

...continued from page 31

likely experience greater privilege. This imbalance has big implications for education because it limits the accessibility of knowledge and knowledge creation, as well as limiting the range of diverse voices that are represented, thus reproducing harmful power imbalances. But in terms of “creators of meaning”, let’s not forget that audiences, viewers, and readers, also create meaning through the act of taking in a performance, artwork or story. Meaning-making is a dynamic process of making sense of the world, including the art we find in it.

From drawing on the kitchen chalk board, to OCAD, to illustrating books, animating, facilitating arts integrated workshops in schools, teaching, what’s next? Are there any projects you are hoping to pursue in the near or distant future?

Right now I’m working on a performance art piece as part of my graduate studies. It’s a combination of myself acting, animation, sound effects, and live drawing on an overhead projector. It has been really challenging in terms of content development and technical coordination. One of the benefits of stretching myself by working in different mediums is that the change feeds into how I might be able to imagine new ways to visually communicate. A piece like this leaves a lot of space for audiences to create their own meanings out of what they see. **I**

Thank you Martha!

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