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Chapter Nine

WWW.Net

Quest(ion)ing Transformative Possibilities of the Web

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This chapter is an exploration of the transformative possibilities of the website *Learning and Violence*, created to conceptualize and draw attention to the impacts of violence on learning, and to generate and share understandings of how to learn and teach effectively in the presence or aftermath of violence. Writing this chapter has enabled me to re-see the site, step back, and reflect on the underlying logic of the choices I made as I developed it and examine the potential of using the Internet for this purpose. I hope also to provide an example of the possibilities for websites as a feminist popular education tool with greater reach than typical popular education workshops or feminist texts.

I have to admit to somewhat grandiose dreams for this website, hoping that new understandings of violence and learning developed by diverse creators and shared here might eventually be transformative not only within individual lives, but also educational systems and approaches, and in this way ultimately intervene in cycles of violence—in Canada, and even around the world. Although I know that change is rarely that dramatic, this dream gives me the passion to keep going even with limited funds to support the work.¹ After many years of research, writing, workshops, and presentations, I wanted a way to reach more people. The combination of limited resources and the breadth of my dream drew me to the idea of a multimedia interactive website in hopes of reaching as many people as possible. The first small grant allowed me to work with old friends and allies to begin to cocreate² a virtual networking and educational space where

educators, students, researchers, artists, and others could “meet” in spite of our many divides. Each new grant has required “partners” and helped me to draw in more people and organizations³ to create resources for the site. The momentum is growing, yet we still often encounter resistance to the idea that experiencing violence oneself, or witnessing it, has a long-term impact on learning, and stronger resistance to the idea that educational institutions have a responsibility to change practices to become more effective.

Why Connect Violence and Learning?

It has been my experience that even educators who seek to redress inequalities rarely explicitly address the impact of violence on participation and learning. I find this surprising, but I have found that silence on this issue is widespread throughout education. Participants in my workshops are often amazed at how obvious the connections are *and* that they had not previously recognized them. Trying to understand why this connection is so often ignored, even when antiviolence organizing is widespread, leaves me wondering whether it may seem too disturbing to focus on the way violence shapes lives and continues to reverberate long after the violence has ended.

The prevailing silence about violence and learning was broken for me by three sources: women in my research study, a student I was teaching, and my own well-buried past. During doctoral research in the 1980s, I heard from 19 of the 20 women I interviewed in rural Nova Scotia about the violence in their lives and how it affected their learning as children. I began to wonder about ongoing impacts on their learning (Horsman 1990). As I returned to teaching literacy, reading about a violent childhood in a women’s group led one student—I call her Mary in my writings—to break her lifelong silence and overwhelm me with a torrent of need and stories.

At this time, in spite of many years working in the literacy movement on three continents, I had not heard of violence as a key cause of adult illiteracy. Although I heard a familiar refrain of “but I’m not a therapist” from educators, I began insisting this issue be addressed (Horsman 1996, 1995) and embarked on extensive research and innovative practice to understand how the impact operated in women’s literacy learning and to address it (e.g., Horsman 1997, 1999/2000; Morrish, Horsman, and Hofer 2002). More than eight years tutoring Mary added to my understanding of the complex pattern of learning in the aftermath of violence. Eventually, I came to see that my own

story, glimpsed through fragments of body memory, is braided into my fascination with the issue, my insistence that it be addressed, and my certainty that it is my lifework to ensure this (Horsman 2006).

Recent research on trauma, the brain, and learning complements and confirms my arguments (Levine and Kline 2007; Perry 2004). The impact of violence on learning is not uniform; for some, experiences of violence lead to what one workshop participant called “steely determination” and escape into a world made orderly in the mind. Sylvia Fraser (1987) described this as taking her “severed head” to school. Such separation of mind and body has a high price, leading often to long-term health problems. To support learning, I believe we must recognize the full breadth of violence and its impacts and understand the interweaving of all forms, including systemic injustices such as racism, sexism, ableism, and classism, seeing these as violent in themselves as well as fostering violence. This understanding is fundamental to an integrative analysis and practice of anti-oppression education.

Why the Internet?

An online discussion on the initial findings of my first research study on violence and learning helped me begin to find others with shared interest in violence and learning. In 1997, when people from across North America (and a few from elsewhere) responded to the paper I posted, we seemed to be emerging from isolation, eager to share and question. The discussion generated further data, deepened my analysis, and enabled me to check my tentative findings with literacy workers. I was energized by this vibrant community of interest.

I engaged with over 200 people during that research—in focus groups, follow-up discussions online, and face-to-face workshops in Australia, Europe, and North America. In comparison, the book I was completing based on this research (1999/2000) held little potential for two-way conversation. So, with no more funding to travel and meet face-to-face, I eagerly grabbed at the possibility of continuing online. The website jennyhorsman.com was launched in 2000.⁴ Although some people found the site, the interaction did not have the vibrancy of the earlier discussion. I guessed the time-limited discussion and the networking of the hosting organization had contributed to that energy. In 2006, I began to imagine a creative site that might generate more excitement and educate those unfamiliar with the issue. I was ready to explore the potential of cyberspace and to work with

allies to create www.learningandviolence.net to connect people and ideas across time and geographical distance.

What Shaped My Website Choices?

I have been drawn to elements of poststructuralism (e.g., Weedon 1987) since struggling to make meaning of contradictory research data (Horsman 1990). Although poststructural writing can be opaque and difficult, it has revealed the power of discourse—language and practices—to form identity and the possibilities for generating new discourses, which change us and our conceptions of reality in the process. This approach helped me see common categorizations as simply part of discourse—ways of fashioning reality as much as describing it—contingent on time and place. The understanding led me to believe the website could generate and shift discourse to reveal the intricacies of impacts of violence on learning and review and challenge discourses that limit possible ways to address them.

I am drawn also to interactive, engaging processes, and the “ah hah” moments so central to popular education, and make use of them on the site to deepen understanding. Feminism underpins my worldview, but much of the feminist writing I am familiar with takes little account of literacy learners or their experiences (Garber, Horsman, and Westell 1991). To seek to redress this absence, there is space on the site for women, including those with less ease with print, to tell their stories, in images or words. The hope is that they will see themselves represented as well as find useful resources.

Buddhist study and meditation practice have helped me think afresh about peace activism and recognize that battlegrounds within the self extend into the outer world. My deep yearning for social justice and equity, and my belief that we all lose when violence continues, drives my dream to create change. Working in Sierra Leone and visits to South Africa have revealed to me the stark legacy of colonialism, racism, and sexism and the consequent violence that shapes most lands. Eventually, I hope allies in many countries will share “ownership” of the site. I dream it will become a catalyst for a social movement, believing that unless we address the impact of violence on learning, we cannot end violence, as too many people remain caught in cycles of violence directed inwards or outwards. I consider that a shift from feeling stupid and unable to learn is vital not only for creating personal change, but also for expanding the community of those working for societal change.

I assume that most people contributing to and visiting the site have experienced or witnessed many forms of violence. This belief shaped the content, structure, and process of construction. I worked with others, arguing, engaging, collaborating, and broadening the reach of the site, resisting proposals that would lead the site to address only one audience or one aspect of these impacts. In this way, we have felt our way to something I could initially only sketch hints of in my imagination, with even less idea of the technology needed to create it.

What Can This Website Accomplish?

Below, I reflect on some of the original goals. These were: to increase awareness of the issue of violence and learning reaching those with different identities, abilities, literacy levels, interests, and locations; to reduce the sense of isolation that anyone struggling with and/or seeking to address this issue tends to experience; to generate discourse to develop new meanings; and to provide compelling resources so that even people unfamiliar with the issue could gain a visceral understanding.

Increasing Awareness

Excited by initial Internet forays, and delighted by the Internet’s potential to escape the linear unitary confines of books and articles, I imagined a website might dramatically extend awareness and understanding as visitors with different interests, experiences, or educational levels could all coexist, each following their own pathway through the site, constructing their own “text” from diverse media.

Reaching Diverse Groups

The second phase of funding was focused on broadening access and ownership of the site for people of different backgrounds and abilities. A series of consultations with diverse groups in Toronto—people who are blind or Deaf,⁵ have low vision, or mobility disabilities; indigenous and immigrant; and adult literacy learners and volunteer literacy tutors of diverse backgrounds—revealed the enormity of the task. For example, the desire for images that might entice and invite literacy learners uncomfortable with too much print conflicted with the needs of those with low vision to see print clearly, which meant plenty of white space and no graphics behind the text. The interactive

visual elements created in the software, Flash, that are compelling for those with limited literacy skills and many Deaf people are inaccessible for blind visitors who use screen readers, software that reads websites aloud.

Although sometimes the needs of different groups competed, at other times the needs echoed by diverse groups sparked new creativity. For example, when a Canadian First Nations reviewer expressed her need for a “place” to retreat to when reading material that stirred difficult emotions, and then a focus group of tutors commented they couldn’t stay on the site long, the idea for a self-care section including fun “escape” activities was born.

This process of consultation with different groups who had little initial reason to trust that their involvement would be more than token was not easy. It revealed the need for further collaborative projects to develop resources to adequately reflect these contrasted realities. Consulting with individuals and small groups from diverse communities to ask them what material should be included and what change would help them feel a sense of ownership of the site had limitations. It risked oversimplifying and implying that a small group could speak for a large community. It was also hampered by the difficulty some groups had embracing new discourses about violence and learning. Nevertheless, step by step, the site is beginning to capture both the commonality of our experiences—the shared experience of violence—and some contrasts and particularities of each group’s experiences. Universal access is a challenging goal, but the political commitment to this ideal has shaped the structure and content of the site.

Reaching Literacy Learners

People with limited literacy skills are frequently left out of “conversations” (as they are of this text, for example) and are unable to access new and complex information without face-to-face opportunities. Animations, pictures, digital stories, short videos, and audio readings combined with plain-language text appeared to offer possibilities to extend the reach of face-to-face communication across distance. Needing easy-to-read resources, literacy learners are often by necessity separated out as a distinct category. This separation makes it hard to attend to the experiences they share with other women, immigrants, people with disabilities, and so on. To avoid this, I pushed against the taken-for-granted notion that there must be a separate section of the site for adult literacy learners seeking to integrate material for all. Recognizing the contingent and complex nature of identity, I hoped the site could avoid reinforcing limiting identities and divisions.

After the first round of website construction, while working with literacy students I saw that, though they loved easy-to-read sections, they felt excluded by the academic language elsewhere. Though they were excited by visual and multimedia pieces when I explained them, these were hard to grasp without introductions. To address this problem during the second phase, I wrote brief lead-ins, commissioned cartoons, built gateways to writing by adult literacy learners, and other accessible resources hoping they would bypass difficult materials and find resources they would enjoy. It appears to have helped. I continue to receive wonderful feedback from students and educators alike. It remains to be seen how far these changes will go to enable learners to enjoy the site alone. Much material on the site now speaks directly to learners of all education levels suggesting that they/we can shape our own approach to our learning, help our instructors understand our challenges, or choose more supportive classes or programs when necessary. The site not only provides easy access to a vast array of information, but also addresses literacy learners as cocreators of their own education capable of learning successfully whenever they can find or create suitable conditions.

Reducing Isolation, Finding Allies

Showing a literacy learner a series of photos to illustrate dissociating, or “spacing out,” revealed the power of imagery to reduce isolation. As we looked at a picture of a person alone in the fog on an empty beach, the student asked in amazement whether other people “feel like that” when they are trying to learn. I replied “yes” and asked her to say more. Gradually, I understood that she was having trouble learning, felt stupid, and believed her teacher thought the same. She had no other explanation for why she was doing so badly and remembering so little. When asked if she always described what happens to her as “being in a fog” and “far from others,” she said that she had never spoken about it. When asked if she had told her teacher about her experience, she seemed horrified. It was bad enough for her teacher to think she was stupid, she suggested; she didn’t want her teacher to think she was crazy too. The interaction with this student illustrated the rich possibilities for multimedia resources to support visitors in seeing their experience afresh.

Without possibilities of creating language to reveal how violence affects learning, we can be left with few options besides believing we must be stupid, lazy, unmotivated, or learning disabled. Such

meaning-making increases the likelihood of failure. When showing animations to literacy students in workshops, the relief of recognition is almost palpable. Participants see an image or read an account and say, "This is exactly what it feels like to me"—and then realize that their experience must be shared for the creator to depict it so accurately. In this way, the process of developing new explanations of their experience begins, opening the possibilities for creative approaches to address the ongoing impact on learning.

Teachers, too, can find it a lonely struggle to teach effectively in a context of violence, where many students attend irregularly, have difficulty learning, seem unmotivated or absent. At its best, teaching is exhausting work. When compounded by student failure, bearing witness to students' life struggles, hearing stories of violence, and remembering similar experiences, it may become unbearable. Teachers may become disappointed by their own failure or angry with that of their students. Yet, they are often told it is not their job to listen to students' life stories, and sometimes criticized as too involved. In the face of learners' struggles, they can feel unsure about how to teach for success. Isolated, they may judge students who seem not to be trying. The "helping others learn" section of the site provides a virtual visit to a classroom filled with unusual resources. A visitor can click on each element—a vase of flowers or modeling clay, for instance—learn about why it is there, and click again to read more. Although it may be impractical to visit other programs and see different approaches, we can do so in virtual space. If we are not exposed to new approaches and people who challenge our established methods, then students may appear to get a second chance in our programs, but may have only an opportunity to fail again, to become more convinced they can never learn.

As a researcher, in territory that common educational and therapeutic discourses (Horsman 2005) suggested I should not enter, it was important for me too, to find allies. Similarly, I have often received emails from people delighted to have discovered my work online. Graduate students, for example, who wanted to write their thesis on some aspect of violence and learning, told by their professors that this issue was not important enough, was too obvious, or not appropriate, were desperate to find someone who believed in its value. Undergraduate students wrote, relieved to find confirmation that violence affects learning and excited to learn ways to support themselves as they returned to school, still haunted by their complex relationships with learning.

An early idea for the website was to include a world map visitors could click on to find people, anywhere in the world, researching

the issue or creating innovative practice. I hoped people would send me information and links to their work online so that visitors could click on a region to locate people, learn more about them, access their work, and contact them. I imagined this visual would help people feel less isolated as we learned about allies we might reach in person, or on the Internet. Although the map is there and some people are listed, I have also learned, through its restrained use, about the limits of the Internet to reduce isolation in this way.

Limits and Possibilities of the Technology

Apparently, as of 2009 "an estimated one-quarter of Earth's population" uses the Internet (Wikipedia) and, although I know this includes smaller percentages in countries of the global South, I am drawn to the promise of potentially large numbers of visitors to the site even there. Even a small percentage of the population of Africa for instance could translate into many millions of users. In 2011, even with no publicity outside Canadian adult literacy organizations, the learning-and-violence site was receiving over 25,000 hits per month from close to 3,000 different computers/visitors in more than 100 countries. This is vastly more than I could ever reach through workshops or publications alone. I imagine individuals and organizations in many countries I have never visited are learning about the issues and finding resources. But I must also acknowledge limitations.

In rural areas everywhere, and outside the larger cities in the global South, high-speed Internet access (or broadband), necessary to make pictures and interactive elements of the site viable, is rare. I am caught with contradictory pulls: the multimedia resources that convey the complexity of the issue and increase access for some, decrease access for others. I also worry about who has access to computers, the opportunity to learn computer skills, the leisure and resources, and even basic literacy skills to use them, as well as the personal interest and cultural acceptance to explore websites. In Canada, people without personal computers often gain access in public libraries, community and friendship centers, and training programs, where surfing the Internet is a prized activity. Yet, when I introduce my vision for this web-based project, many who do have easy Internet access, do not share my excitement. Some refer to negative aspects of the Internet, the potential for surveillance and threat; others are simply puzzled by my attraction.

Even if all other factors are in place—technology, interest, and so on—people may still not find the website. Although it comes up first on a Google search with the terms "learning" and "violence,"

so people hunting for information in the aftermath of violence may come upon it, others who do not yet know that violence is affecting their own or their students' learning may not search using such terms. Instead, educators may be more likely to think in terms of learning disabilities, mental illnesses, or students who lack "motivation." Those who have difficulty learning themselves or whose children are struggling may be more likely to describe them as too shy to ask for help, too lazy, not motivated enough, that "book learning" is not for them, or that they are too stupid, and to dismiss the possibility of success, rather than to scour the Internet for solutions.

I am reminded however that the Internet does lead many—particularly younger people—to browse from site to site, following threads to new information, which may help some chance upon the site. Although even now the numbers of visitors are huge in comparison with workshops or most publications, they are small in Internet terms. A quirky YouTube video or heart-rending petition that catches attention can be discovered by millions in a few days. I long to discover how to garner major attention and achieve the level of publicity that would make the site universally known.

In contrast with when I first led online discussion, there are now numerous opportunities for online engagement that compete for our time and attention. Although workshop participants are usually enthusiastic to learn and they can continue discussion online; few post on the forum. I have no way of knowing whether they have visited, have found what they need, nor why they have not posted. I continue to question whether this particular type of forum is uninviting or difficult, or whether online connection itself is simply not satisfying enough for visitors to make time to use it. Yet, I sometimes meet people and hear how much they value and frequently return to the resource. Even for those who don't post, the forum's existence apparently helps them feel less isolated, offering the possibility they *could* engage. I wonder when people visit but don't interact, whether this is enough to adequately reduce isolation.

During my early research, educators from Canada's First Nations helped me to see the value of holistic approaches that draw in the wisdom of body, emotion, and spirit, along with mind. Holistic approaches can support learning, effectively helping people move from a stuck place, where it may feel that the mind doesn't work, to new possibilities, where body, emotion, and spirit can all support learning, or at least not block it. This provides a rationale for the multimedia and interactive elements of the site. Yet, in a field where we argue for the importance of holistic approaches, and where research

suggests the value of embodied connections for healing, it seems contradictory to work without physical presence. However, the difficult feelings that come up when speaking about violence or its impact on learning, do lead some to find it easier *not* to be in the same room with others. In online courses, I hear from students who are glad to access the resources from home and prefer not to post a photo of themselves, and from others who want to see each other and find the absence of a full connection unbearable. I can imagine a similarly split reaction to this site.

The Internet is no more neutral than any educational space or communication tool. It can be dangerous, yet includes life-saving resources; connecting to a machine can feel isolating yet can enable us to find others with shared interests. The Internet may be used to elicit collective action, such as virtual campaigns and petitions, yet we usually access it alone. It is not as satisfying as meeting face-to-face, but may be better than no connection. The relief of knowing allies do exist somewhere in the world, rather than feeling entirely alone and unsupported, may be immense.

Creating New Meaning for All

In developing more complex understandings of the impacts of violence and how to address them, I believe we must begin with what people know, honor the important knowledge held by literacy learners, educators, artists, and researchers from around the world, and together formulate nuanced insights and new meanings. Like the best of popular education, the website disrupts traditional concepts of the expert—the "knower"—"disseminating" information to the one who does not know. Instead, it draws knowledge from many different groups, including artists and academics, students and educators, consumers and service providers.

The site is porous, cutting across disciplines, constantly open to adjustment, ever shifting. It is structured to invite participation, new contributions, and critical feedback. It is filled with resources in a variety of media in the hopes of engaging "all of us," whatever our interests or abilities. Like traditional popular education approaches, participatory processes have drawn in the collective wisdom of many different communities. Some exciting sections have engaged many people in their creation. For example, collaboration with a therapist, a plain-language writer, and creative partners led to a remarkable interactive sequence where we can place our "overwhelm"—the "too

muchness” often triggered in learning situations—into a virtual container and set it aside to deal with later. This device, which is usually taught to clients in therapy as something to be imagined, becomes more tangible, more easily available, and a tool to support learning when we transform it onto the Internet.

The recognition that violence can have an impact on anyone, including educators and researchers, has shaped the site and the need to reveal our commonalities and differences. It has led to a strong emphasis on self-care as something not only for our “clients” but equally critical for everyone. It has led to an invitation for anyone to reveal their own realities around the issue of violence and learning—in words or images. Whenever I meet someone who has something to say on this issue, I invite them to contribute. Some powerful resources have been submitted as a result of these chance encounters.

In order to increase understanding of the impact of violence on learning, I wanted to make sure that those with little or no experience of violence and its impact on learning could “get it,” not just intellectually but also emotionally and viscerally. A series of animations provide intense experiences of the impacts of violence. For example, one allows visitors to simulate the experience of dissociating: as they try to read, the print lightens and blurs; as they strain to understand the message, the voice fades and returns.

Limits and Possibilities of the Technology

The Internet is a flexible tool for publishing truths that are recognized as contingent on time and place, a venue where postings can be changed, added to, or taken down—where one person’s “truth” can be supplemented by another’s, even when each truth challenges and contests the other. In contrast with the finality of print publications, the web shares with the interactive-workshop format possibilities for collective development of knowledge allowing for continual construction and reconstruction. Each time I find new project funding, the partners involved add layers, and as our insights have deepened and shifted, or we have discovered new resources, we have restructured and reconceptualized sections. The form of the spiral—a structure the Internet makes possible—encourages circles and cycles of exploration and invites visitors to dig ever deeper, to see materials afresh, find new meanings through different juxtapositions, and develop new dimensions of understanding.

Unlike the best of popular education face-to-face workshops, the Internet does not allow us to work together developing our analysis collectively with the leadership of a skilled facilitator using creative

tools to support the process. Though people might prefer to meet face-to-face, few of us interested in this issue live close enough or have opportunities to travel. The online “venue” makes a gathering of materials possible, contributed by authors and artists from different communities and regions. The Internet makes it easier for educators to access local resources created elsewhere and take on the issue themselves. The online content extends the influence of face-to-face meetings, workshops, presentations, and even written publications (Horsman 2009). I increasingly use the site as a resource to improve workshops: to help participants prepare, to create a more flexible alternative to PowerPoint slides and printed handouts during the process; to provide materials available on demand; and a venue for discussion to continue after the event.

Is a Movement Possible?

As I approach the conclusion, I am still questioning how well the site will contribute to widespread change, what will broaden the discourse and spark a social movement in this previously silenced area. Although the latest project has begun a shift—increasing the numbers of people involved in the creation of new materials, involving adult literacy coalitions across Canada in creating and promoting the resources, and leading some community colleges and community-based adult literacy programs in Canada to begin to take account of the impact of violence on learning in their daily practices—change comes slowly.

My dream remains that, through increasing awareness and developing discourse to construct new meanings and deeper understanding of the issue, the website will resource and nurture the networks needed to catalyze a movement for change. But I can find no equivalent sites to compare, to see whether such a goal has ever been achieved. The website is not a campaign site that pushes people to sign petitions, a site to profile the work of one organization, nor even the more usual “issue-based” site disseminating information; instead, the knowledge on the site is collectively generated by combining education and networking, along with information sharing. Large numbers of diverse people can use it for a wide variety of purposes. They can pass the information on to others, knowing the next person can also access the latest resources, join the discussion, and add their own knowledge to this hub.

Generating discourse about the impact of violence on learning is fundamental if this site is going to lead to personal and societal

change. Given that so few people currently recognize that violence stands in the way of learning, new discourses must reframe experience that was formerly understood in terms of individual learning deficits, disabilities, disorders, or personal failure. Writing this reflection has helped me see more fully the need for effective publicity if the website is to serve this purpose. Using all available means of promotion, particularly finding ways to access and generate interest in broadcast media and drawing on social networking tools to introduce more people to the issue and the site, now seem important next steps.

The Internet has made it possible to imagine new forms of education and networking. The nonlinear and spiral structure of the site, enabled by the flexibility of the Internet, has provided space for carving out an understanding of a new field of study—the intersection of violence and learning—helping to push at the edges, to redefine and move out of known areas of violence, and education about violence, into this newly conceptualized terrain. As I reflect on the value of making this area visible, St. Pierre's words echo:

I have long since lost faith in and given up believing in a mighty revolution that will save us, but I know that the more subtle revolutions these scholars describe [poststructural theorists Butler, Spivak, Foucault, etc.] are possible because I see such freedom practiced every day in women's lives as they find those junctures, those rhizomatic routes, that open up vacant spaces, heightened states of possibility. (2004, 330)

Although I still yearn for mighty revolutions, or at least a social movement that sweeps radical change into being, I am drawn to the image of people finding "rhizomatic routes" to open up "heightened states of possibility." This is exactly what the site is already accomplishing as it helps gather and support those working on learning and violence and those isolated by their experience.

There is no real world equivalent to the combination of education, networking, and collective development of new meanings that the site makes possible. It is a training course, a library, a file cabinet full of workshop handouts and classroom resources, a symposium of researchers and educators, an art gallery, an installation, a discussion, and much more, all in one "place," easily reached from anywhere in the world, by anyone with access to the Internet and the interest to explore. Whether it can become the catalyst and resource for a broad social movement may become clearer, as the site continues to grow and hopefully becomes better known. At present, the possibilities of

effective mobilizing for broad social change through the website continue to be both enticing and elusive.

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3. The history of each project/partner is available at: <http://www.learningandviolence.net/acknowlg.htm>
4. Mike Kelly sparked my interest in what a website might offer by generously building this site.
5. I capitalize Deaf out of respect for the preference of Deaf people who identify as a distinct language and cultural community, rather than disabled.

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