Deschambault

"Strike Them Hard!": The Baker Massacre play

Ramona Big Head (UBC)


Researching the Baker Massacre became one of the most painful journeys of my life because it triggered my own personal trauma. However, this journey also proved to become my greatest source of strength and healing as I went on to write, "Strike Them Hard!" The Baker Massacre Play for my M.Ed project. From the vantage point of my newfound perspective as a PhD student and novice academic scholar, and based on the theoretical framework of decolonization and a performative inquiry methodology, I will seek to gain a deeper understanding and appreciation of this project.

Resistance, reconciliation and imagination: Poetic inquiry, in the context of language and literacy education through theories of change for peacebuilding

Christi Kramer (UBC)

Committed to active participation in the creative imagination and from within pedagogy that asks, "What notions of knowing and forms of learning will support the reconstruction of social imagination in the service of human freedom?" (Freire, 1994, p. 21) I explore poetry in the transformation of societal narratives, through theories of change for peacebuilding. Where the act of writing is a revolutionary force, I consider what possibilities poetic inquiry, as qualitative research methodology, may hold as movement toward social change. From here, I ask: how do we imagine (speak about and enact) social justice in education?

Coming up short in the OER movement - African language OERs

Lauryn Oates (UBC)

Online open education resource (OER) repositories are burgeoning in the global North, though outward-looking in employing a language of inclusivity, openness, collaboration and internationalism. Looking at Africa, as a prism into the developed world, however, the movement remains English-centric and subsequently bolsters the great divide in access to knowledge that existed before the digital revolution. This paper examines some of the reasons why these inequities have transferred over to the information society despite a rhetoric from the OER community that engages values of open and equal access on a global scale, and seeks to highlight potential paths forward to the linguistic diversification of the OER movement.

Multiple ways of knowing: The role of a socially just teaching tool in a grade two classroom

Bonnie Nicholls (UVic)

Children choose from, transform, and integrate multiple modes such as images, gestures, sounds and languages in order to communicate their intended message. Children are influenced by the many technological as well as socially and culturally embedded uses of communicational modes. It is particularly important that we use teaching tools that allow students to more fully represent their knowledge in multiple ways. The project, which is in the beginning stages of the research process, will examine the multiple modes of communication used by grade two students as they represent their personal narratives relating to a unit on a social justice theme. The presentation will focus on the socially just teaching tool utilized in the research, which is adopted and adapted from Vivian Paley’s well known ‘storytelling story acting’ teaching method. Pedagogical tools which create space in the classroom for children’s multifaceted ways of knowing, exploring and representing knowledge are essential in Canada’s diverse classrooms.
Implications of New and Multimodal Literacies for Social Justice in Teaching and Research

Discussant: Dr. Theresa Rogers
Chair: Nicola Friedrich

Recycling ‘Wrestler’: Ethnographic data analysis and researcher role

Diane Collier (UBC)

Kyle, a boy in elementary school, performed ‘wrestler’ through dramatic play and in the making of texts across contexts. Kyle recycled and recontextualized ‘wrestling’ and the stylized gestures, speech, and themes it offers, as he participated in textmaking events. His constructed identities and textual performances had implications for his ability to successfully navigate textmaking at school.

This ethnographic study of children’s multimodal textmaking practices over a 2-year period considers the role of popular culture texts and identities in children’s drawing, writing, acting, speaking, and digital text making. This research focuses on how children’s textmaking resources are valued differently, with an interest in disrupting researcher-participant roles through the research process.

In this presentation, I focus on a particular data analysis tool (HyperResearch), which allows for direct analysis of video and photographic images, and my recursive journey back and forth between data analysis and research questions.

The right to say and the right to understand: Democracy in gameworlds

Natasha Boskic (UBC)

The session will present a research study, conducted to gain a deeper understanding of ethical issues confronting Alternative Reality Game (ARG) players who were faced with real life problems and had to collectively come to their solutions. The game, Evoke run for ten weeks, from March to May 2010 and was framed as a “crash course in saving the world” with a special focus on African continent.

The results suggest that the ARG can offer a fertile space for growth and learning. This can be done through discussion, negotiations, and reflection. However, the social network with almost 20000 members could not exist for ten weeks without turbulences. Taking down some of a player’s uploaded photographs by the game designers, and consequently the complete banning of the player herself, caused a “mutiny on the Bounty”. The space that had been created for bringing social change in collaborative and respective manner, turned into a battle for freedom of speech and heated discussion.

Flesh mapping – A cartography of struggle, renewal and hope in education

Sylvia Richardson (SFU)

Paulo Freire (1970) argues that education should be understood as praxis for liberation. My inquiry began with the question: what are the implications of objectification and nihilistic academic attitudes that define the postmodern world. How do we make visible privilege and power in order to expose the expose the complexity of power relations, and complicity of politics of identity and identity exaltation within a colonial education system. Flesh Mapping is a journey to dig the bones and re-imagine education as the praxis for liberation, renewal and hope. A process of naming the injuries inflicted on real bodies by privilege and power, like sites on a map. The goal is not simply to name and make visible privilege but to simultaneously create emergent spaces of dissonance in education that can challenge and transform power at the site where the personal is political.
Culturally appropriate instruction in a family literacy program for immigrant and refugee children

Nicola Friedrich (UBC)

Parents as Literacy Supporters in Immigrant Communities (IPALS) aims to work with immigrant and refugee parents and significant others in supporting their young children’s early literacy and language development in their first language and in English. Drawing on a larger study that assessed the children’s growth in literacy development over the course of the IPALS program, this study describes the instructional context observed during the presentation of module 8, Rhythm, Raps and Rhymes. Three of the five sites participating in IPALS are included in this study. The study is situated within the theory of literacy as social and cultural practice (John-Steiner & Mahn, 1996). My research questions are: What does instruction look like in the IPALS program? Is this instruction consistent with a socio-cultural approach to family literacy? Data was drawn from field notes and from parent responses during parent debrief sessions and was analyzed using Auerbach’s (1989) broadened definition of literacy. This analysis supports the conclusion that instruction in IPALS varies from site to site and is culturally appropriate.

A space for place: Co-learning through indigenizing science and math

Peter Wanyenya (UBC)

Through a poster presentation, I will provide an experiential self reflection of my personal journey to the “place” I am now, and my work with xwmuthkwey’um Musqueam youth on the Musqueam First Nations Reserve. Drawing from the Longhouse Teachings and the five essential characteristics of place-based geoscience education, I will explore ways in which the delivery of a Science and Math Club has been indigenized. Science and Math are indigenized through a paradigm shift of interpreting and making sense of Science and Math through an Indigenous perspective. The historic rejection of Indigenous epistemologies in education necessitates the need to make Science and Math education relevant to the worldview of Indigenous students. Place-based learning, is a critical component of Indigenous Knowledge, thus, our location is the site of social justice. Language and literacy serve as primary tools in the indigenization of Science and Math in hopes of making education more just.

Multilateral economic organizations and politics of modernization: An analysis of language and literacy education in Zambia

Charis Enns (McMaster)

This paper explores language of instruction in relation to questions of development and modernization using a case study the Zambian national curriculum. A paradox exists: international and national actors aim to strengthen the dominate language of development and modernization while at the same time noting a growing concern for the preservation of indigenous languages within Zambia. The conflict between these two trends in discussed. This article argues that multilateral economic organisations, such as the World Bank and the International Monetary Fund, promote English as the language of development and modernization. This is reflected in national curriculum – English is promoted as the language of social mobility. The author questions relations of power and injustice in the control of language and literacy education in Zambia. The author calls for the ‘decomposition’ of modernity in the national education policy and a progressive shift in the practice of literacy education in Zambia.

Baha’i Institute for Higher Education (BIHE): When one door shuts

Leanne Boschman (SFU)

My presentation focuses on the Baha’i Institute for Higher Education (BIHE), a post-secondary institution created in 1987 for members of the minority Baha’i religious community denied entrance to universities in Iran. Begun as an educational alternative by professors in that country, BIHE now incorporates voluntary faculty from around the world in a range of undergraduate and graduate programs. My particular interest is in how globalization and communications technology has allowed for this circumvention of discriminatory entrance policy. This study examines the discursive space of on-line discussion forums as imagined learning communities in which language ideologies are explored by participants and the way that multiliteracies and hypermodal resources are used by both instructors and students in the BIHE English language classes. Through multimodal discourse analysis and consideration of recent theorizing about multilingual societies and identities in a global world, I explore the link between the electronic learning medium and human rights.