

## Contributors

**Tamara Ashkar** is currently a 17 year old high school junior enrolled in the AP Capstone program. Through this program, Tamara was able to conduct research that explored first and second generation immigrants' perceptions of the American Dream. As a second generation Syrian immigrant herself, she was glad she could use this independent research opportunity to center the voices of groups that she feels are so important to our country and hopes she can continue conducting research in the future.

**Jacob Buchan** is an 18-year old high school student in grade 12 at Royal St. George's College. He is currently enrolled in the AP Research course in the AP Capstone program.

**Varun Chandrashekhar** is currently a Junior at DuPont Manual High School. Passionate about Machine Learning, Data Science, and Electronics, he has conducted several research projects throughout middle and high school. Through his research, he has built several devices to address societal issues. Being a three-time grand prize winner at the Kentucky Junior Academy of Science, Varun was invited to Washington to present his research among Nobel Laureates. Varun is very passionate about using his ML and electronic skills to invent devices that would improve healthcare technology. This year for his research project he developed a speech aid that translates thoughts into words (<https://www.youtube.com/watch?v=yEYzay7aeAY>). For his research with speech aids, Varun has placed second at a national fair (JSHS) and has also been selected to present his research at ISEF and AJAS.

**Ainsley Gill** is an incoming freshman at Vanderbilt University double majoring in political science and history.

**Sydney Gray** is a rising senior at Newark Charter High School in Newark, DE. Her study was conducted for an AP level research class.

**Taylor Hodan** is a Grade 12 student at Appleby College in Oakville, Ontario. Taylor completed this paper as a part of the AP Capstone program at Appleby College. Her main passions are computer science, business, natural language processing, and machine learning. She plans to study computer science at the University of California, Berkeley in the fall of 2021. In high school, she served as the Academics Prefect and Co-President of the Business Club.

**Angel Huang** is a Junior in the Discovery magnet program at Spring Valley High School in Columbia, SC. She completed research on implant-associated infections and the use of alternative antimicrobial substances to treat them.

**Prudence Hughes** is a grade 12 student at Appleby College. She is very passionate about both the sciences and the arts. She intends to study Biochemistry in University.

**Kiana Kazemi** is an 11th grader in high school who researched the decision-making and rationality of adults and teenagers in the Prisoner's Dilemma. She was initially intrigued by economic game theory, but then wanted to take a closer look at the complexities of behavioral game theory with different age groups.

**Jasmine Lau** is a Grade 12 student at St. Clement's School in Toronto.

**Joyce Li** is a grade 12 AP Research student. In the fall, she plans to major in journalism and social & cultural analysis at NYU, where she will continue to pursue research as a Presidential Honors Scholar.

**Lucas Livingston** is a Grade 12 student at Royal St. George's College. He has a keen interest in soccer and research and will be attending King's College Halifax this Fall.

**Robert Livingston** is a member of the graduating class of 2021 at Columbus High School in Columbus, Georgia. He has played for his high school soccer team for four years, and he is a member of National Honor Society, Mu Alpha Theta Math Honor Society, and the National English Honor Society. He is an AP Capstone Scholar and a recipient of the Zell Miller Scholarship. He will be attending the University of Georgia, where he has been accepted into their Honors Program.

**Sage Mehta** is a rising Senior at Carmel High School in Carmel, Indiana. In recent years, she has become increasingly interested in American politics and, in accordance, set out to determine whether her generation was to be politically distinct from past ones.

**Samitha Nemirajaiah** is a junior in High school. She is passionate about science and clinical research. Her research interests are in the areas of clinical research, rare diseases, FDA drug approvals, and drug development. She is a voracious bibliophile and likes to bake during her free time.

**Bettina Wagner** is a student researcher in the field of neuroscience, and hopes to increase awareness and knowledge regarding cognitive processing in general, and sensory processing sensitivity in particular.

**Henry Xie** is finishing his last year at Appleby College and plans to pursue a bachelor of science degree at McGill University. He is particularly interested in psychology and psychopathology and strives to increase his understanding of these topics. In the future, he hopes to continue his research on adolescent brain development and add to the current literature on the topic.

## Faculty and Advisors to Contributors

**Kenneth J. Broda** is a Social Studies teacher at Columbus High School in Columbus, GA. Columbus High School is a college preparatory Liberal Arts Magnet Program that has been ranked as one of the top schools in Georgia and the nation in recent years. Currently, he teaches AP Research and AP Macroeconomics, and he has also taught AP US Government and Politics for 16 years. Mr. Broda has taught for 29 years, with 25 of them being at Columbus High School. Beyond teaching in the normal classroom, Mr. Broda taught 4 years in Georgia's Governor's Honors Program, worked at the AP read for US Government and Politics and Macroeconomics as a reader/table leader for a combined 18 years, and has been an AP workshop presenter for the Georgia Department of Education for 7 years. He received a B.A. from the University of Virginia and a M.Ed. from Columbus State University. Mr. Broda has spent his career teaching students about the humanities and how to reach their full academic and personal potential.

**Clay Dion** is an AP Capstone teacher at Appleby College, teaching both AP Seminar and AP Research in addition to senior school English classes. He is also the Coordinator of the school's Centennial Scholarship programme. He holds a Master's Degree in English Literature from Western University as well as undergraduate degrees in both English (Western) and Mathematics (Waterloo). Before coming to Appleby, he was a sessional instructor, teaching courses in poetry and 18<sup>th</sup> Century Literature at Western University and delivered papers at various conferences, including a paper at Princeton University about the influence of Einstein's theories on the Beat poets.

**Janet Kurusanather** is an AP Capstone and English teacher at Appleby College. She holds a BA (Hons.), BEd (Hons.), and Master's degree from York University, graduating from each programme as a Member of the Dean's Honour Roll. Her Master's research was awarded the

Joseph-Armand Bombardier Canada Graduate Scholarship from the Social Sciences and Humanities Research Council of Canada (SSHRC). Presently, Janet is a third-year PhD student at the University of Toronto. Her research interests include ethical philosophy and anti-oppressive education.

**Matthew Lohman** is an educator at Newark Charter High School in Newark, Delaware. He has taught a variety of high school English courses since 2002, including AP English Language and Composition for the past 14 years. In 2015, he helped to develop the AP Capstone curriculum at Newark Charter High School, the first school in Delaware to implement the AP Capstone program. He has taught AP Seminar since 2015 and AP Research since 2016, taking great pride in his students' laudable success and tremendous growth as writers, researchers, and critical thinkers. He holds a BSEd. in English from West Chester University and a Master's degree in education from the University of Delaware.

**Daniel Olivo** teaches AP Seminar, AP Research, and AP Biology at Bergen County Technical High School in Teterboro, New Jersey. He works with his Capstone co-teachers, Jonathan Lancaster and Matthew Dalzell, to foster classroom communities that create genuine curiosity, communal collaboration, and individual accountability. As their research program evolves, they seek to continue building their students' research skills and expanding the presence of student-centered original research in their community. Daniel sees the skills developed during the research process as critical tools to student empowerment and personal discovery. He holds a degree in Biology and a master's degree in Science Education.

**Shannon Roos** is an English and AP Capstone teacher and an instructional coach at Hampton High School in Pennsylvania. She holds a bachelor's degree in English and secondary education

from Carlow University and her master's degree in instructional technology from Wilkes University. Through her teaching and coaching she strives to help students see themselves as problem solvers who can face challenges with curiosity and confidence. She looks forward to continuing to support these ideas in the AP Research course.

**Matthew Phillips** teaches AP Capstone and Social Science and is a Blended Learning Lead at Havergal College in Toronto, Ontario. Before moving to Ontario in 2018 he taught Social Science for 11 years in New South Wales, Australia. He has worked as a marker and judge of assessment standards for the New South Wales Education Standards Authority. Matthew has presented his work in various contexts, including for the Society and Culture Association of NSW. He holds a BEd (First Class Honours) and Masters degree from the University of Sydney.

**Sarah Prather** is a high school English teacher at Kingwood High School. She teaches AP English Language as well as AP Seminar and AP Research. She has been teaching for 11 years and earned her bachelor's degree from Calvin University in Grand Rapids, Michigan.

**Michelle Spigner** has been teaching at Spring Valley High School for 18 years. Currently, Michelle teaches Advanced Placement (AP) Biology, AP Research and Research II. She is passionate about teaching and enjoys the opportunity each year to meet and teach a new generation of potential future scientists and researchers! Michelle has a B.S. in Biology and an M.A.T. in Natural Science from the University of South Carolina. She is National Board Certified in adolescent and young adult science, and she is licensed to teach biology, chemistry, and physics. Michelle holds additional certifications in AP Biology, AP Research and gifted and talented education. Michelle is currently pursuing her Ed.D. in Educational Practice and Innovation with a concentration in STEM studies from the University of South Carolina.

**Tonya Sukhu** is an AP Research and US History teacher at Seven Lakes High School in Katy, TX. She holds a BA in History from The University of Texas at Austin and a MA in History from The University of Texas-Pan American (now UTRGV). She enjoys seeing her students engage in research and actively implements research elements no matter what class she teaches.

**Alesia Williams** is a Louisville native. She studied art history at Berea College and the University of Cincinnati. She earned her MAT in English from Spalding University. She has been teaching at duPont Manual High School for 18 years and currently teaches AP Research and AP English Language and Composition. Her primary goal in each class is to prepare students for the challenges of a rigorous college experience with focus on academic writing and research. She received the ExCEL Award in 2012.

## Pool of Consulting Editors of the Journal

Suzanne Conklin Akbari

BA, MA, MPhil,  
PhD

Suzanne Conklin Akbari is professor of English and Medieval Studies at the University of Toronto, and was educated at Johns Hopkins and Columbia. Her research focuses on the intersection of English and Comparative Literature with intellectual history and philosophy, ranging from neo-platonism and science in the twelfth century to national identity and religious conflict in the fifteenth century. Akbari's books are on optics and allegory (*Seeing Through the Veil*), European views of Islam and the Orient (*Idols in the East*), and travel literature (*Marco Polo*); she is currently at work on *Small Change: Metaphor and Metamorphosis in Chaucer and Christine de Pizan*. She is volume editor for the *Norton Anthology of World Literature* (Volume B: 100-1500), co-editor of the *Norton Anthology of Western Literature*, and editor of *The Oxford Handbook to Chaucer*. She has begun a new research project called *The Shape of Time*, contrasting the temporal breaks found in medieval chronicle traditions with poetic narrations of the historical past. Akbari is cross-appointed to the following units at the University of Toronto: Centre for Medieval Studies; Centre for Comparative Literature; Centre for Jewish Studies; Department of Near and Middle Eastern Civilizations; Centre for Reformation and Renaissance Studies.

Becky Bakhshaei

BSc, MSc, Dip.  
Chem Lab  
Technology

Becky Bakhshaei is a professional R & D chemist. She earned a master's degree in organic chemistry, an undergraduate degree in biochemical and pharmaceutical chemistry, and a diploma in chemical laboratory technology.

David Baldasarra

B.Sc., M.Eng.,  
P.Eng.

David Baldasarra is a professional engineer with experience in structural failure cause analysis; assessment of property damage related to fire, explosion, vibration, ground movement, wind load, snow load, vehicle impact, fallen tree impact, and water (moisture) infiltration; analysis of building science and building envelope deficiencies/failures; structural design for the new construction and retrofit of buildings and miscellaneous, and structures, including design of structural steel, reinforced concrete and engineered wood, among other areas of expertise.

Barrie Bennett

BPE, MEd, PhD

Barrie Bennett is professor emeritus at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). His research work focuses primarily on the design of powerful learning environments for students and teachers through the process of systemic change. He is currently working in districts in three countries on long-term projects related to instructional intelligence and systemic change (Australia, Ireland and Canada). Instructional intelligence involves intersecting the current research on curriculum, assessment, and instruction guided by what is known about how students and teachers learn. That intersection being driven by what is known about change and systemic change. He also assists teachers, schools, and districts with issues related to classroom management and school wide-discipline. Barrie has taught at the elementary and secondary levels, as well as, having worked in group homes, prisons, and security units for juvenile offenders. He has written six books: *Cooperative Learning: Where Heart Meet Mind*; *Classroom Management: A Thinking and Caring Approach*; *Beyond Monet: The Artful Science of Instructional Integration*; *Graphic Intelligence: Playing With Possibilities* and most recently *Power Plays*. Currently he is just finishing a text titled, *Effective Group Work: Beyond Cooperative Learning*.

- Anthony Campbell  
BA, MA, PhD  
Anthony Campbell established Grow for Good Urban Teaching Farm in 2013 as a business model innovation laboratory and learning centre for young entrepreneurs. He spent time working throughout North America, Europe, Australia, Asia and now resides in his hometown of Toronto. Examples of Anthony's work are documented in *The Innovator's Field Guide* (2014), co-authored by David Crosswhite and Peter Skarzynski, as well as multiple Harvard Business School and Corporate Executive Board case studies chronicling the innovation and capability-building efforts of companies such as Samsung, Whirlpool, Best Buy and McDonald's. Previously, Anthony taught Film Studies, Writing and English Literature at The University of Western Ontario.
- Jeremy B. Caplan  
ScB, PhD  
Jeremy Caplan is an Associate Professor in the Psychology Department at the University of Alberta, where he is also the Principal Investigator at the University of Alberta Computational Memory Lab. The lab is focused on human verbal memory behaviour and its basis in cognitive and neural processes. The team takes several approaches towards research, including mathematical modeling, measures of behaviour in the cognitive psychology tradition, and measures of brain activity using electroencephalography (event-related potentials and oscillations) and functional magnetic resonance imaging. He has been a referee for 38 academic journals.
- Nathan Chow  
BSc, Msc, BEd  
Nathan Chow teaches Physical Sciences at Royal St. George's College (RSGC) in Toronto and consults on educational material at Perimeter Institute for Theoretical Physics in Waterloo. He has worked with Ontario's Ministry of Education to develop research-based teaching resources for Physics teachers within the province and across the rest of Canada. His academic research explored whether or not we understand how gravity behaves at intergalactic distances and provided possible explanations for our observations of dark energy. He has presented this research and led teacher training workshops around the world. In addition to AP Physics 1 and C, he teaches the AP Capstone Research course at RSGC.
- Hance Clarke  
BSc, MSc, MD, PhD,  
FRCPC  
Dr. Clarke is the director of Pain Services and the medical director of the Pain Research Unit at the Toronto General Hospital. He is appointed to the Institute of Medical Sciences at the University of Toronto and is a graduate of the Royal College Clinician Scientist Program. His research interests include identifying novel acute pain treatments following major surgery, identifying the factors involved in the transition of acute postsurgical pain to chronic pain, studying the genetics of acute and chronic pain after surgery, and identifying risk factors associated with continued opioid use and poor health related quality of life after major surgery as well as the efficacy of hyperbaric medicine. Over the past five years he has authored 47 peer reviewed manuscripts.
- Will Fripp  
BA, MA  
Will Fripp is a public affairs and political risk analyst for Canadian and international clients. A B.A. in History and Political Science from Victoria University at the University of Toronto and an M.A. in Intelligence and International Relations from the University of Salford in Manchester, England, he is a historian specializing in intelligence and espionage, and its modern influences. Will anchored [www.spiesin-theshadows.com](http://www.spiesin-theshadows.com), a web based curriculum outlining Canadian foreign intelligence history and its impacts on Canada's national development. An occasional lecturer, Will's writings and review articles appear in peer-reviewed academic journals like *Intelligence and National Security*, and elsewhere.

- Michael Gemar  
BSc, BA, PhD
- Michael Gemar received undergraduate degrees in Psychology and Philosophy from Rice University, and a PhD in experimental psychology from the University of Toronto. He has worked as a researcher at the Centre for Addiction and Mental Health, examining the cognitive and neural correlates of mood disorders, and was involved in a landmark study demonstrating the efficacy of mindfulness meditation to prevent depressive relapse. He has co-authored numerous journal articles, and taught for over a decade at U of T. More recently, he has worked in the area of health policy, and is currently at a Canadian non-profit.
- Jennifer Goldberg  
BA, BEd, MA
- Jennifer Goldberg holds an M.A. in History from the University of Toronto. Her graduate studies focused on teacher misconduct in 19th century Ontario, and her research is published in *Historical Studies in Education*. She currently leads the English department and teaches at Havergal College, where she has also served as Chair of Teaching and Learning. In this capacity, she has explored the role of feedback in student learning, and has presented on this work at the National Coalition of Girls' Schools and Conference of Independent Teachers of English.
- Margaret S. Herridge  
BSc, MSc, MPH,  
MD, FRCPC
- Margaret Herridge is a Professor of Medicine and Senior Scientist at the University of Toronto. She is also a senior clinician in Critical Care and Respiratory medicine at University Health Network. Her research focus is on long-term outcomes after critical illness for patients and families and specifically on functional, neuropsychological, healthcare utilization and quality of life metrics. Her graduate studies were in Cell and Molecular Biology at Queen's University where she subsequently obtained her degree in Medicine. After completing her clinical training in Internal Medicine/Respirology and Critical Care at the University of Toronto, she obtained her Master of Public Health in Epidemiology and Statistics from the Harvard School of Public Health.
- Ted Higginbotham  
BSc, MSc  
(Candidate)
- Ted Higginbotham is a graduate student at The University of Toronto and Hospital for Sick Children. His research is focused on further delineating the role of genomic structural variation in autism spectrum disorder and human disease. Ted is a contributing member of the Clinical Genome Resource (ClinGen), an international consortium working to define the clinical relevance of genes for use in precision medicine and translational research.
- Tim Hutton  
BA, MLIS
- Tim Hutton is a teacher-librarian at Royal St. George's College. He has a BA in History and American Studies from the University of Toronto and a Masters in Library and Information Science from San Jose State University. At the secondary level, he has taught courses in the social sciences, humanities and communications technology, including a locally designed interdisciplinary course in urban studies.

Ira Jacobs

Dip Phys Ed, MHK,  
DrMedSc

Professor Ira Jacobs became dean of the Faculty of Kinesiology & Physical Education at the University of Toronto on July 1, 2010, and was re-appointed to his current second decanal term. Before assuming this role, Jacobs was chair of York University's School of Kinesiology and Health Science from 2007 until 2010, and a federal government scientist from 1982 until 2007.

Jacobs earned his doctorate in clinical physiology from Sweden's Karolinska Institute, where he specialized in skeletal muscle metabolism. For the next 25 years, he did extensive exercise physiology research in Canada's human sciences laboratory, operated by the Department of National Defence. There, Jacobs rose to the position of chief scientist and led a unique international research group that helped to enhance the performance of military special operations units through their research into physiological, nutritional and pharmacological strategies.

He is a past president of the Canadian Society for Exercise Physiology and the Canadian Council of University Physical Education and Kinesiology Administrators. He is a fellow of the American College of Sports Medicine, an international fellow of the US National Academy of Kinesiology, and in 2016, he was named a Fellow of the Canadian Academy of Health Sciences.

Jacobs' research has led to the publication of more than 200 scientific articles, reports and book chapters about his research interests that include the physiological responses to physical exertion in environmental extremes, performance enhancement through pharmacological and nutritional manipulation of metabolism, and exercise pharmacology.

During his term as dean, the Faculty of Kinesiology & Physical Education has been rated as among the top academic programs in the world for kinesiology, physical education, sport and exercise sciences.

John Lambersky

BA, MA, BEd, PhD

John Lambersky is a teacher and head of the Canadian and World Studies department at Royal St. George's College in Toronto, where he leads the AP Capstone program. He has presented his work on teaching practice at the conferences of the International Boys' School Coalition, the National Association of Independent Schools, and the Canadian Accredited Independent Schools. His academic research is focused on school culture as a mechanism for school improvement. His work has been featured in *Leadership and Policy in Schools*, *The Dalhousie Review*, and *The Nashawaak Review*.

Blake Lee-Whiting

BA, MPP

Blake Lee-Whiting is a third year PhD student in the Department of Political Science at the University of Toronto. He received his BA from Queen's University and his MPP from the University of Toronto. He is interested in Canadian politics, public policy, and electoral politics. He is a member of the Policy, Elections, & Representation Lab at the Munk School of Global Affairs & Public Policy where he is currently working on projects related to the health of politicians, electoral success, and electoral candidacy.



- Lori Loeb  
BA, MA, PhD
- Lori Loeb is Associate Professor of Modern British history at the University of Toronto. She has a Masters in Museum Studies and a PhD in History. A specialist in the Victorian period, she is the author of *Consuming Angels: Advertising and Victorian Women*. Generally, she writes about things in nineteenth-century Britain. A past Deputy Chair and Associate Chair (Graduate) of the History Department, she is currently MA Coordinator. She teaches courses in nineteenth and twentieth-century British history, Victorian material culture and the English country house.
- Gaven MacDonald  
BSc, BEd
- Gaven MacDonald is a Physics and Mathematics teacher at Havergal College, where he is the faculty advisor for the Robotics Team. He is a member of the school's Blended Learning Team, which focuses on developing methods to combine online education resources with in-person classroom teaching. Gaven has designed physics simulations on the website [www.cutequbit.com](http://www.cutequbit.com), that teachers can use to assist with their teaching, or to make individualized student assessments. Gaven also runs an educational YouTube channel which focuses on electronics and programming.
- Jaime Malic  
BA (Hons), MA,  
BEd, PhD
- Jaime Malic completed her PhD in Educational Leadership and Policy at the Ontario Institute for Studies in Education at the University of Toronto; her research focused on leadership values and practices in independent schools in Ontario. Jaime has fifteen years of experience as an educator in both independent and public schools. She currently teaches both AP Capstone Seminar and AP Research, as well as senior English courses at St. Clement's School. Jaime has served as a Reader for AP Capstone Seminar, written for *Independent Teacher* and *Independent Ideas*, and presented on various topics at the American Educational Research Association's Annual Conference, the Conference of Independent Teachers of English Annual Conference, the Ontario Advanced Placement Administration Conference, and the Advanced Placement Annual Conference.
- William J. McCausland  
BASC, MEng, MA,  
PhD
- William McCausland is an associate professor of economics at the Université de Montréal. His research applies Bayesian statistical methods in two main areas. The first is discrete choice, at the interface of economics and psychology, where researchers study how people make choices from a small menu of available options. The second is time series modelling in economics, which has many applications in macroeconomics and financial economics. His undergraduate studies were in Engineering and he received his Ph.D. degree in economics from the University of Minnesota.
- Matt Mooney  
BA (Hons), BEd
- Matt Mooney is currently a secondary teacher in the Canadian & World Studies department at Royal St. George's College in Toronto, where he also serves on the Excellence in Teaching and Learning Committee. Matt earned an Honours BA from The University of Toronto, with a double major in History and Geography, and his Bachelor of Education from the Ontario Institute for Studies in Education. He has been teaching in Ontario since 2011 and has experience with curriculum development, such as his work on the Education Committee for Magna Carta Canada. Since 2019, Matt has helped to oversee *The Young Researcher*.
- Gurbir Perhar  
BSc, PhD
- Gurbir Perhar received his academic training at the University of Toronto. His Doctoral work focused on mathematically modelling the transmission of highly unsaturated fatty acids in aquatic food chains, culminating in a suite of cybernetic models. His post-doc work saw him consulting for the governments of Canada, USA, South Africa, and China. These days Gurbir runs the Data Intelligence strategy in a multi-billion dollar corporation.

- Kate Schumaker  
MSW, PhD
- Kate Schumaker is the Manager of Quality Assurance & Outcome Measurement at the Catholic Children's Aid Society of Toronto, and holds the position of Assistant Professor (status only) at the Factor Inwentash Faculty of Social Work, University of Toronto. She has worked for over 20 years in child welfare and children's mental health, including front-line clinical positions and 10 years producing and implementing child welfare policy for the provincial government. In 2011-12 she worked for the Commission to Promote Sustainable Child Welfare, supporting accountability framework development, including the establishment of a set of standardized performance indicators for the child welfare sector in Ontario. Her areas of practice and research interest include poverty, child neglect, trauma-informed practice, child welfare decision-making, and evidence-informed policy and practice.
- Eva Serhal  
BA, MBA, PhD
- Eva Serhal is the Director of Virtual Mental Health and Outreach at the Centre for Addiction and Mental Health in Ontario, Canada and Director of the ECHO Ontario Superhub, a collaboration between CAMH and UHN that provides training and implementation support to new ECHO telementoring projects throughout Canada. Eva completed a PhD in Health Services Research at the University of Toronto, with a focus on outcomes and evaluation in virtual models of healthcare. Eva's current research assesses the implementation, adoption and economic factors of virtual care in Ontario. Eva also has significant experience with leadership and governance; she currently co-chairs the Toronto Telemedicine Collaborative and sits as a board member of the Children's Aid Society of Toronto.
- Michael Simmonds  
BPE, M.A., Dip.Ed.,  
MEd, EdD
- Michael Simmonds has worked in independent schools for over two decades. He taught science, biology, chemistry, physics, and math before becoming an administrator and Head of School. He earned graduate degrees from both McGill and Columbia universities respectively before receiving his doctorate from the University of British Columbia in Educational Policy & Leadership. His work on accountability synopticism is published in the peer-reviewed, *The International Education Journal: Comparative Perspectives*. He currently works at Havergal College as the VP School Life, Operations & Student Wellness.
- Sydney Stoyan  
B.A, M.A., Ph.D.
- Sydney Stoyan holds a B.A. in French Literature from the University of Toronto, and an M.A. and a Ph.D in English Literature from the University of Ottawa. Her doctoral thesis, "The Widow's Might: Law and the Widow in British Fiction, 1689-1792," won the Governor General's Gold Medal for the Arts in 2002. She has since written freelance and worked as an editor for various publications and projects.

## Alumni Editors

**Nicholas Bethlenfalvy** is a fourth-year student attending Trinity College at the University of Toronto. He graduated from Royal St. George's College in 2018 after studying under the two-year AP Capstone program. In AP Research, he analyzed the root causes of rising pedestrian fatalities in Toronto. After taking the Ethics, Society and Law stream in the Margaret MacMillan Trinity One Program, Nicholas continues to pursue an undergraduate degree in Economics and American Studies at the Munk School of Global Affairs and Public Policy.

**Ryan Hamilton** is a specialist in history at the University of Toronto. He is also studying Peace, Conflict and Justice at the Trudeau Centre at the Munk School of Global Affairs and Public Policy, where he served as Academic Director for the PCJ student society for the 2020-21 academic year. In that role, he helped lead production of the 2020 and 2021 Rapoport journals of student work relating to Peace, Conflict and Justice. He is a research assistant for Prof. Dimitry Anastakis, focusing on the rise of free trade and neoliberalism. He is a graduate of the Pearson Stream of the Vic One program at Victoria College. He is also a graduate of the AP Capstone program at Royal St. George's College, where his research focused on a Canadian battalion in the First World War.

**William Howard-Waddingham** is a rising senior at Yale University studying political science. He works as a research and writing intern at Renew Democracy Initiative, a non-profit organization that seeks to defend and spread liberal democracy in the United States and across the world, and as a research assistant at the Yale Law School's Schell Center for International Human Rights. William also runs the Europe desk at the Yale Review of International Studies. He graduated from RSGC in 2018, and *The Young Researcher* published his AP Research study, "Race, wrongful convictions, and Texas: An analysis of the impact of juror and defendant ethnicity on wrongful convictions in Texas" in the summer of that year.

**Andrew Pyper** is a rising fourth-year undergraduate at the University of Chicago, majoring in economics and political science. He graduated from Royal St. George's College in 2018, where he completed the AP Capstone program. His AP Research paper, published in *The Young Researcher*, examined RSGC students' perceptions of the school's implementation of formative assessment. At UChicago, he continues his education work by advising local high school students on the university application process, he has researched suicide attacks for the Chicago Project on Security and Threats, and he formulated monetary policy for competitions held by the U.S. Federal Reserve. He currently analyzes global financial markets as an intern for the Milken Institute in Washington, D.C.

## Guidelines for Contributors

*The Young Researcher* is a peer-reviewed journal dedicated to publishing the best original research from secondary school students.

The journal's mission is to provide a larger audience for the original academic research of ambitious secondary students, provide a forum for peer-review, and create a community of young researchers. In addition, the journal strives to advance the quality of academic writing in secondary schools.

*The Young Researcher* is edited by secondary school students working closely with scholars and active researchers at universities and in the community. The journal operates a blind peer-reviewed review process, following those found in academic research journals.

The journal encourages submissions of original research (including relevant replication studies) from a wide range of academic disciplines within the social sciences, humanities, and sciences.

### Submission Guidance:

- No more than 5,000 words, excluding references and appendices (in English)

- Articles should have the following sections or equivalent:

Introduction

Literature Review

Method, Process, or Approach

Findings or Results

Discussion, Analysis, and/or Evaluation

Conclusion and Future Directions

References

- Papers should be formatted using discipline-appropriate methods (MLA, APA, and Chicago are acceptable).

- Papers should have an abstract (no more than 150 words) and have 4-6 keywords

- All units of measurement should be in metric wherever possible

- All studies involving human participants must have been approved by a Research Ethics Board

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Please direct any questions to [TheEditors@TheYoungResearcher.com](mailto:TheEditors@TheYoungResearcher.com)