

Curriculum vitae: W. Y. Alice Chan, B.A., M.T., OCT., Ph.D.

ac@ccrl-clrc.ca

<https://alicechan.org>, <http://ca.linkedin.com/in/chanalice>, <http://orcid.org/0000-0001-5678-7605>

CURRENT POSITION

Executive Director and Co-Founder 2018-present
The Centre for Civic Religious Literacy (CCRL), National non-religious non-profit
Leads eight sub-contractors to promote civic religious literacy across educational institutions, private and public sectors to foster understanding about religious, spiritual, and non-religious societies, communities, and people.

PROJECT LEADERSHIP, ON BEHALF OF CCRL

Project Co-lead 2021-present
Project: Diversity, Equity, and Inclusion Consultant
Client: The Stop Community Food Centre
Partner organization: All Things Equitable Inc.
Re-framing of staff-led Anti-Racism/Anti-Oppression committee to include organization-wide representation. Facilitate organization-wide AR/AO visioning. Collaborate with client to update multi-year AR/AO Implementation Plan. Collaboratively design a DEI evaluation framework.

Project Co-lead 2021-present
Project: “Discussing racism: Leading change from multi-faith spaces.”
Funder: British Columbia Government Multiculturalism Branch and the Vancouver Foundation
Partner organization: Victoria Multifaith Society
Designs and develops the project to engage eight religious and community leaders in Victoria, and eight leaders with regional and provincial leadership in BC to co-create a resource on racism. Facilitates regular meetings and group discussions to co-create with leaders, so that resource materials discuss racism in society, racism within and between belief communities, anti-Black, and anti-Indigenous racism in our resource, based on the leaders’ knowledge, insight, and lived experiences.

Project Co-lead 2021-present
Project: “Religious, spiritual, and non-religious understanding in rural Canada: A pilot project to promote social and economic well-being through religious literacy.”
Funder: The Catherine Donnelly Foundation
Partner organizations: Rural Development Network, Keepers of the Circle Indigenous Hub, Islamic Families & Social Services Association
Designs and develops the project with partners to engage multiple stakeholders. In Northern Ontario, the project is broad and deep to address the colonial history between Indigenous and non-Indigenous communities, and the struggles of newcomers to integrate. Religious literacy will be nonformal in nature to begin relationship building. In Northern Alberta, the project supports social service providers via formal religious literacy training.

Overall, both locations in this project begin with interviews and research for local understanding in order to design and develop locally relevant religious literacy training. This pilot creates the foundation towards social and economic well-being.

COURSES, ON BEHALF OF CCRL

McGill University

Fall 2020

Instructor, Faculty of Law

Online

Graduate Course: *Understanding Religious Perspectives*

Designed and delivered to pair legal and religious literacy. It asked: How do you serve people you do not understand? The majority of Quebecois self-affiliate as being Catholic but the second largest majority self-affiliate as being non-religious. If you are Catholic or non-religious, do you understand those who are not, or vice versa?

WORKSHOPS & PRESENTATIONS, ON BEHALF OF CCRL

Lunch N' Learn, Factor-Inwentash School of Social Work, University of Toronto 2020

“Spirituality, religious literacy, and social work” Online

Centre for Interprofessional Education, University of Toronto 2020

Workshop: “Understanding different religious, spiritual, non-religious, and cultural worldviews for team work.” Presented on behalf of the Centre for Civic Religious Literacy. Online

***Political Ideologies in Social Development*, Renison College, University of Waterloo** 2020

Workshop: “Political and religious literacy: How do they intersect?” Kitchener-Waterloo, ON

***Jesus and Salvation*, Theology Studies, M. Luther University College, W. Laurier U.** 2020

Workshop: “Speaking about religion publicly (personally and professionally) à la Habermas.”

***Religious Quest*, Faculty of Education, McGill University** 2020

Workshop: “How to engage & teach civic dialogue” Montreal, QC

Humanist Canada 2020

Webinar: “Bill 21: Understanding the different sides of the tension.” Online

***Seminar in Global Studies*, Faculty of Arts, Wilfrid Laurier University** 2019

“Inclusions & Exclusions based on Religious Identities: Quebec, religious bullying, and Law 21”

You-Are-Not-Along Conference, Peel District School Board 2019

Workshop: “Queering religion”, for high school students and allies in GSAs Brampton, ON

EDUCATION, CERTIFICATION, PROFESSIONAL DEVELOPMENT

Certified Third-Party Neutral Practitioner, Canadian Institute of Conflict Resolution 2021

Doctor of Philosophy – Educational Studies, 2013–2019

Faculty of Education, McGill University, Montreal, QC

Building Capacity in Indigenous Research	2019
Research and Indigenous Scholarship in Education Group, McGill University	Montreal, QC
Research and Reconciliation Workshop	2018
Montreal Urban Aboriginal Community Strategy Network	Montreal, QC
Indigenous Cultural Awareness Certificate	2018
Parliament of World Religions' Indigenous Working Group and First Nations Technical Institute	Toronto, ON
Master of Teaching, Ontario Certified Teacher, OISE, University of Toronto, ON	2012
Bachelor of Arts with Honours (SOCY & ECON), Queen's University, Kingston, ON	2007

ACADEMIC SERVICE & CONTRIBUTIONS (A selection)

LEADERSHIP

Co-Chair , Religion and Education Special Interest Group	2017-2019
Comparative & International Education Society (CIES)	International
Junior Affiliate , Canadian Network for Research on Terrorism, Security & Society	2016-2019
Balsillie School of International Affairs, University of Waterloo	Waterloo, ON

EXPERIENCE & CONTRIBUTIONS TO NON-ACADEMIC COMMUNITY (A selection)

Advisory Committee	2021-present
<i>E-Learning Committee</i> , Association for Canadian Studies	Online/National
Editorial Board Member	2021-present
<i>Journal of Religion & Education</i>	Online/International
Advisory Board Member	2020-present
<i>Teaching About Religion</i> (2022), documentary Invited to support the documentation of John Camardella's World Religions class in Mount Prospect, IL. Camardella is a Fellow of the Harvard Religious Literacy Project.	
PREVNet Emerging Scholar	2014-2019
Promoting Relationships and Eliminating Violence Network, Queen's and York University	

Design and develop workshops for teachers, public service staff, and other non-academic individuals who work with youth on issues of bullying; Review social emotional learning resources that can be promoted for the same audience.

See Different Associate (Subject matter consultant & Workshop co-facilitator) 2016
See Different Program, Canadian Centre for Diversity & Inclusion Toronto, ON
Co-developed and co-facilitated workshop on bullying for Toronto area pre-service and in-service teachers.

Advisory Committee Member 2015-2016
See Different Program, Canadian Centre for Diversity & Inclusion Toronto, ON
Advised on the development of the *See Different* anti-bullying program for middle and high school students; Met regularly with other advisors, including principals, social workers, and professors.

RESEARCH EXPERIENCE (a selection)

University of Mary Washington, Evaluative Consultant 2018–2019
Georgia 3Rs Project, Religious Freedom Center, Washington, D. C. Georgia, US
(PI: Dr. Emile Lester, Associate Professor, University of Mary Washington, Virginia, US.)

- Evaluate religious literacy teacher training program in two districts, interview teachers and community leaders, analyze data, write report to inform funders and course developers. The evaluation is salient as the Project has potential to inform the rest of Georgia, Southern US, and parts of the US.

Hindu American Foundation, Co-Principal Investigator 2018–2019
Classroom Subjected 2.0 Across the US
(Led by Dr. Murali Balaji, Lecturer at the Annenberg School for Communication, University of Pennsylvania)

- Interview students across the US, analyze and summarize their experiences and perspectives on Hindu-based bullying and religious bullying, share findings in a report for the public and an academic publication.

24 Canadian university collaboration, Graduate Student Researcher 2018–2019
TRaCE 2.0 Montreal, QC
(McGill University contribution led by Dr. Paul Yachnin)

- Gathered online open-access profile data about economic, history, and anthropology Ph.D. graduates from McGill University, Concordia University, and Ottawa University

UNESCO-MGIEP, Research Consultant 2017
UNESCO-MGIEP Youth-led Guide on Preventing Violent Extremism through Education
(Led by Carolyn Nash, Executive Director of Myanmar Center for Civic Leadership and Yulia Nesterova, Ph.D. Candidate, The University of Hong Kong)

- Worked alongside an international team to review submitted youth perspectives and experiences from across 50+ countries, analyzed the perspectives, and summarized the

youth's key ideas, highlighting 150 individuals in the report. Summaries were informed by my doctoral research and research assistantships related to violent extremism.

The Canadian network for research on Terrorism, Security and Society 2016-2018
Research Assistant Montreal, QC

Educational trajectories of radicalized females in Montreal

(PI: Dr. Ratna Ghosh, McGill University)

- Contributed to grant application and ethics approval, analyzed focus group discussions to distinguish the key concerns of each type of participant in relation to theoretical discourses on violent extremism and experiences of Muslim Montreal females

McGill University, Research Assistant 2015-2019

Countering violent extremism through education in multicultural Canada, Vancouver,
Social Sciences and Humanities Council of Canada (SSHRC) Insight Grant Calgary,
(PI: Dr. Ratna Ghosh, McGill University) Toronto, Montreal

- Contributed to grant application and ethics approval at McGill University; applied for 10+ school board ethics applications; organized research team meetings and documents; coordinated interviews across the country; interviewed youth, parents, teachers, and principals; and published and presented emerging findings.

Tony Blair Institute for Global Change, Research Assistant 2015-2016

Education & Security: A Global Literature Report on Countering Violent Montreal, QC
Religious Extremism (CVE)

(Led by Dr. Ratna Ghosh, McGill University)

- Conducted literature review of the global phenomenon of violent extremism and co-authored a final report, especially regarding ISIS and in the contexts of North America and the Middle East

TEACHING EXPERIENCE (A selection)

OISE, University of Toronto Summer 2020

Instructor, Department of Social Justice Education Online

Graduate Course: *Spirituality and Schooling*

This course discusses different forms of spirituality, and spirituality and schooling, with a broad consideration of different forms of schooling and from the perspectives of the individual (student, educator, and administrator) as they are situated in particular contexts of culture and institutional structures, 30 students.

McGill University Fall 2017

Instructor, Faculty of Education Montreal, QC

Undergraduate Course: *Religious Quest*

Introduced an understanding of religious and spiritual experience in a framework of intersectionality for ancient worldviews, Indigenous spirituality, Confucianism, Daoism, Shintoism, Hinduism, Buddhism, Sikhism, Zoroastrianism, Judaism, Christianity, Judaism,

Islam, Atheism, Humanism, Agnosticism; An open-course for all levels of pre-service teachers that equips them to teach the mandatory *Ethics and Religious Culture* course in Quebec schools, 80+ students.

McGill University Winter 2016
Instructor, Faculty of Education Montreal, QC
Undergraduate Course: *Ethics & Religious Culture (Elementary)*
Introduced ethics and religious literacy pedagogy and taught ways to dialogue about controversial topics to fourth-year undergraduate pre-service teachers required to teach the mandatory *Ethics and Religious Culture* course in Quebec schools, 80+ students.

McGill University Fall 2016
Course content co-developer, Faculty of Education Montreal, QC
Undergraduate Course: *Religious Quest*

Ontario Educational Leadership Centre, in conjunction with the Sept 2016
Ontario Ministry of Education Orillia, ON
Teacher Facilitator
Program: *Experience Ontario*
Guided at-risk students through the transition from high school to post-secondary education in their final years of high school or their first year of graduation from high school.

INVITED GUEST LECTURES (A selection)

GUEST LECTURES IN UNIVERSITIES

First Australians and Diverse Cultural Identities and Communities, Griffiths University 2020
Q&A on religious literacy Online

Antidiscrimination course, Masters of Teaching Program, CTL, OISE, U of T. 2017
“Religious bullying and religious literacy: What and why are we talking about them in Ontario?” Toronto, ON

Prof. Ruth Hayhoe’s Thesis Group Meeting, OISE, University of Toronto 2017
“Religious bullying: Can religious literacy programs address this phenomenon?” Toronto, ON

Ethics & Religious Culture (Secondary), Faculty of Education, McGill University 2017
“Understanding religious bullying” Montreal, QC

Religion & Public Education, Dept. of Humanities & Social Sciences, NYU-Steinhardt 2016
“Quebec and its Ethics & Religious Culture program” Online

Religion and Global Politics, School of Religious Studies, 2015
McGill University & Tony Blair Institute for Global Change Montreal, QC

“Countering violent extremism through education”, “Conditions for Educational Engagement in Religion: Safe spaces”, “Countering violent extremism through education: Policy and Practice”

GUEST LECTURES IN THE COMMUNITY

Adult Religious Literacy Series, Prospect High School, Mount Prospect, Illinois 2020
“Religious bullying” Online

Seymour Memorial Lecture Series, McGill University 2019
“Hate to tolerance from young to old: A look at religious bullying and Bill 21” Montreal, QC

Interfaith Youth Core, USA and Religious Freedom Center, Washington D.C. 2018
“Deeper Dive and Q&A (a follow-up to the online module)” Online

Islamic Council of North America Council of Social Justice, 2018
“Existing models of change: A look at solutions to religious bullying in the US” Online

Religious Freedom Center, Newseum Institute, Washington, D. C. 2017
“Religious bullying and religious literacy: What are they and why are we talking about them?”
Online Professional Development Module for American teachers

A variety of Christian, Hindu, Mormon, Muslim, Sikh, interfaith and non-religious 2017-2018
sites in Modesto, California and Montreal, Quebec that participated in my doctoral research.

Spiritual and Community Animator Meeting, English Montreal School Board 2017
“Religious bullying and religious literacy” Montreal, QC

Christian-Jewish Dialogue Montreal 2017
“Religious bullying” Montreal, QC

PUBLICATIONS

BOOKS

Lester, E. & Chan, W. Y. A. (Forthcoming). *Equipping educators to teach religious literacy: Lesson from a teacher education program in the American South*. New York: Routledge.

Chan, W. Y. A. (2021). *Teaching religious literacy to combat religious bullying: Insights from North American secondary schools*. New York: Routledge.

JOURNAL ARTICLES (PEER-REVIEWED)

Chan, W. Y. A. & Sitek, J. (2021). Religious literacy in healthcare. *Religion & Education*.
<https://doi.org/10.1080/15507394.2021.1889453>

- Walker, N.C., **Chan, W. Y. A.**, McEver, B. (2021). Religious Literacy: Civic education for a common good. *Religion & Education*. <https://doi.org/10.1080/15507394.2021.1876508>
- Patrick, M., **Chan, W. Y. A.**, Tiflati, H., Reid, E. (2019). Religion and secularism: Four myths and Bill 21. *Directions*. https://issuu.com/crrf-fcrr/docs/directions9dec_ccrl_fourmythsbill21.
- Chan, W. Y. A.**, Mistry, H., Zaver, A., Reid, E. & Jafralie, S. (2019). Recognition of context and experience: A civic-based Canadian conception of religious literacy. *Journal of Beliefs and Values*, <https://www.tandfonline.com/doi/full/10.1080/13617672.2019.1587902>.
- Chan, W. Y. A.**, Akanmori, H., Parker, C. (2019). Addressing Canada's Truth and Reconciliation Commission for Indigenous peoples through religious literacy and spirituality: Unexpected pathways to peace education. *Forum for International Research in Education*. <https://fire-ojs-ttu.tdl.org/fire/index.php/FIRE/article/view/135>
- Chan, W. Y. A.** (2019). A review of ERC teacher training programs across nine Quebec universities: A snapshot 10 years after 2008. *Religion & Education*. <https://doi.org/10.1080/15507394.2018.1553469>
- Abdou, E. D. & **Chan, W. Y. A.** (2017). Analyzing constructions of polytheistic and monotheistic religious traditions: A critical multicultural approach to textbooks in Quebec. *Multicultural Perspectives*, 19(1). <http://dx.doi.org/10.1080/15210960.2016.1263961>
- Ghosh, R., **Chan, W. Y. A.**, Manuel, A., & Dilimulati, M. (2016). Can education counter violent religious extremism? *Canadian Foreign Policy Journal*. 23(2): 117-133. Retrieved from <http://dx.doi.org/10.1080/11926422.2016.1165713>
- Chan, W. Y. A.** (2014). Conceptions of justice and respect in moral education. *The Elements Experience: Religion, the Secular, and Public Spaces*. 1(2). Retrieved from <http://elements.utoronto.ca/pages/conceptions-of-justice-and-respect-in-moral-education-by-wing-yu-alice-chan/>

GUEST EDITED ISSUES (PEER-REVIEWED)

- Walker, N. C. & **Chan, W. Y. A.** (Eds.) (2021). Religious Literacy Across the Professions. (Special Issue). *Religion & Education*, 48(1).
- Chan, W. Y. A.**, Lisovskaya, E., & Osborne, B. (Eds.) (2019). Religious identity and education: A response to contemporary global pressures. (Special Issue). *Forum for International Research in Education*. <https://fire-ojs-ttu.tdl.org/fire/index.php/FIRE/issue/view/31>
- Chan, W. Y. A.** & McDonough, K. (Eds.) (2018). 10 years on: A review of Quebec's Ethics and Religious Culture course (Special Issue). *Religion & Education*. <https://www.tandfonline.com/toc/urel20/45/3?nav=tocList>

BOOK CHAPTERS (PEER-REVIEWED)

- Parker, C., Tiflati, H., **Chan, W. Y. A.** (Forthcoming). Going beyond campus to strengthen the campus: Confronting hate, extremism, and antisemitism through restorative justice and peacebuilding education. In Stead, V. (Ed.), *Confronting Anti-Semitism on Campus*.
- Chan, W. Y. A.** & Jafralie, S. (2021). Civic religious literacy as a form of global citizenship education: Three case studies across three public spheres. In Wiksten, S. (Ed.), *Centering Global Citizenship Education in the Public Sphere: International Enactments of GCED for Social Justice and Common Good*. Routledge.
- Chan, W. Y. A.** & Stapleton, C. (2021). Religious-based bullying: International perspectives on what it is and how to address it. In Smith, P. K. & O'Higgins Norman, J. (Eds.), *Wiley-Blackwell Handbook of Bullying*.
- Chan, W. Y. A.** & Collet, B. (2019). The 'R-word' today: Understanding religion in secular and religious formal and non-formal educational spaces. *Annual Review of Comparative and International Education 2018*.
- Chan, W. Y. A.** (2019). Averting intragenerational and intergenerational religious bullying in schools and society: Québec as a case study. In Arweck, E. & Shipley, H. (Eds.), *Young People and the Diversity of (Non)Religious Identities in International Perspective*. (pp. 69-86). Amsterdam, Netherlands: Springer.
- Ghosh, R. & **Chan, W. Y. A.** (2017). The role of religious education in countering religious extremism in diverse and interconnected societies. In Sivasubramaniam, M. & Hayhoe, R. (Eds.), *Religion and Education: Comparative and International Perspectives*. Oxford, UK: Symposium Books.

ARTICLES IN PROFESSIONAL OR TRADE JOURNALS

- Reid, E., Parker, C., and **Chan, W. Y. A.** (2019). Religion in the classroom: It's not just a can of worms. *EdCanNetwork*. <https://www.edcan.ca/articles/religion-in-the-classroom/>
- Chan, A.** (2014). Religious literacy and religious bullying: A teacher-researcher's experience. *California 3 Rs project bulletin, 11(4)*. Retrieved from http://ca3rsproject.org/bulletins/3RsBulletin_July_2014.pdf

RESEARCH REPORTS

- Lester, E. & **Chan, W. Y. A.** (2019). *Preparing Public School Educators in Georgia to Address Religion: An Evaluation of the Religious Freedom Center's Georgia 3Rs Initiative (October 2017 – September 2019)*. Religious Freedom Centre. For internal use.
- Nash, C. & Nesterova, Y., Primrose, K., **Chan, W. Y. A.**, Rios, R. A., Velásquez Flores, M. J., and Zowmi, A. (2019). *Policy brief #YouthWagingPeace: A youth-led guide on prevention of violent extremism through education*. UNESCO and the Mahatma Gandhi Institute of Education for Peace and Sustainable Development. Retrieved from <https://mgiep.unesco.org/youth-waging-peace>

- Balaji, M., **Chan, W. Y. A.**, Arshanapally, S, Khanna, R., Pallod, K. (2018). *Classroom Subjected 2: Creating Safer Learning Environments for Hindu American Students*. Hindu American Foundation. For internal use.
- Ghosh, R., Tiflati, H., **Chan, W. Y. A.**, Dhali, H. H. (2018). *Trajectories of Radicalized Females in Montreal*. The Canadian Network for Research on Terrorism, Security and Society. Working Paper. Retrieved from <https://www.tsas.ca/working-papers/trajectories-of-radicalized-females-in-montreal/>.
- Nash, C. & Nesterova, Y., Primrose, K., **Chan, W. Y. A.**, Rios, R. A., Velásquez Flores, M. J., and Zowmi, A. (2018). *Action guidelines for the prevention of violent extremism*. UNESCO and the Mahatma Gandhi Institute of Education for Peace and Sustainable Development. Retrieved from <https://mgiep.unesco.org/youth-waging-peace>
- Nash, C. & Nesterova, Y., Primrose, K., **Chan, W. Y. A.**, Rios, R. A., Velásquez Flores, M. J., and Zowmi, A. (2017). *#YouthWagingPeace: UNESCO MGIEP Guide on Prevention of Violent Extremism through Education*. UNESCO and the Mahatma Gandhi Institute of Education for Peace and Sustainable Development. Retrieved from <http://unesdoc.unesco.org/images/0026/002605/260547e.pdf>.
- Ghosh, R., Manuel, A., **Chan, W. Y. A.**, Dilimulati, M. & Babaei, M. (2016). *Education & Security: A Global Literature Report on Countering Violent Religious Extremism (CVE)*. Tony Blair Institute for Global Change. Retrieved from https://institute.global/sites/default/files/inline-files/IGC_Education%20and%20Security.pdf.

BOOK REVIEWS

- Chan, W. Y. A.** (2021). Review of the book *Loss of Indigenous Eden and the Fall of Spirituality*, by Blair Stonechild. *Comparative and International Education*, 49(2).
- Chan, W. Y. A.** (2021). Shifting culture to address bias-based bullying. [Review of the book *Am I Safe Here? LGBTQ teens and bullying in schools*, by Donn Short]. *McGill Journal of Education*, 55(1).
- Chan, W. Y. A.** (2020). A Religious Literacy Resource about Nonreligious Identities. [Review of the book *None of the above: Nonreligious identity in the US and Canada*, by Joel Thiessen and Sarah Wilkins-Laflamme.] *Religion and Education*, 47(4), p. 121-123.
- Chan, W. Y. A.** (2020). British religious educational approaches: Is it relevant elsewhere? [Review of the book *Religious education for plural societies: The selected works by Robert Jackson*, by Robert Jackson]. *Intercultural Education*, 31(1), p. 136-137.

MEDIA AND OTHER OUTPUTS

- Anderson, W. J. & **Chan, W. Y. A.** (2021). “Love Lift Us Up”: Singing the benefits of belonging. [Online Magazine]. *The Advisor*. Retrieved from <https://www.thenloweadvisor.org/post/love-lift-us-up-singing-the-benefits-of-belonging>
- Reid, E., Parker, C., and **Chan, W. Y. A.** (2019). “Religion in the classroom: It’s not just a can of worms.” [Online Magazine]. *EdCanNetwork*. Retrieved from <https://www.edcan.ca/articles/religion-in-the-classroom>
- Chan, W. Y. A.** (2019). “Québec’s Bill 21 may embolden religious bullying in schools.” *The Conversation*. [Online Magazine]. Retrieved from <https://theconversation.com/quebecs-bill-21-may-embolden-religious-bullying-in-schools-120934>
- Fakirani, A., **Chan, W. Y. A.** & Patrick, M. (2019). “Deny Rights and Realities.” (Op-Ed). [Online Journal]. Retrieved from <https://www.crrf-fcrr.ca/en/news-a-events/articles/item/27058-op-eds-bill-21-an-act-respecting-the-laicity-of-the-state?preview=1>
- Patrick, M., **Chan, W. Y. A.**, Tiflati, H., Reid, E. (2019). “Religion and Secularism: Four myths and Bill 21.” [Online Journal]. *Directions*. Retrieved from https://issuu.com/crrf-fcrr/docs/directions9dec_ccrl_fourmythsbill21 (French: https://issuu.com/crrf-fcrr/docs/directions9dec_ccrl_quatre_myths_loi_21)
- Chan, W. Y. A.** (2018). Religious bullying: Perspectives from Canada. [Online Magazine]. *The Interfaith Observer*. Retrieved from <http://www.theinterfaithobserver.org/journal-articles/2018/11/13/religious-bullying-perspectives-from-canada>.
- Freeman, S. & **Chan, W. Y. A.** (2018). Opinion: Religious-symbol ban for teachers would be bad for students. [Op-Ed]. *Montreal Gazette*. Retrieved from <https://montrealgazette.com/opinion/opinion-religious-symbol-ban-for-teachers-would-be-bad-for-students>.
- Chan, W. Y. A.** (2017). The US curriculum’s big change: Religious studies. [Online Magazine]. *Impakter*. Retrieved from <http://impakter.com/the-us-curriculums-big-change-religious-studies/>.
- Zaver, A., **Chan, W. Y. A.**, Jafralie, S. (2017). Opinion: Concordia bomb scare shows need for religious literacy. [Op-Ed]. *Montreal Gazette*. Retrieved from <http://montrealgazette.com/opinion/columnists/opinion-concordia-bomb-scare-shows-need-for-religious-literacy>.
- Chan, W. Y. A.** (2017). Modesto’s ‘hidden gem’ is part of a solution to religious bullying. [Local newsletter]. *Stanislaus Connections*. XXV(10). Retrieved from <http://www.stanislausconnections.org/connections%20JUNE17.pdf>
- Chan, W. Y. A.** (2016). Educating against religious bullying: Considering one root to the issue of religious extremism. [Blog]. *Religious Education and Security*. Retrieved from <http://blogs.mcgill.ca/religiouseducationandsecurity/2016/02/12/educating-against-religious-bullying-considering-one-root-to-the-issue-of-religious-extremism/>

Chan, W. Y. A. (2015). Radicalism defined. [Magazine]. *Radix: McGill's Student Spiritual Magazine*. Retrieved from https://www.mcgill.ca/morsl/files/morsl/radicalism_march_2015.pdf

SELECT CITATIONS AND MEDIA COVERAGE

- Ansary, N. (2018). Religious-Based Bullying: Insights on Research and Evidence-Based Best Practices from the National Interfaith Anti-Bullying Summit. *Institute for Social Policy and Understanding*. Retrieved from <https://www.ispu.org/religious-based-bullying-insights-on-research-and-evidence-based-best-practices-from-the-national-interfaith-anti-bullying-summit/>.
- Arweck, E. and Penny, G. (2015). Young people's attitudes to religious diversity: Socialising agents and factors emerging from qualitative and quantitative data of a nation-wide project in the UK. *Journal of Intercultural Studies*, 36(3), 255-273.
- Awan, I., Spiller, K., Whiting, A. (2019). *Terrorism in the classroom: Security, surveillance, and a public duty to act*. Palgrave Pivot. Retrieved from <https://www.palgrave.com/us/book/9783030017095#aboutBook>.
- Austin, N. (2016). "Can Modesto's world religions class help bridge the divides?" *Modesto Bee*. Retrieved from <http://www.modbee.com/%E2%80%A6/loc%E2%80%A6/education/article146207914.html>.
- Henry, A. (2016). Sikhs and Muslims: Bullied at US schools? *Religion for Breakfast*. Retrieved from https://www.youtube.com/watch?time_continue=4&v=ojJ7k_jvPGI
- Niemi, P-M., Kallioniemi, A., Ghosh, R. (2019). Religion as a Human Right and a Security Threat—Investigating Young Adults' Experiences of Religion in Finland. *Religions*, 10(1), DOI: 10.3390/rel10010055.
- Stephens, W., Sieckelinck, S., Boutellier, H. (2019). Preventing violent extremism: A review of the literature. *Studies in Conflict & Terrorism*, DOI: 10.1080/1057610X.2018.1543144.
- Warth, G. (2017). "Islam, other religions already taught at San Diego Unified." *The San Diego Union Tribune*. Retrieved from <http://www.sandiegouniontribune.com/news/education/sd-me-religious-studies-20170503-story.html>.

REFEREED RESEARCH PRESENTATIONS (A selection)

- Chan, W. Y. A.** & Nesterova, Y. (2019, June). Workshop co-facilitator, "Belonging" and UNESCO-MGIEP's #YouthWagingPeace – Youth-led guide on prevention of violent extremism through education, World Anti-bullying Forum, Dublin, Ireland.
- Chan, W. Y. A.**, Jafralie, S., Mistry, H., Reid, E., & Zaver, A. (2019, Apr.) Co-Presenter, A Canadian conception of religious literacy, Comparative and International Education Society (CIES) 2019 Conference, San Francisco

- Chan, W. Y. A.** & Lester, E. (2018, Nov.). Co-Presenter, *Intersectionality and Identity Politics of Race, Religion, and Class in Georgia Public Schools*, Religious Education Association Conference, Washington, D. C.
- Chan, W. Y. A.**, Reid, E., Jafralie, S. (2018, Nov.). Co-Presenter, *The Centre for Civic Religious Literacy*, Parliament of World Religions, Toronto.
- Chan, W. Y. A.** (2017, Dec.) Presenter, *The societal effects of religious bullying and corresponding solutions for it*, National Inter-faith Anti-bullying Summit, Washington, D.C.
- Ghosh, R., **Chan, W. Y. A.**, Manuel, A. Dilimulati, M. (2017, Dec). Workshop Presenter, *Building inclusive communities to counter religious extremism through HRE*. 8th International Conference on Human Rights Education, Equitas - International Centre for Human Rights Education, Montreal
- Chan, W. Y. A.** (2017, Nov.) Poster, *Religious bullying: Considering content-based bullying*. Promoting Relationships and Eliminating Violence Network (PREVNet) Conference 2017, Ottawa
- Mistry, H. & **Chan, W. Y. A.** (2017, Nov). Workshop Presenter, *Towards a New Literacy of Religion for Student Inclusion and Well Being*. Quest Conference – The Quest for Well-being: A collective responsibility, York Regional District School Board, Markham, Canada
- Chan, W. Y. A.** (2017, Aug). Round-table Presenter, *Can education counter violent religious extremism?* Society for Terrorism Research, New York City
- Chan, W. Y. A.** (2017, May). Presenter, *Religious bullying in public schools: Past, present, and future*, Canadian Society for the Study of Education (CSSE), Congress, Toronto, Canada
- Chan, W. Y. A.** (2017, May). Round-table Presenter, *Addressing religious bullying: Is religious literacy a vital aspect to the whole school approach?*, World Anti-bullying Forum, Stockholm, Sweden
- Chan, W. Y. A.** (2017, Mar). Panelist, *Debunking myths about immigrants and radicalization: Countering violent extremism initiatives and recommendations*, National Metropolis Conference 2017 Conference, Montreal, Canada
- Chan, W. Y. A.** (2017, Mar). Panelist, *Education's role in religious bullying*, Comparative and International Education Society (CIES) 2017 Conference, Atlanta
- Ghosh, R. & **Chan, W. Y. A.** (2017, Mar). Co-author, *Religion, security, and schooling: Educational responses to extremism and related issues*, CIES 2017 Conference, Atlanta
- Chan, W. Y. A.** (2016, Nov). Presenter, *The future of religious literacy and teacher education in the Ontario classroom*, Religion and Education Association (REA) 2016 Conference, Pittsburgh
- Chan, W. Y. A.** (2016, July). Presenter, *Can religious literacy programs in Quebec and California foster the citizenship education needed to avert religious bullying?*, Religious Literacy in a Plural Age, NEH Working Conference, Harvard Divinity School, Cambridge, Massachusetts

- Chan, W. Y. A.** (2016, May). Presenter, *Are religious literacy programs a means for building healthy relationships?* Citizenship Education Research Network, CSSE, Calgary, Canada
- Chan, W. Y. A.** (2016, Mar). Presenter, *Confronting religion and extremism: Pedagogical challenges*, Conflict management conference, Kennesaw State University, Atlanta, US
- Ghosh, R. & **Chan, W. Y. A.** (2016, Mar). Co-Author, *Countering religious extremism through education in Multicultural Canada*, CIES 2016 Conference, Vancouver, Canada
- Chan, W. Y. A.** (2016, Mar). Reviewer, Panelist, *RE in Quebec and California historically and its implications for its religious literacy programs today*, Religion & Education SIG Highlighted Session, CIES 2016 Conference, Vancouver, Canada
- Chan, W. Y. A.** (2015, Oct). Presenter, *Habermas' communicative action and Gómez's critical communicative methodology: A mixed methods approach to collaborate with students, parents, teachers, and principals on religious literacy and religious bullying*, Society for the Scientific Study of Religion (SSSR) 2015 Conference, Newport Beach, California

GRANTS & AWARDS

- | | |
|--|-----------|
| American Educational Research Association, Religion and Education SIG
<i>Dissertation of the Year Award</i> | 2020 |
| McGill University , Education Graduate Student Society (\$500 CAD)
<i>Doctoral Student Awards for Research and Contributions to the Field of Education</i> | 2017 |
| McGill University , Faculty of Education (\$3000 CAD)
<i>Leadership & Service Departmental Award</i> | 2016 |
| Fonds de recherche société et culture du Québec (\$46,666 CAD)
<i>Bourses de doctorat en recherché</i> | 2016-2018 |
| Society for Scientific Study of Religion (\$3000 USD)
<i>Student Research Award</i> | 2015 |
| IBM Canada (\$0 CAD)
Recipient of 7 IBM Thanks! Award | 2007-2010 |