Contributors

Anthony Bilello is an 11th grade AP Research student who enjoys art and history (but not at the same time). He is dedicated to his work as a student and is always willing to do whatever it takes to get the best results. He is currently the Secretary of the Art Honor Society at Valley Stream South High School.

Zayden Chambers is a rising senior at Newark Charter School. He is interested in studying mechanical engineering and material science in the future. His research focuses on improving the performance and reliability of used structural materials for industrial applications

Ria Datta is a passionate and driven student with a keen interest in the intersection of healthcare and artificial intelligence. As the Community and Wellbeing Prefect at Appleby College, Ria is dedicated to fostering a compassionate school environment and supporting student wellness initiatives. She also leads the Biomedical Club, organizing hands-on medical workshops and guest speaker events. Through co-founding and directing Appleby College Leadership Council (ACLC), Ria collaborates with peers to enhance school life and champion student voice. She aspires to pursue a career in medicine, interested to become a pediatric neurologist who works closely with children with developmental and intellectual disabilities.

Kameron Drumright conducted this research through obtaining tweets that reflect the experiences and opinions of Black students attending either a Historically Black College/University (HBCU) or a Predominately White Institution (PWI). The tweets were coded into 12 codes that range from "Student Alienation" to "Intraracial Appreciation/Judgement" to "Institutional Appraisal/Criticism" and many others. These codes, in the context of the historical background of education for Black Americans and past scholarly literature from education scholars and historians, were used to deduce themes in the students' tweets on what could be done to recognize complex racial-identity navigation and target different issues expressed by these Black college students on a personal level as well as an institutional level.

Harshavardan Gunasegaran is a Grade 12 student at Royal St. George's College with a strong interest in AI technologies and the impact of AI on the humanities and engineering disciplines. He has participated in hackathons such as PeddieHacks and CirFin Create, where he received first place for his innovations and software. He hopes to pursue a degree in computer science at university.

Chance Hattrick is a current Grade 12 at Royal St., George's College. He has participated in research at the University of Toronto and the Acceleration Consortium in the development of accesible autonomous scientific tools. He has a passion for engineering and science and hopes to pursue a degree in Electrical Engineering in university.

Sushrut Lamsal is a driven high school student at Royal St. George's College with a strong interest in the biological sciences. He has conducted research at the University of Toronto on RNA fluorescence under a graduate student. He also has experience in life sciences consulting through an internship. He plans to continue developing his passion for research in university, while pursuing a career in healthcare or the biological sciences.

Nicole Li is a graduating student at Appleby College enrolled in the AP Research course. She is passionate about environmental justice and policy, with a particular focus on amplifying youth and marginalized voices in the decision-making spaces. Her academic interests lie in cross-cultural research and examining how diverse ways of knowing can enrich policy discourse and cultivate more inclusive solutions.

Dheera Vandini Mehndiratta is a Grade 12 student at The Shri Ram School, Moulsari, who is currently doing the IBDP curriculum and is following her passion for biochemistry. She's always been fascinated by the molecular framework of life, and when she's not diving into science, she loves to express herself through dance and playing the piano. Her interest in cancer research was prompted during an internship at the Apollo Proton Centre in Chennai, where she witnessed highly advanced oncology treatments up close. That experience sparked a deep curiosity about the genetic factors behind cancer, inspiring her to write this paper on hereditary cancer.

Max Sheynin is a student-researcher in the class of 2026 at Crescenta Valley High School. He is interested in cognitive science, particularly its applications to digital media. In his free time, he enjoys creating short-form content and drinking matcha from local cafes.

Shriya Singh is an incoming biomedical engineering student at Arizona State University with a deep interest in the intersection of neuroscience and engineering--neural engineering. With experience in traumatic brain injury research, she has worked to enhance the data analysis technique of IHC while promoting the reduction of unnecessary scientific animal experimentation. Her academic and extracurricular pursuits reflect a commitment to understanding the brain through both technological innovation and clinical/behavioral insight. Shriya is exploring future paths in either research or medical school, aiming to contribute meaningfully to the advancement of neuroscience and biomedical technologies.

Kevin J. Tritschler is a graduating high school senior with an interest in the environmental sciences. Since he began his school research program in 10th grade, he has had ample time to learn the basics in research analysis, media literacy, and hands-on experimental work. In his most recent summer project, he has investigated whether botanicals - plant extracts made to deter pests - would remain effective if their source plants were grown under saline stressed soils, and what confounding impact they might have in the broader context of an IPM system, in terms of impacting non-target organisms. When he was not working on his project this summer, he had instead assisted as a tutor for schoolhouse.world, savored his last scout camping trip, and ended up with more down time than he expected. His long-term career goal is to get into public policy, but for his undergraduate, will be pursuing a degree in Environmental Studies. Regardless of what happens to him, all he hopes for is that he doesn't lose sight of the bigger picture, and sticks to his morals the best he can.

Consulting Editors of the Journal

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, Advanced Placement and the College Board, 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, and he is the author of Style and Substance: Finding and Joining the Academic Conversation from Broadview Press.
Blake Lee-Whiting BA, MPP	Blake Lee-Whiting is a PhD candidate in the Department of Political Science at the University of Toronto, a research associate at the Policy, Elections, & Representation Lab, a sessional lecturer at the Munk School of Global Affairs & Public Policy, and a graduate fellow at the Schwartz Reisman Institute for Technology and Society.
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, 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.
Cameron Raymond BSc, MSc	Cameron is a data scientist on OpenAI's safety systems team. He holds an MSc from the University of Oxford (Social Data Science) and a BSc from Queen's University (computer science and political science). Previously, Cameron was a research fellow at Stanford University's Regulation, Evaluation and Governance Lab (RegLab), and a visiting researcher at Princeton University's Stigma and Social Perception Lab, the University of Toronto's Computational Social Science Lab, and the Oxford Internet Institute. Cameron's published journal articles span policy, human-computer interaction, and computational social science.
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.

Alumni Editors

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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