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MESSAGE FROM THE DEAN

Cecelia Reynolds

We are pleased to present the College of Education Annual Research Report: 2009–2010. It outlines the wide array of research, scholarly, and artistic work undertaken over the past year by our full-time faculty and our completed graduate students. As in last year’s Report, we have selected several narratives describing some of our research utilizing the four headings: Teaching, Learning, and Assessment; Aboriginal Education and Indigenous Ways of Knowing; Leadership, Engagement, and Communication; and Families, Health, and Eco/Social Justice. These narratives flesh out some of the material listed in the report.

The extensive list of research interests displayed within our four departments—Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology and Special Education—illustrates the depth and breadth of expertise in our College. The list of our graduating Master’s and Doctoral graduates and the awards garnered in the past year honor accomplishments by students, faculty, and staff. The Report documents the various ways in which our faculty have disseminated their scholarly and artistic work during the past year. The details in these lists come from the Curriculum Vitae updates faculty provide. You will note that many of the research endeavors of our faculty are funded by one of the Tri-Councils: the Social Science and Humanities Research Council (SSHRC), the National Science and Engineering Research Council (NSERC), and the Canadian Institute of Health Research (CIHR). Some work, however, is funded by groups such as the Canadian Council on Learning, the Canadian Teachers’ Federation, or other national bodies; still others are funded by provincial groups such as the McDowell Foundation, the Ministry of Education, and the Crown Corporations, or by our own John Ranton McIntosh Research grants.

I wish to thank Dr. Jane Preston, our College of Education Position Analyst, who pulled together the information for this Report. I send a thank you Cindy Roberts, the student responsible for the stunning artwork on the front cover, to Artin Lahiji for his guidance as Cindy’s classroom instructor, and to Brenda Mergel for her assistance with the back cover. I also wish to thank Maria Jochmaring and Lori Verishagen in Printing Services for their part in completing the project.

We hope that you enjoy reading about the research, scholarly, and artistic work that our faculty and graduate students have done in 2009–2010. You can always contact us or visit our website to know more about us.

PUBLICATION OVERVIEW

The chart below highlights faculty publications as reflected through books, chapters in books, and refereed articles. This information was collected from faculty Curriculum Vitae updates for the July 1, 2009–June 30, 2010 school year.

* Does not include items “in press.”
**Includes items “in press.” Items above the black line (i.e., 2 books; 9 chapters in books, 21 refereed articles) were “in press” in the Annual Research Report: 2008–2009 but not accounted for in the 2008–2009 bar graph.
RESEARCH FUNDING OVERVIEW

Faculty members within the College of Education have received much funding in support of their research. Below is an overview of the Tri-Council (SSHRC, NSERC, and CIHR) and other funding received during the past five years.


THEMATIC OVERVIEW OF COLLEGE OF EDUCATION RESEARCH

The mission statement of the College of Education is “to inform and improve the theory and practice of education.” Faculty members at the College support this statement via diversified research agendas. The dynamic research conducted by faculty members is broadly represented through the following themes.

TEACHING, LEARNING, AND ASSESSMENT: Research related to teaching, learning, and assessment not only supports the efficacy of teacher education programs, but the implications of such research have great potential to influence educators within local, national, and international domains. Within our College, some faculty members are targeting their research on professional learning communities, teacher reflection on anti-racism and social justice, and changes to student assessment. Such research reflects the important interface of educational practice and theory.

ABORIGINAL EDUCATION AND INDIGENOUS WAYS OF KNOWING: The Accord on Indigenous Education (Association of Canadian Deans of Education, 2010) envisions that “Indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish in all Canadian learning settings.” Through research, many faculty members at the College of Education support this vision. Within this Report, we spotlight such things as assessment practices impacting First Nation and Métis students, internationally-shared knowledge pertaining to equitable outcomes for Aboriginal students, Mi’kmaw ways of knowing, and the resilience of Inuit people. Such research recognizes, promotes, and celebrates the tradition and culture of Aboriginal peoples.

LEADERSHIP, ENGAGEMENT, AND COMMUNICATION: In the 21st century, education is about strong leadership, community engagement, and communication advancement. Many faculty members are addressing this mandate through their research agendas. Some of their studies include pilot projects describing how interns infuse Informational Technology into the English as an Additional Language classroom, the documentation of the lack of academic freedom within the present-day corporate culture, and the investigation of leadership succession within prekindergarten to grade 12 Saskatchewan classrooms. These and other research foci being conducted within the College will help to inform and transform the multidimensional future of education.

FAMILIES, SCHOOLS, HEALTH, AND ECO/SOCIAL JUSTICE: The academic, physical, emotional, and spiritual wellbeing of students and their families, the vitality of our earth and its natural gifts, and the social welfare of world citizens are research priorities of several of our faculty members. This Report documents research pertaining to the literacy practices of students with Fetal Alcohol Spectrum Disorder, individuals who learn to live with chronic pain, transformational student experiences gained via international service learning, and issues of eco/social justice. The outcome of such research supports the sustainability and overall prosperity of local, national, and international communities.
During the past few years, Dr. Brian Noonan has focused his research on various aspects of student assessment in education, including the topic of assessment reform and its implications for assessment leadership. Currently, he is involved in three assessment-related projects. The first project, *Principal Perception of Assessment Leadership*, includes several research studies, one of which is currently being considered for publication. Data for this study were collected and organized with the support and involvement of several College of Education faculty members. The second study, supported by a SHRCC grant, involves examining how elementary school teachers envision grading and other assessment-related practices. Data for this study have been collected and are the basis for a future research report. The third study, a preliminary exploration of the financial components of educational policy and practice is being conducted in collaboration with a University of Saskatchewan colleague from the Edwards School of Business. This project is highly unique in that it targets the financial components of public education, a topic with limited past research. Much of the data for this study has been collected and will be analyzed for a research report to be written within a few months.

Dr. Noonan is in the process of preparing a number of additional assessment-related research projects. Where there is an interest, faculty members, graduate students, and partner agencies will be offered the opportunity to contribute to the research. For example, the Saskatchewan Ministry of Education will be offered the opportunity to participate in a new report on student achievement, which may provide a context for future research on student assessment in the province. In addition, Dr. Noonan is interested in researching grading practices as a function of student assessment. These projects and additional aspects of Dr. Noonan’s research contribute to a greater understanding of the multiple dimension of student assessment.

Recent reform in Colleges of Education have revealed a need to develop coherent teacher education programs, which are more closely linked to outside partner schools in an effort to facilitate a successful induction into teaching. This point creates a challenge, however, if this link is not done in line with work already happening in the schools. Therefore, Colleges of Education and school divisions must work together to develop collaborative and sustainable teacher induction models that enhance the work already conducted in schools.

**Dr. Michelle Prytula’s** research explores the impact of professional learning communities (PLCs) as a vehicle for effective teacher induction. She and her co-researchers discovered that the professional learning community is an effective mentorship model as well as an effective induction model (Prytula, Makahonuk, Syrota, & Pesenti, 2009). The professional learning community model allows for the reciprocal exchange of knowledge between experienced, beginning, interning, and pre-service teachers. Since this construct is not linear, beginning teachers are not constrained by a learning progression that may not match their own.

Dr. Prytula conducted a second study supported through the Dr. Stirling McDowell Foundation for Research into Teaching. This study was designed to determine the sustainability of the process of teacher induction through the professional learning community for any school considering the variances in school leadership and culture. Through this action research project, which involved two Saskatchewan schools, data were collected through interviews, written responses, and focus groups and then analyzed through an interpretation panel to assist in meaning-making. Participants represented teacher candidates, interns, beginning teachers, and experienced teachers. True to action research, some of the teachers involved in the learning
What challenges do teachers face in implementing a more inquiry-oriented learning experience for learners, and how and to what extent do they resolve these challenges? How does the experience of engaging learners in more inquiry-oriented learning transform teachers’ understanding of their professional practice?

The results of the research will be useful for science educators but also, more generally, for teachers who are seeking to change their practice. The research findings are also relevant to school administrators and support staff who seek to aid teachers in such transformation.

A second area of study, a collaborative research effort with Dr. Karla Jessen Williamson, is aimed at crafting opportunities for teacher candidates to deepen their understandings of the nature of knowing, being, and relationship to others. Such an investigation is crucial to pre-service teachers’ learning experiences with regard to anti-racism, anti-oppression, and social justice. Dr. Molnar and Dr. Jessen Williamson’s research is an extension of pre-service teacher coursework, which spotlights the nature and hegemony of Eurocentric science and its common teaching methodologies. Both Dr. Molnar’s research and undergraduate course experiences involve deconstructive and reconstructive processes empowering pre-service teachers to reconsider their worldviews and associated actions. Given this, Dr. Molnar and Dr. Jessen Williamson are exploring and negotiating ways to supplement and compliment each others’ teaching efforts and, through the process, gain insight into the nature of faculty collaboration across disciplinary and ethno-cultural differences. This work will be beneficial for anyone who seeks to develop and enhance student knowledge through the skills of Aboriginal peoples, anyone who is interested in helping pre-service teachers develop perspectives and learning concerning Aboriginal education, and for individuals initiating opportunities to aid university faculty in becoming more knowledgeable and responsive to the complexities of Aboriginal education. This research is an example of how two scholarly professions of differing culture and disciplines are successfully negotiating the shared process of researching, planning, and teaching.
Aboriginal Education and Indigenous Ways of Knowing

A Review of Assessment Practices Impacting First Nations and Métis Students

Although assessment is a term that can be defined broadly, it is often interpreted narrowly, especially within the confines of one particular academic or professional milieu. In Dr. Tim Claypool’s professional practice as a registered psychologist, he has relied heavily on standardized test results as a valid and reliable assessment. However, in his most current research, Dr. Claypool places equal weight on the remaining three pillars of assessment: interviewing, behavioural observations, and informal considerations.

Utilizing a holistic purview of assessment, Dr. Claypool was the principle investigator in a multi-funded, community-based research project, under the guidance of the Aboriginal Education Research Center (AERC) and the collective wisdom of its staff. The school chosen to participate in this research was a community school located within a mid-western Canadian inner city community. The school represented many of the growing challenges faced by educators and families alike, when cultures, religions, and government policies collide. A significant proportion of its student enrolment was of First Nations or Métis ancestry. The warmth and welcoming atmosphere emanating from the group of professionals and paraprofessionals employed within this school were key factors underpinning the success of this exploratory research project.

The project’s methodology was based on a qualitative action research approach that used narrative data collected via focus groups and individual interviews. In an effort to respect Indigenous methodologies, Dr. Claypool and his research team included commentary on cultural, spiritual, and linguistic influences on assessment, as well as a description of the diverse and holistic relationships that impact First Nations and Métis student success. Research questions for the five focus groups were tailored to unique perspectives of each set of participants and were conducted at the school over a four-month period. Thematic questions for these interviews related to perceptions of current issues in assessment practices and identifications of process and practice-improvement opportunities. As expected, participant responses varied considerably, but consistencies were found among and between specific groups of parents, administrators, teachers, and community partners.

This research also included a literature review outlining assessment processes and practices relevant to First Nations and Métis students. Recently, a co-authored manuscript based on this literature review was accepted for publication by Native Studies Review (2010) Vol. 19(2) (http://publications.usask.ca/nativestudiesreview/). As well, documentation of the research included a final report summarizing the research results and supplying recommendations for future activities concerning assessment research and development. In keeping with the funders’ request, a list of 14 suggestions for improvement was provided within the final report. The final report was distributed to the funders and a revised version will soon be submitted for publication. Having completed this project, Dr. Claypool recognizes the need for future research that addresses the multi-layered complexities of culturally-sensitive and responsive assessment practices for First Nations and Métis students.
Aboriginal Education and Indigenous Knowledge Systems

“Animating the Indigenous Humanities” is a three-year SSHRC Aboriginal Research Program led by principal investigator, Dr. Marie Battiste. The project, funded at $249,858, has five collaborators within the University of Saskatchewan: Lynne Bell (Art and Art History), Isobel Findlay (Edwards School of Business), Len Findlay (English and Humanities Research Centre), and Sa’ke’j Henderson (Native Law Centre). Supporting the research team are partners: Stephen Augustine (Canadian Museum of Civilization), Patricia Doyle-Bedwell (College of Continuing Education, Dalhousie University), Rod Jeddore (Miawpukek Mi’kamawey Mawi’omi, St. Anne’s School), Lindsay Marshall (Mi’kmaq College Institute, Cape Breton University), Sandra Germain (Mi’kmaq Maliseet Bachelor of Social Work Programme, St. Thomas University), and Eleanor Bernard (Mi’kmaq Kina’matnewey).

Each province and territory in Canada has begun to address the gaps in achievement among Aboriginal learners across Canada and, in so doing, is examining curricula. This project addresses part of this gap—the systemic exclusion of Mi’kmaq knowledge and humanities in the curriculum in the five Atlantic provinces. Mi’kmaq people have constitutionally-protected Aboriginal and treaty rights in these five provinces, and Indigenous knowledge is one of these rights. Regrettably, existing studies do not comprehend Mi’kmaq knowledge or humanity. Scholarly efforts have largely been shielded from Indigenous knowledge systems by its focus of Eurocentric knowledge systems, thus ignoring core capacities that should inform concepts of human nature. As a result, this research project is designed to begin to ameliorate past abuses and proactively generate inclusive humanities, in particular, building new theoretical approaches derived from Mi’kmaq knowledge.

Pursuing Equitable Outcomes for Aboriginal Students: A Multidisciplinary Approach to Social Theory

Over the past year, Dr. Michael Cottrell’s research has focused primarily on investigating factors contributing to improved educational outcomes for First Nations and Métis students within Saskatchewan’s K-12 public education system. Much of his research was undertaken collaboratively with graduate students. Although particularly focused on local contexts, the significance and application of this research potentially extends to a far wider audience. Saskatchewan’s attempts to achieve more equitable outcomes for Aboriginal students resonate in many other Canadian provinces and territories, highlighting the similarity of challenges faced nation-wide. Furthermore, Saskatchewan’s educational landscape closely parallels certain jurisdictions, including parts of New Zealand, Australia, and the United States, all of which have similar Aboriginal histories and demographic trajectories. Because of the critical implications of educational imperatives for self-determination, social cohesion, and economic sustainability, closing the achievement gap between Aboriginal and non-Aboriginal students is an urgent public policy priority in all of these jurisdictions. Simultaneously, Dr. Cottrell’s research presents a unique opportunity to fundamentally re-imagine how schools are constructed and operated and to reconfigure how schools relate to learners, their families, and the wider communities they serve. Purposefully shaping this transformation can position schools at the forefront of a global imperative to cultivate authentic lifelong learning as a means of securing individual and collective wellbeing, preserving cultural diversity, and maximizing human potential. Consequently, Dr. Cottrell is hopeful that his research findings will be of practical benefit to Aboriginal students, educators, and educational systems serving a variety of regional, national and international contexts.
Insights from one of Dr. Cottrell’s research projects has led him and his research team to consider the wider implications of what is happening in Saskatchewan schools and to theorize the current state of education in Saskatchewan. To illuminate the complex interactions between Indigenous people and the broader Saskatchewan and Canadian society, Dr. Cottrell employs a multidisciplinary approach to social theory, engaging with the concepts of modernity, globalization, Indigeneity, and postcolonialism. His initial premise is that public education in Saskatchewan is a contested site within the wider intersection of globalization, modernity, Indigeneity, and postcoloniality. He further argues that the tensions within Saskatchewan schools are local manifestations of a global phenomenon—modernity contradictions between the novel and the traditional, between the global and the local. While posing a serious challenge to existing educational policy and practice, Indigeneity is also the chief manifestation of the local or particular contexts and, hence, the main influence mediating the forces of globalization in the province’s schools. Additionally, through his collaborative research, Dr. Cottrell suggests that current education policy within Saskatchewan needs to combine universalistic school improvement theory with locally-oriented, culturally-congruent curricula. This point is best understood as a manifestation of hybrid-processes typically surfacing through attributes of globalization.

Throughout much of Dr. Cottrell’s work, he contends that educational developments within Saskatchewan have global relevance since, as noted above, the province’s educational landscape closely parallels many international jurisdictions. Educational stakeholders within these jurisdictions would benefit from a shared understanding of what is being accomplished locally, nationally, and internationally in the endeavor to ensure equitable educational outcomes for Aboriginal students.

**National Study on Resilience of Indigenous Peoples: Roots of Resilience**

**Dr. Karla Jessen Williamson’s** work entitled, “Roots of Resilience” is funded by the Canadian Institute for Health Research (CIHR). Dr. Jessen Williamson is the co-investigator of this interdisciplinary research, working alongside the primary investigator, Dr. Laurence Kirmayer, (McGill University, The Culture and Mental Health Research, Jewish General Hospital). Dr. Jessen Williamson’s collaborative research explores the factors that promote resilience in mental health among Indigenous peoples across their life spans. While a number research project are currently being undertaken in the First Nations and Métis communities, Dr. Jessen Williamson is responsible for creating an Inuit understanding of concept [resilience]. Together with her co-investigators, she approaches resilience as a dynamic process of social and psychological adaptation and transformation. As such, resilience can be a characteristic of individuals, families, communities, or larger social groups and is manifested as positive outcomes in the face of historical and current stresses. The resilience of the Inuit has been mentioned frequently in relation to their persistence, resourcefulness, endurance, and adaptability to the unpredictable Arctic environment—an environment recognized as one of the world’s most challenging human environment. As previously stateless Arctic citizens, the Inuit effort was to make a living by strenuous adaptation to the Arctic environment. Today they are challenged by having to make amends with social structural changes from recent years. The aftermaths consist of unfathomable asocial reactions. These proportions represent a daunting social environment—actualizing the effect on people whose cultures, languages, and spiritual denigrations are frequently experienced. In Nunavut Territory, the manifestations of these realities are faced by the high rates of suicide, home violence, drug and alcohol additions, overcrowded housing, family breakdown, and poverty, just to mention few. In this daunting environment, Roots of Resilience searches for meaning for hope, aspirations, and strength. These are indeed the values that Inuit used in negotiating land claims and their place in a nation like Canada.

Flowers from College of Education atrium
Photo by Don Cochrane & Brenda Mergel
Dr. Howard Woodhouse

In a recent review in the National Post, Patrick Keeney described my book, Selling Out: Academic Freedom and the Corporate Market, as an “impassioned” critique of the paradigm shift currently affecting Canadian universities. He understood my scholarship as combining critical analysis with a commitment to social justice.

Selling Out demonstrates that the logics of value of the market and of education are not only different, but opposed to one another. By introducing the reader to a variety of cases, some well known and others not, I explain how academic freedom and university autonomy are being subordinated to corporate demands and how faculty have attempted to resist this subjugation. I argue that the mechanistic discourse of corporate culture has replaced the language of education.

Subject-based disciplines and the professors who teach them have become “resource units,” students have become “educational consumers,” and curricula have become “program packages.” Graduates are now “products” and “competing in the global economy” has replaced the search for truth.

Challenging the current orthodoxy that the market model is the only way forward, I argue that governments have a responsibility to fund universities, recognizing that they are the only places in society where a critical search for knowledge takes precedence over corporate economic interests. I show how the Peoples’ Free University of Saskatchewan, which offered university level courses to the citizens of Saskatoon without charge during the early to mid-2000s, provides an alternative to the market model.

My work has struck a chord among both the professoriate about EAL, boosted their confidence in the classroom, made connections with students from other cultures, and improved their understanding of the application of technology. The high school students expanded their knowledge of technology and had the opportunity to work with a different group of role models. The EAL teachers were able to see the technologies in action and integrate the new skills into future instruction.

The 2010–11 school year scheduling of the program will expand to two high schools and one elementary school. The program focus remains to be learning about technology, but it is still important that the program have a lasting social impact within the classroom. This social impact might be helping students with a new language or introducing them to a new culture. It may also include finding a way to reconnect or re-engage disaffected high school students to learning in general. The first group was kept together to form the foundation for an internship group. The skills and ideas they developed in the technology group have allowed them to be more effective interns and ultimately better teachers.

Dr. Jay Wilson

A key to understanding the use of technology is to have teacher candidates in schools working with students who are in need of such skills. In the fall of 2009, a technology pilot group was initiated by Dr. Wilson to introduce teacher candidates to authentic application of technology. This action research project included an exploration of how and in what ways teacher candidates were able to integrate technology in a high school setting. The focus was unique in that the student group with whom Dr. Wilson chose to work participated in the English as an Additional Language (EAL) program at Walter Murray Collegiate (Saskatoon). The approximately 90 EAL students were from a wide variety of countries: Somalia, Germany, Pakistan, Afghanistan, China, Nepal, and others. They represented many cultures, first languages, and learning styles. Most of these students had little or no exposure to technology. The teacher candidates met weekly as a group to share, co-plan, and participate once a week with teaching in the school. Through the experience, the teacher candidates learned
and the general public. The book, which was short-listed for a Saskatchewan Book Award, is selling well, and I have been invited to contribute journal articles to special issues of International Education and Studies in Social Justice. I have given a public lecture at the University of Toronto (February 2010), made a presentation at the Canadian Society for the Study of Education’s (CSSE) Annual Meeting at Concordia University (May 2010), and I am scheduled to speak at another conference titled “Rethinking the Humanities” at the University of Saskatchewan (April 2011).

Attendance at several Saskatoon book launches has been high. One such gathering at McNally Robinson in November 2009 drew a particularly large crowd. The success of my book launches suggest there exists a growing public interest in issues affecting university education. It also implies that academics have a responsibility to communicate their ideas to the citizenry in ways that make sense. After all, it is they who pay for our salaries.

“Public intellectuals” have engaged in the open discussion of education, the academy, and society for centuries, communicating their ideas to anyone who would listen. It is a tradition to which many artists, writers, journalists, poets, philosophers, and academics continue to subscribe; a tradition that we must not allow to perish.

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A Leadership Succession Strategy for Saskatchewan Schools

Pat Renihan is conducting a study of leadership succession in the Saskatchewan prekindergarten to grade 12 school system. This study evolved from a shared concern for the extraordinary challenges facing school leaders, the many implications of these challenges for the nature of leadership that our schools will require in the coming years, and the motivations and availability of well-qualified professionals to assume these roles. In the fall of 2009, senior officials of the Saskatchewan Ministry of Education, the Saskatoon Teachers’ Federation (STF), League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS), and the Saskatchewan School Boards Association (SSBA) commissioned the Saskatchewan Educational Leadership Unit (SELU) to develop a research strategy that would provide a clear picture of the situation related to leadership supply and demand within the province. Most significantly, the goal was to help the major partners in education to consider the types of infrastructure and support that can most effectively address school and system leadership needs in the coming years.

The design of this project involved three complementary activities: (a) a survey of teachers, in-school administrators (principals and vice-principals), superintendents of education, directors of education, and board chairs; (b) several focus groups of teachers, principals, superintendents, and board chairs; and (c) an interpretive panel of representatives from several professional groups.

Surveys were designed to elicit perspectives and commentaries on levels of interest in leadership positions, required skills and attributes, and perceptions as to succession processes and practices in schools and school systems. Completed electronic surveys were received from 766 respondents (169 teachers, 507 in-school administrators, 60 superintendents, 16 directors, and 14 board chairs). In addition, focus group information was shared in 7 focus groups by 52 professionals (9 Ministry personnel, 5 superintendents, 5 board chairs, 6 principals, and 27 teachers) from different areas of the province.

Summaries of quantitative and thematic analyses were forwarded to members of an interpretive panel (4 in-school professionals, 2 superintendents, and a director of education) to explore alternative explanations and implications relating to the findings. This panel provided additional sets of eyes for the task of making sense of the findings and shedding additional light on the possible directions emerging from them. The final report of this study, A Leadership Succession Strategy for Saskatchewan schools, will be available at the end of January, 2011.
As a researcher, Dr. Linda Wason-Ellam is interested in family and home literacy practices within cross-cultural settings that support academic literacies valued by the school. Through funding opportunities from a number of research grants (e.g., SSHRC, Prairie Centre of Excellence on Immigration and Integration), both locally and globally, Dr. Wason-Ellam has been exploring reading as a social and cultural practice with children who struggle with learning to read. Among them are children with Fetal Alcohol Spectrum Disorder (FASD) and attention deficits, as well as youth from a variety of urban, rural, and northern classrooms who engage in individualized reading pathways that are often misaligned with their culture and environment. Individuals with FASD may be able to read the words, but not always comprehend the meaning conveyed. Since their executive functioning skills are frequently impaired, they need assistance in order to comprehend, sequence, synthesize, and remember what they read. Unique to these reading engagements, Dr. Wason-Ellam is exploring opportunities for them to visually represent or map comprehension before reading, while reading, and after reading through multimodal visual strategies such as drawing, storyboards, concept maps, plot diagrams, charts, and digital photos. These interim texts assist learners in visually focusing and mapping prediction, story sequence, and integrating ideas in the moment while they read. In so doing, words and images are equal and complementary languages for learning. Visual strategies foster multiple opportunities for FASD learners to fluidly move between two languages as they use transmediation or recasting meaning from one sign system to another. As they map meaning, they stretch their understandings, connect to their memories and culture, think more broadly when considering other ideas, and become more engaged in the learning process. For FASD learners, the process of making meaning as one’s own involves transforming the meanings and/or skills that someone else has demonstrated into a set of meanings and/or skills that are uniquely theirs. Working between visual and textual languages increases the opportunities to engage in generative and reflective thinking, as readers transform their understanding and realize connection between the visual and textual languages.

The key to teaching FASD learners is for teachers to be resisters and advocates, that is, to become teachers working outside the constraints of controlling and reductive work-sheet reading programs in order to effectively teach reading for making meaning.

Chronic pain is a condition impacting an estimated 18% of Canadian adults. Despite the proliferation of knowledge and diversity of treatment developed during recent years, the number of individuals experiencing chronic pain continues to increase. Many of these people suffer chronic pain despite the medical advancement being made in this area. Such suffering interferes with their employment, relationships, and leisure activities. When treatment options are ineffective, individuals are often told by their physician to learn to live with their pain, which, in reality, few individuals are able to do.

Researcher and psychologist, Dr. Audrey Kinzel conducted studies with individuals who accepted their chronic pain conditions. Her studies revealed acceptance to be an ongoing process with no defined endpoint. For her 10 participants, the acceptance of their chronic pain was different for each individual and ranged in time from a few to 20 years. They described how the choices they made led to positive changes in their suffering and resulted in a more meaningful lifestyle. The research participants, ranging in age from the mid-20s to mid-70s, identified a key solution to a more satisfying lifestyle...
was their acceptance of the pain. The influence of interactions and relationships with family and professionals was found, at times, to be facilitative and, at other times, to be interpretive. One participant wrote a poem entitled, *Peripheral Neuropathy,* which described the positive influence her physician had on her acceptance: *As my mittens and knee socks tighten / I bring you my fears and pain / You tread softly but with agility / Ever gentle in touch and voice / Telling me of reality with sugar-coated words. / Secure, I leave, clad in hope / Ready to weather the future / Of which I know nothing / Protected by you and your knowledge / Willing to accept what will be* (Lyn Thompson©).

Dr. Kinzel’s participants also spoke about how their use of the health care system decreased with acceptance of their chronic pain. This point is significant given that patients with chronic pain account for 75% of the overall costs of health care and compensation. Acceptance is clearly a process that reduces suffering and economic costs, while simultaneously enhancing life satisfaction and meaning for the person who has discovered ways to live with pain.

Dr. Kinzel’s current research on the acceptance of chronic pain is a self-reported measure of the topic and has great potential to direct psychological intervention strategies. Her future research targets developing a treatment program and investigating the process of acceptance with chronic mental health and physical health conditions.


**International Service Learning: Travelling to a New Understanding of Home**

**Dr. Geraldine Balzer**

The last four Februaries have seen me packing my bags, joining two teachers and a small group of grade 12 students, and embarking on a journey to Guatemala. There are some climate advantages to travelling to Guatemala during a Canadian February, but our time is not spent at a resort. These students are engaged in service learning, an experiential process that connects community needs with curriculum outcomes. Students who participate in service learning are not simply doing volunteer work in an underserved community or applying an outside needs assessment to community problems. Through careful preparation and guided reflection, students participate in an experience that balances serving with learning. The end goal is to educate youth to have better understanding of social justice issues or, in the words of female poet, bell hooks, become “enlightened witnesses” to the world.

I travel with these groups as a participant researcher, observing the ways in which their experiences lead to new understandings and personal transformations. Each of the participants returns to Canada with new awareness of global issues. One of the most interesting phenomena for me has been the way the students have linked their Guatemalan experiences to their lives in Canada. Much of our time is spent with Mayan groups who, although form the bulk of the Guatemalan population, are underserved by all government services and have been the victims of colonization, alienation, and genocide. Through exposure to Mayan history, the Canadian students begin to see parallels to the experiences of Canadian Aboriginals. Issues surrounding colonialism and land tenure, the exploitation of resources, and the marginalization of the voiceless are very visible in Guatemala. Suddenly, Canadian students have the opportunity to see Canada through another lens. For several days, they are members of a Mayan community, living in very basic conditions and listening to the local stories as they work alongside the members of a community. They begin to understand that all people have similar hopes and dreams for their children and their communities; they come to realize that people are not so different; only circumstances are.

I listen to the students talk about their international experiences, and I’m amazed at the insights they have gained. Many of the students comment on the ways in which their perceptions of poverty have changed. While the naïve notion of *the poor but happy community* is very much a part of their stories, they also come to realize that where one is born has everything to do with one’s life experiences, that working hard does not guarantee a better life. In fact, as one student stated, she has never seen people who work as hard as these people and their chances of experiencing a rags-to-riches story is nonetheless nonexistent.

Ultimately, I hope my research begins to reveal how these international service learning experiences transform their attitudes and actions as they progress into adulthood. Does participation in international service learning lead to social justice?
Robert Regnier’s teaching and research spotlight social and ecological education. Herein, he describes how he envisions these concepts.

The best of social and ecological justice education focuses on supporting a flourishing humanity within an abundant natural world. Theories and practices of such education capture the broadest scope and the finest attunements of what constitutes equity and balance; education committed to justice assists learners to formulate coherent and inspiring visions of justice and to engage in social and eco-justice praxis.

Unjust education constrains the achievement of such aspirations and uses pedagogies that systematically discriminate against certain populations and exclude the wellbeing of the natural environment. Examples of unjust education proliferate. The schooling of First Nations peoples, for instance, has sought to replace languages, forms of knowledge, social organization, and worldviews. Systems of education often re-inscribe racism by normalizing practices of exclusion, selection, and incorporation as common sense. Many educational practices avoid addressing gender inequality, homophobia, disability, and classism while reinforcing hidden curriculums of privilege and power for select social groups and classes.

Ecological and environmental injustice is constituted by education that contributes to deterioration of the environment, disrupts human and other species’ holistic relationality with the world, and reinforces relegation of environmental conditions to the margins of endurance. Critics analyze how schools and school systems acquiesce to the dream structure of consumer culture and to the profit interests of corporate capitalism over ecological and environmental sustainability. These critics show how reductionist teaching approaches and limited curricular content restrict the emergence of learner subjectivity and the viability of learning communities that recognize the complexity and profundity of nature that seek to support the survivability of current life forms on the planet.

Social and ecological justice education proceeds by: celebrating the ongoing insistent presence of value in learning; overcoming reductionist practices that constrain curriculum, school structures, and inquiry processes; validating the distinctiveness of contrasting teaching and learning approaches; generating new possibilities for addressing inequities; and selecting the most appropriate teaching options for time and place. First and above all, justice education and justice in education mean engaging in the immediacy of the unique ongoing life streams of particular learners by creating learning conditions that align with the trajectory of each learner’s life. To do justice through teaching, therefore, means taking up the trajectory of each learner’s life meaning and purpose to liberate and enhance those best interests rather than indoctrinate or subjugate.

Second, justice education means engaging in critical reflection and thereafter pursuing actions to remove oppressive structures and processes through anti-racist, anti-sexist, and anti-homophobic education. This paradigm shift is necessary to militate against unjust attitudes, habits, and lifestyles that result in polluting school cultures, local environments, and the planet, itself.

Third, social and ecological justice education can be engaged in many ways, for many purposes, in many contexts, in many locations, and for myriad purposes and reasons. Just education, therefore, requires intensive discernment of contrasting distinctions that differentiate purpose and meaning as a function of the infinite variations of life, institutional purposes, and human conditions. Just does not mean sameness.

Fourth, because justice is not a given, what justice is and how it can be implemented in varying situations and circumstances must be continuously re-imagined. Social and ecological justice requires imaginative learning to generate new possibilities for creating just conditions in difficult, emerging, and/or novel conditions.

Fifth, social and ecological justice education not only requires imagination to generate new possibilities, it requires moral vision that can differentiate the most just and the least just options. This education requires acute sensibilities to discern problematic issues, and it requires knowledge of moral frameworks to create and appreciate the value and validity of just judgments.
HONORING THE PRESENCE AND COMMITMENT OF GRADUATE STUDENTS

The College of Education is committed to addressing the personal and professional development of its graduate students through the provision of a number of master and doctoral programs. By providing the option of thesis, project, or course-based programs, we acknowledge and respond to the diverse needs, interests, and lifestyles of our graduate students. Below are lists of graduate students who convocated during the 2009-2010 school year. We celebrate their accomplishment!

**Master Graduates 2009–2010**
- Brian Craig Agren. Course-based. (Educational Administration)
- Bradley William John Amy. Course-based. (Educational Administration)
- Richard Todd Bell. Course-based. (Educational Administration)
- Jason William Benson. Project: *Instructional design for online higher education: A case study: Developing Education Research 800.3*. (Curriculum Studies)
- Deborah Lynn Bidulka. Course-based. (Educational Administration)
- Alan John Bishoff. Course-based. (Educational Foundations)
- Kary Gay Bleich. Course-based. (Educational Administration)
- Joyce Emily Bowers. Course-based. (Educational Administration)
- Michael John Bradford. Thesis: *Assessment leadership: Two cases of effective practice*. (Educational Administration)
- Jacqueline Anne Bruce. Course-based. (Educational Administration)
- Nancy Nadine Caird. Course-based. (Educational Administration)
- John Andre Casavant. Course-based. (Educational Administration)
- Kathy Jean Chabavant. Course-based. (Educational Administration)
- Amy Frances Chambers. Course-based. (Educational Administration)
- Heather Gayle Childs. Thesis: *Spiritual journeys in emerging adulthood: A narrative study*. (Educational Psychology and Special Education)
- Jatinderpal Singh Claire. Course-based. (Educational Administration)
- Clarence Phillip Clarke. Course-based. (Educational Administration)
- Callie Anne Combres. Course-based. (Educational Administration)
- Graham Francis Comfort. Course-based. (Educational Administration)
- Andrea Gayle Constant. Course-based. (Educational Administration)
- Morris Cook. Course-based. (Educational Administration)
- Michael Glenn Cox. Course-based. (Educational Administration)
- Tricia Mae Demmans. Thesis: *Teachers’ perceptions of personal program plan requirements and school team collaboration*. (Educational Psychology and Special Education)
- Kenneth Morley Desjardine. Project: *An online course: Church of God Studies*. (Curriculum Studies)
- Tracy Lynn Dolezars. Thesis: *Positive teacher-student relationships and their effects on students: Five middle-years teachers’ understandings*. (Educational Administration)
- Nelson Richard Dordelli-Rosales. Course-based. (Curriculum Studies)
- Ruth Isabel Elliott. Course-based. (Curriculum Studies)
- Manuela Caterina Facci. Thesis: *Global and multicultural influences on Social Studies curriculum*. (Curriculum Studies)
- Joseph Jean Maurice Fauchon. Course-based. (Educational Administration)
- Sasha Janelle Forsyth. Thesis: *Teachers’ perspectives on student pain: A mixed methods study*. (Educational Psychology and Special Education)
- Darren Maurice Fradette. Course-based. (Educational Administration)
- Kimberly Lise Fradette. Course-based. (Educational Administration)
- Heather Sandra Joan Fransoo. Course-based. (Educational Administration)
- Carrie Ann Marie Gauthier. Course-based. (Educational Administration)
- Renee Carmen Gilchrist. Thesis: *Teachers’ perceptions of reading assessment for students with emotional and/or behavioural disorders*. (Educational Psychology and Special Education)
- Michelle Maria Gulka. Course-based. (Educational Administration)
• Eric Holman Hamm. Course-based. (Educational Foundations)
• Yvonne Cecile Hanson. Thesis: Transformative learning and localizing food: Ingredients of knowledge creation and resistance. (Educational Foundations)
• Brad James Harasymchuk. Project: Educating at-risk youth ecologically: Building relationships through the natural world. (Educational Foundations)
• Tracie Lynn Harty. Course-based. (Educational Administration)
• Derek Kyle Hassen. Course-based. (Educational Administration)
• Shelanne Louise Hepp. Thesis: A psychometric examination of the knowledge of ADHD scale. (Educational Psychology and Special Education)
• Scot Ryan Trevor Heroux. Course-based. (Educational Administration)
• Anna Dawn Hewitt. Course-based. (Educational Administration)
• Wilford Bradley Hidlebaugh. Project: Widening the circle, deepening the purpose: Rethinking common formative assessment. (Curriculum Studies)
• Sara Jayne Hildebrandt. Course-based. (Educational Administration)
• Stacy Lee Hill. Project: A workshop on phonological awareness for primary teachers. (Curriculum Studies)
• George Patrick Leslie Hind. Thesis: What does this mean? Invigorating the historic question and intent of Lutheran confirmation through co-emergent learning. (Continuing Education)
• Corrine Anne Hoffman. Thesis: Nurturing a supportive learning community: An autobiographical narrative of change efforts in a diverse setting. (Educational Administration)
• Karen Marie Hrabinsky. Course-based. (Educational Administration)
• Edna Mary Ann Hrabok. Thesis: A case analysis: Making choices in teaching and learning centre homepage design. (Curriculum Studies)
• Eric Lorne Hufnagel. Course-based. (Educational Administration)
• Jacqueline Brenda Hunt. Course-based. (Curriculum Studies)
• Malvina Judith Maria Iron. Project: Learning alongside family and children: Teacher identity composition. (Curriculum Studies)
• Paul Theodore Janzen. Course-based. (Curriculum Studies)
• Thomas Micheal Jesney. Course-based. (Educational Administration)
• Michael Eyrle Jutras. Thesis: A study of previously disengaged physical education students within a modular physical education course. (Educational Administration)
• Muriel Marie Kasun. Course-based. (Educational Administration)
• Randy Lee Kerr. Course-based. (Educational Administration)
• Holly Anne Kruger. Thesis: Exploring a delinquent past: Women's experiences as adolescents involved in delinquent activities. (Educational Psychology and Special Education)
• Joanne Heather LaBrash. Course-based. (Educational Administration)
• Gisèle Aline Lalonde. Thesis: Singing for identity, relationship, wellbeing and strength: Three francophone girls negotiate adolescence, gender, and minority identity. (Educational Psychology and Special Education)
• Alana Lynn LaRose. Course-based. (Educational Administration)
• Brian Jeffery Lobb,. Course-based. (Educational Administration)
• Ying Luo. Course-based. (Educational Administration)
• Theo Joseph Masich. Course-based. (Educational Administration)
• Cheryl Ann McCrystal-Orange. Project: Does the Nursing Education program of Saskatchewan support the development of culturally competent graduates? (Curriculum Studies)
• Erin Margaret McKillop. Thesis: The lived experience and meaning of pregnancy in women with mild to moderate depression. (Educational Psychology and Special Education)
• Heather Lynne Middleton. Thesis: Youth at risk for gang affiliation, and measures of social/emotional competency in early adolescence. (Educational Psychology and Special Education)
• Kent Jeffery Muench. Course-based. (Curriculum Studies)
• Leanne Marie Muir. Course-based. (Educational Administration)
• Abdul Azis Muslim. Course-based. (Educational Administration)
• Kristi Nadine Nelson Yarshenko. Project: Stories from a middle years classroom: Constructing mathematical communities in school. (Curriculum Studies)
• Robert Shawn Andrew Nesdole. Thesis: An investigation into the criterion related validity of the Prejudiced Attitudes Towards Aboriginal Scale. (Educational Psychology and Special Education)
• Brendan James Philip Newton. Thesis: An exploratory study of formal support factors and quality of life for adults with Asperger's Syndrome. (Educational Psychology and Special Education)
• Kari Lynn Nicolas. Project: Corporatization at the University of Saskatchewan: The extension division: A case study. (Continuing Education)
• Krysta Robin Pandolfi. Thesis: Rushing from and hastening to: Nationhood, Whiteness and Italian-Canadians. (Educational Foundations)
• Debra Anne Paquin. Course-based. (Educational Administration)
• Brenda Lynn Park. Course-based. (Educational Administration)
• Mark Allan Parolin. Thesis: Leisure and health views of nursing students and the implication for therapeutic recreation. (Curriculum Studies)
• David Robert Peacock. Thesis: Transforming lives through international community service-learning: A case study. (Continuing Education)

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G. (Geraldine) Balzer, Ph.D. (University of Saskatchewan), M.A., B.Ed., B.A. Assistant Professor. Research Interests: teacher education; secondary school English language arts; Aboriginal education; transformative education; curriculum; and service learning.

M. J. (Mary Jeanne) Barrett, Ph.D. (University of Regina), M.E.S., B.Ed., B.A. Assistant Professor. Research interests: human-nature relations; decolonizing research and pedagogy; poststructuralism; eco-psychology as it applies to environmental education; epistemological and ontological issues in research and teaching; arts-based inquiry; Aboriginal education; citizenship education; health and discourse change; trans-rational ways of knowing.

B. (Beverley) Brenna, Ph.D. (University of Alberta), M.Ed., B.A., B.Ed. Assistant Professor. Research Interests: literacy education (reading and writing focus); children’s literature; special education.

E. (Egan) Chernoff, Ph.D. (Simon Fraser University), B.Ed., B.A. Assistant Professor. Research interests: classical, frequentist, and subjective interpretations of probability; coin flips; sample space; equiprobability; perceived randomness; heuristic and biases; relativism; and coin flip sequence multivalence.

B. (Brenda) Kalyn, Ph.D. (University of Alberta), M.Ed., B.Ed. Assistant Professor. Research interests: investigating the lived experiences of teachers and students; investigating the impact of student and teacher experiences on curriculum, pedagogy, and practice; and health, physical education, and cultural influences.

L. (Lynn) Lemisko, Ph.D. (University of Calgary), M.A., B.Ed. Assistant Dean (Undergraduate Programs and Research) and Assistant Professor. Research interests: teacher education; social studies education; and history of education.

J. (Janet) McVittie, Ph.D. (Simon Fraser University), M.Ed., B.Ed., B.Sc. Assistant Professor and Associate Member in the School of Environment and Sustainability. Research interests: student engagement through inquiry, assessment for learning, authentic tasks, and culturally responsive teaching; education for sustainable development; and experiential education.


D. (Dirk) Morrison, Ed.D. (University of Toronto), M.Sc., B.A. Associate Professor. Research interests: instructional design practice applied to distance and e-learning; educational technology in higher education, non-formal and informal online learning environments; effects of information communication technologies (ICT) on culture and society.

M. S. (Shaun) Murphy, Ph.D. (University of Alberta), M.Ed., B.Ed. Assistant Professor. Research interests: teacher education; curriculum studies; teacher and children’s knowledge; narrative inquiry; mathematics education; and the interwoven lives of children, families, and teachers.

P. (Paul) Orlowski, Ph.D. (University of British Columbia), M.A., B.Ed., B.Eng. Assistant Professor. Research Interests: Social Studies education; Aboriginal education; anti-racist education; progressive Christian pedagogy teaching for democracy; teaching for political consciousness; sociology of education; teacher education.

B. (Bev) Pain, Ph.D. (University of Alberta), M.Ed., B.Ed., B.S.H. Ec. Associate Professor. Research interests: high school students’ consumer related skills; home economics education; and family and food.

J. (Jeff) Park, Ph.D. (University of Saskatchewan), M.F.A., B.A. Associate Professor. Research interests: literacy issues; critical literacy; writing and composition theory; creativity; gender; arts-based research methodologies; poetic inquiry; narrative; English Language Arts; and curriculum theory and history.
L. (Len) F. Proctor, Ph.D. (University of Indiana), M.Ed., B.Ed., B.A. Professor and Head. Research interests: integrating technology into instruction and information literacy.

D. (Debbie) Pushor, Ph.D. (University of Alberta), B.Ed. Associate Professor. Research interests: parent knowledge; parent engagement; teacher education; and narrative inquiry.

E. (Edwin) Ralph, Ph.D. (University of Manitoba), M.Ed., B.Ed., B.A. Professor. Research interests: mentorship and supervision in teacher education; and mentorship in education across all the professional disciplines.

R. (Richard) Schwier, Ed.D. (University of Indiana), M.S., B.S. Professor. Research interests: the role of educational technology in education and society; instructional design; visual design; technology-supported learning environments; and virtual learning communities.

A. (Angela) Ward, Ph.D. (University of Victoria), M.Ed., B.A. Acting Vice-Provost Teaching and Learning, and Professor. Research interests: Aboriginal education; literacy education; and teacher education.

L. (Linda) Wason-Ellam, Ed.D. (Montana State University), M.Ed., M.A., B.A. Professor. Research interests: early and struggling readers including English as an Additional Language (EAL) and children with Fetal Alcohol Spectrum Disorder (FASD); children’s literature; teaching reading and writing in multilingual classrooms; and ethnographic research methods.

J. (Jay) Wilson, Ed.D. (Southern Queensland University), M.Ed., B.Ed., B.A. Assistant Professor. Research interests: technology skill development in educators; social agency in teaching and learning; and authentic learning as it applies to design and teaching.

PROFESSORS EMERITI

D. (David) Burgess, Ph.D. (University of Saskatchewan), M.Ed., B.Ed., B.A. Assistant Professor. Research interests: philosophy of organization; organization theory; law, argumentation, rhetoric, and persuasion in educational administration; comparative educational administration; and critical realism.

S. (Sheila) Carr-Stewart, Ph.D. (University of Alberta), M.Ed., M.A., B.A. Professor and Head of Department of Educational Administration. Research interests: Indigenous education; treaty rights; comparative education; community involvement; effective schools; youth gangs; educational governance; administrative and financial systems.

M. (Michael) Cottrell, Ph.D. (University of Saskatchewan), M.A., B.A. Associate Professor. Research interests: Indigenous education; educational leadership; comparative and international education, and Native newcomer relations.

V. (Vivian) Hajnal, Ph.D. (University of Saskatchewan), M.B.A., B.Sc. Associate Professor. Research interests: teacher and administrator work life; finance; school system amalgamation; and school improvement.

M. (Michelle) Prytula, Ph.D. (University of Saskatchewan), M.Ed., B.Ed. B.Comm. Assistant Professor. Research interests: teacher learning and metacognition; teacher identity; action research in education; the professional learning community; school improvement; school leadership; parent engagement; and teacher induction.

P. (Patrick) Renihan, Ph.D. (University of Alberta), M.Ed., B.Ed. Professor. Research interests: school effectiveness and renewal; personnel evaluation; instructional leadership; and leadership succession.
M. (Marie) Battiste, Ed.D. (Stanford University), Ed.M., B.S. Professor and Director of Aboriginal Education Research Centre. Research interests: Indigenous education, knowledge, languages, and humanities; and initiating institutional change in the decolonization of education, social justice policy and power, and postcolonial educational approaches that recognize and affirm the political and cultural diversity of Canada and the collective healing required for transformation from colonialism, culturalism and cognitive imperialism.

B. (Bonnie) Stelmach, Ph.D. (University of Alberta), M.A., B.Ed. Assistant Professor. Research interests: educational policy; parents’ roles in education (secondary and post-secondary); and scholarly/professor identity within neoliberal university contexts.

K. (Keith) D. Walker, Ph.D. (University of Saskatchewan), M.Ed., B.Ed., B.P.E. Post Graduate Diploma in Christian Studies, Professor. Research interests: Professional and applied ethics; leadership, board and organizational development; trust and moral agency; hope-building through leadership; the spiritual dimension of leadership; wellness and policymaking; capacity building in the new economy; leadership philosophy and decision making in public and not for profit sectors.

C. (Cecilia) Reynolds, Ph.D. (University of Toronto), M.A., B.A. Dean and Professor. Research interests: gender and power; leadership succession; and women in education.

D. (Dianne) Miller, Ph.D. (University of Toronto), M.Ed., B.S.W., B.Ed., B.A. Professor of Educational Foundations, has eclectic research and artistic interests. She has published in the history of women and education, the history of teaching, and on the creative arts side, poetry. She is currently pursuing an interest in the ways that people understand and use wilderness areas.

R. (Robert) Regnier, M.Ed. (University of Saskatchewan), B.A. Professor. Research interests: learning as valuing: a critical process approach; ecological education; teaching and learning at the University; and philosophy of education.

K. (Karla) Jessen Williamson, Ph.D. (Aberdeen University), M.Ed., B.Ed. Assistant Professor. Research interests: resilience and Aboriginal peoples; Aboriginal higher learning; knowledge and paradigm shifts; social construction of gender as these relate to privilege, deconstruction and reconstruction of knowledge on Inuit; world views and education; and antiracist education.

M. (Margaret) Kovach, Ph.D. (University of Victoria), M.S.W., B.A., B.S.W. Assistant Professor. Research interests: Indigenous curriculum development; Indigenous research methodologies; Indigenous higher learning; distance education; and adult education.

M. (Marcia) McKenzie, Ph.D. (Simon Fraser University), M.Ed., B.Sc. Assistant Professor and Joint Member in the School of Environment and Sustainability. Research interests: environment and place; globalization and social justice; pedagogy and educational policy; youth culture and activism; and the politics of social science research.


V. (Verna) St. Denis, Ph.D. (Stanford University), M.A., B.Ed. Associate Professor. Research interests: teaching lives of Aboriginal teachers; critical race theory and anti-oppressive teacher education; associations and collaborations between western theories such as cultural theory, assimilation theory, critical race theory; and Aboriginal education.

A. (Alexandria) Wilson, Ed.D. (Harvard University), Ed.M., B.A. Assistant Professor. Research interests: Indigenous research methodologies; qualitative and quantitative methods; LGBT issues in education; Aboriginal health and wellbeing; social justice/anti-
oppressive education; Indigenous psychology; relational psychology; and institutional ethnography/systems analysis.

**H. (Howard) Woodhouse, Ph.D.** (University of Toronto), M.A., B.A. Professor and Co-Director, Saskatchewan Process Philosophy Research Unit. Research interests: academic freedom and university autonomy; process philosophy; global and international education; teaching and learning in higher education; and history and philosophy of education.

**T. (Tim) Claypool, Ph.D.** (University of Saskatchewan), M.Ed., B.Ed., B.A. Assistant Professor, R.D. Psych. Research interests: the impact and adaptation of assessment practices on First Nations, Métis and Inuit populations; implementation of the Response to Intervention model in Saskatchewan schools; and empathy: it’s measurement and application in various school-based programs (e.g., Roots of Empathy).

**M. (Mark) Flynn, Ph.D.** (Dalhousie University), M.Ed., B.Sc. Professor. Research interests: epistemology; the process of learning; systemic inhibitors of learning; critical thinking; the critical analysis of conventional presuppositions in psychology; educational psychology and special education; Aboriginal psychology and healing; and the philosophy of science.

**L. (Laurie) Hellsten, Ph.D.** (University of Alberta), M.Sc., B.A. Associate Professor. Research interests: instrument development, analysis and validation; program evaluation; and the application of modern quantitative and analytical techniques (classical test and item response theory, generalizability theory, factor analysis, and structural equation modeling) within the domains of educational health and health promotion, quality of life, and sport.

**I. (Ivan) Kelly, Ph.D.** (University of Calgary), M.Sc., B.Ed. Professor. Research interests: conceptual issues in psychology; statistical methods in education; philosophy of psychology and education; and working collaboratively with colleagues in both the Departments of Mathematics and Statistics and Community Health and Epidemiology on analyzing data from complex social surveys on health and educational issues.

**A. (Audrey) Kinzel, Ph.D.** (University of Alberta), M.Ed., B.A., B.S.P.E. Assistant Professor. Research interests: health psychology including (but not limited to) chronic pain management, the acceptance of chronic pain, exercise, weight management, cancer, nutrition, and chronic condition management; the training of psychologists and counselors; the mental, emotional, and spiritual health of children, teens, adults, and senior citizens, which may also include life goals and purpose, motivation, happiness, and life satisfaction; and qualitative research methods and studies.

**S. (Stephanie) Martin, Ph.D.** (University of Calgary), M.Sc., B.A. Associate Professor. Research interests: the psychology and experience of adolescent girls and women; health and healing in the context of interpersonal trauma (particularly violence and abuse); counsellor development and wellbeing; ethics in research and practice; and qualitative, action-oriented approaches to research in applied psychology.

**L. (Laureen) McIntyre, Ph.D.** (University of Alberta), M.Sc., B.Ed. Associate Professor. Research interests: language basis of learning difficulties and disabilities (i.e. teacher education, knowledge, and classroom practice relating to special education, early identification and intervention of speech and language difficulties and disabilities).

**D. (David) Mykota, Ph.D.** (University of Saskatchewan), M.Ed., B.Ed., B.A. Associate Professor and Head. Research interests: early intervention; program evaluation; resilient children and youth; child and youth psychopathology; and e-learning.

**J. (Jennifer) Nicol, Ph.D.** (University of British Columbia), M.A., B.M.T., B.Mus. Associate Professor, Registered Doctoral Psychologist, Accredited Music Therapist and Associate Member in Music and in Women’s and Gender Studies. Research interests: health, wellbeing and everyday music experiences, especially in the context of chronic illness and coping.

**B. (Brian) Noonan, Ph.D.** (University of Ottawa), M.Ed., B.Ed. Associate Professor. Research interests: educational research and enquiry; classroom assessment; and educational policy development and evaluation.
HONORING THE PRESENCE AND COMMITMENT OF GRADUATE STUDENTS

• Daniel Omer Poirier. Thesis: A principal’s and teachers’ perceptions and understandings of instructional leadership: A case study of one school. (Educational Administration)
• Deanna Annette Poitras. Course-based. (Educational Administration)
• Seema Singh Rathour. Course-based. (Educational Administration)
• Jack Rayne. Course-based. (Educational Foundations)
• Clinton Wade Reddekopp. Project: Emerging technologies: A prototype for open identity learning. (Curriculum Studies)
• Donald Thomas Rempel. Course-based. (Educational Administration)
• David Nicholas Sarenco. Course-based. (Educational Administration)
• Michelle Joyce Sarenco. Course-based. (Educational Administration)
• Allan Jeffery Senger. Course-based. (Educational Administration)
• Tracy Elizabeth Sheppard. Course-based. (Educational Administration)
• Kristy Norine Sletten. Course-based. (Educational Administration)
• David Michael Sloboda. Course-based. (Educational Administration)
• Kevin Ashley Smith. Course-based. (Educational Administration)
• Andrea Maureen Staples. Course-based. (Educational Administration)
• Shanna Lee Streeby. Course-based. (Educational Administration)
• Tobi Pamela Tamblyn. Course-based. (Educational Administration)
• Constance Marie Tenaski. Course-based. (Educational Administration)
• Judy Marie Timmermans. Course-based. (Educational Foundations)
• David Ralph Trotter. Project: An online toolset for genealogical discovery. (Curriculum Studies)
• Reanne Leigh Chicilo Usselman. Course-based. (Educational Administration)
• Stephen Thomas Vincent. Project: Math appreciation: Connections in context. (Curriculum Studies)
• Murray Dale Wall. Course-based. (Educational Administration)
• Jody Suzette Wolos-Knopp. Course-based. (Educational Administration)
• Huan Yang. Course-based. (Educational Administration)
• Nikki Lynne Yee. Thesis: Understanding reading comprehension: Multiple and focused strategy interventions for adolescent struggling readers. (Educational Psychology and Special Education)
• Jonathon Kirk Yellowlees. Project: An educator’s guide to digital communication between home and school. (Curriculum Studies)
• Bruce Anthony Lewis Yockey. Course-based. (Educational Administration)
• Valerie Joy Yockey. Course-based. (Educational Administration)
• Bryan Lyle Young. Course-based. (Educational Administration)

Doctoral Graduates 2009–2010

• Bing (Helen) Cui. Dissertation: An exploratory study of the administrative work life experiences of selected visible minority female school principals. (Educational Administration)
• Jacqueline Helen Kirk. Dissertation: Leaders’ transitions: Experience of four Directors of Education during school division restructuring in rural Saskatchewan. (Educational Administration)
• Barbara (Lee) Murray. Dissertation: Secrets of mothering. (Educational Administration)
• Joseph Kofi Nsiah. Dissertation: The servant-leadership role of selected Catholic high school principals. (Educational Administration)
• Olalekan Jacobs Oshoneye. Dissertation: Becoming faculty: An exploratory study of the factors influencing the decisions of Canadian faculty to choose and remain in academe. (Educational Administration)
• Shelley Norene Spurr. Dissertation: Student perceptions of adolescent wellness. (Educational Administration)
• Vicki Lynn Squires. Dissertation: A policy study of the emergence of a joint interdisciplinary school. (Educational Administration)
FACULTY AWARDS AND HONORS: 2009–2010

Dr. Egan Chernoff  Dean of Graduate Studies Convocation Medal (2010), Simon Fraser University (Curriculum Studies)

Dr. Margaret Kovach  Provost’s Award for Excellence in Aboriginal Education, University of Saskatchewan (Educational Foundations)

Dr. Shaun Murphy  ESS Instructor of the Year Award (Spring 2010)

Dr. Shaun Murphy  Outstanding Book Award (2009) Division B: Curriculum American Educational Research Association (AERA) (Curriculum Studies)

Dr. Jeff Park  Honorable Mention in Canadian National Magazine Award’s fiction category for short story “Back to Disney,” in Fiddlehead 2009 Summer Issue (Curriculum Studies)

Dr. Debbie Pushor  Early Career Award, Narrative Research Special Interest Group, American Educational Research Association (Curriculum Studies)

Dr. Edwin Ralph  Provost’s Award for Outstanding Teaching in the College of Education, University of Saskatchewan (Curriculum Studies)

Drs. Richard Schwier & Jay Wilson  Editors’ Award for the outstanding research paper in the Canadian Journal of Learning & Technology; “Authenticity in the process of learning about instructional design” (Curriculum Studies)

Dr. Jay Wilson  ESS Graduate’s Choice Instructor of the Year Award (Spring 2010)

Dr. Jay Wilson  Provost Award for Outstanding New Teacher, University of Saskatchewan (Curriculum Studies)

Dr. Howard Woodhouse  University of Saskatchewan Faculty Association Academic Freedom Award (2009–2010) (Educational Foundations)

GRADUATE STUDENTS AWARDS: 2009–2010

Dana Bain  (Educational Psychology and Special Education Master Student) SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship

Janelle Christensen  (Educational Psychology and Special Education PhD Student) University of Saskatchewan Graduate Teaching Fellowship

Serdar Erkan  (Educational Administration PhD Student) Lownsbrough Memorial Scholarship

Miranda Hagel  (Educational Psychology and Special Education Master Student) SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship

Debra Kemp-Koo  (Educational Psychology and Special Education PhD Student) University of Saskatchewan Graduate Teaching Assistant

Heather Ksyniuk  (Educational Psychology and Special Education Master Student) SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship

Adele Laye  (Educational Psychology and Special Education Master Student) SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship

Louise Legare  (Educational Administration, PhD Candidate) University of Saskatchewan Graduate Teaching Fellowship

Robin Mueller  (Educational Administration PhD Candidate) Dean’s Scholarship, College of Education, University of Saskatchewan & the Lownsbrough Memorial Scholarship

Catherine Neumann-Boxer  (Educational Administration PhD Candidate) Lownsbrough Memorial Scholarship

John Olubobokun  (Educational Administration PhD Student) University of Saskatchewan Graduate Teaching Fellowship & the Lownsbrough Memorial Scholarship

David Peacock  (Educational Foundations Master Student) University of Saskatchewan Graduate Thesis Award in Social Sciences B

Joe Pearce  (Educational Administration PhD Candidate) University of Saskatchewan Graduate Teaching Fellowship

Nancy Peters  (Educational Foundations Special Case PhD Candidate) College of Graduate Studies and Research Award for being shortlisted for SSHRC (2009-2010)

Jane Preston  (Educational Administration PhD Candidate) University of Saskatchewan Graduate Teaching Fellowship

Betty Rohr  (Educational Administration PhD Student) Saskatchewan Educational Leadership Unit Scholarship & the Lownsbrough Memorial Scholarship

Megan Wood  (Educational Psychology and Special Education Master Student) SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship

Barbara Wotherspoon  (Educational Foundations PhD Candidate) University of Saskatchewan Graduate Teaching Fellowship

Cheryl Hoftyzer  (Educational Foundations Master Student) New Faculty Graduate Student Support Program, funded through new faculty Dr. Margaret Kovach (2009-2010)
PUBLICATIONS, PRESENTATIONS,
AND RESEARCH ACTIVITIES

Books


Chapters in Books


Woodhouse, H. (2010). Yesterday and today: Universities and the growth of the market model. In J. Newson & C. Polster (Eds.), *Academic callings: The university we have had, now have, and could have* (pp. 121–129). Toronto, ON: Canadian Scholars’ Press.

**Media Productions**


McVittie, J. (sponsor), & Dunkley, L. (creator). *Let’s talk Science partnership program: The Ile a la Crosse Project*. [DVD video]. Saskatoon, SK.

**Thesis/Dissertations**


**Papers in Refereed Journals**


Papers in Non-refereed Journals


Contributed Papers in Published Conference Proceedings and Abstracts


Invited Papers in Published Conference Proceedings and Abstracts


McIntyre, L., Hellsten, L., & Martin, S. L. (2010, June). *Weighing personal and professional risks: Using autoethnography to describe the academic experience.* Innovations in Qualitative Research Conference, Saskatoon, SK.


Nicol, J. J. (2009, October). *Reflecting on the personal narrative: Scholarly, therapeutic and aesthetic intersection.* Advances in Qualitative Methods Conference Program (p. 46), Vancouver, BC.


Wilson, A. (2009, October). *Two-spirit people.* Aboriginal Health Series at the University of Alberta School of Medicine, Edmonton, AB.


Wilson, A. (2009, October). *The direction of Aboriginal undergraduate education.* University of Alberta, Department of Educational Policy, Edmonton, AB.


Wilson, A. (2010, June) *Indigenous research methodologies.* University of California, Los Angeles, CA.

Wilson, A. (2010, June). *Apply Indigenous methodologies to archaeology.* University of California, Los Angeles Pimu Archaeology Project, Catalina Island, CA.

### Technical Reports Relevant to Academic Field

**Barrett, M. J. (2009).** *Spring into action: At the intersections of education, environment, and Aboriginal perspectives.* Saskatoon, SK: Regional Centre of Expertise in Education for Sustainable Development, University of Saskatchewan, College of Education and School of Environment and Sustainability.

**Battiste, M., Gillies, C., Prusak, Y., & Tapisim, A. (2010).** *Aboriginal perspectives featuring the 4th R for healthy relationships: Saskatchewan research report.* Toronto, ON: Centre for Addictions and Mental Health (CAMH).


**Cottrell, M., Pelletier, T., Pearce, J., Cunningham, J., & Rohr, B. (2010).** *Albert Community School Aboriginal student achievement project,* Saskatoon, SK: Saskatchewan Educational Leadership Unit (SELU).


Wilson, A. (2010). *Systemic change and navigation support: Key strategies to enhance the health system experience of Aboriginal people in Regional Health Authority Central Manitoba*. Southport, MB: Regional Health Authority Central.

### Book Reviews


### Invited Lectures Outside the University of Saskatchewan and Invited Conference Presentations


Battiste, M. (2009, November). *Eurocentrism, racism and resilience among Aboriginal peoples.* Guest lecture to STARS, University of Saskatchewan, Saskatoon, SK.


Battiste, M. (2009, November). *Making alliances for research and creating research/knowledge mobilization opportunities through program models.* Panel presentation and discussion circle at Canadian Association of University Teachers (CAUT) Forum for Aboriginal Academic Staff, Saskatoon, SK.


Battiste, M. (2010, February). *Nourishing the learning spirit: Violence prevention from the source.* Safe Schools Conference, Saskatoon, SK.


Battiste, M. (2010, June). *Aboriginal resilience, resistance, and renaissance.* Keynote Lansdowne Lecture, University of Victoria, Victoria, BC.


Chernoff, E. J. (2010, May). *Teaching and learning combinatorics in the senior high school mathematics classroom with no calculator and no formulas: No way!* Workshop presented at the Saskatchewan Mathematics Teachers’ Society’s (SMTS) 2nd Annual Saskatchewan Understands Mathematics (SUM) Conference, Saskatoon, SK.

Chernoff, E. J. (2010, March). *Non-combinatorial probability problems in the senior high school mathematics classroom.* Workshop presented at the Saskatchewan Mathematics Teachers’ Society’s (SMTS) 2nd Annual Saskatchewan Understands Mathematics (SUM) Conference, Saskatoon, SK.


Cottrell, M. (2009, July). *Closing the gap: Recent initiatives in Aboriginal education in Western Canada.* Saskatchewan Principals’ Short Course, Saskatoon, SK.


Hetherington, R., & Stelmach, B. (2009, October). *Engaging parents and engaging staff for a successful rural school.* Western Canadian Educational Administrators’ Conference, Edmonton, AB.


Kalyn, B. (2009, October). *The impact of exercise on learning.* Learning Communities Initiative: Multi-Disciplinary Faculty Panel, College of Kinesiology, University of Saskatchewan, Saskatoon, SK.


Pushor, D. (2010, March). Family and community engagement in out-of-school places. Invited presentation at the Saskatchewan Community Schools Association Conference, Saskatoon, SK.

Pushor, D. (2010, January). Joining our voices: Parent engagement in the early years. Invited address to parents, educators, and childcare providers at the Early Childhood Community Development Centre, Niagara Catholic District School Board and the District School Board of Niagara, St. Catharine’s, ON.


Ralph, E. (2010, March). Course revision and instructional adjustment: A brief faculty workshop. Workshop conducted at the Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan, Saskatoon, SK.

Ralph, E., & Walker, K. (2009, November). The art and practice of “Adaptive Mentorship©.” Workshop presented at the University of Saskatchewan (under the joint auspices of the Human Resources Division, University of Saskatchewan, and the Social Sciences and Humanities Research Council of Canada), Saskatoon, SK.

Ralph, E., & Walker, K. (2009, December). The art and practice of “Adaptive Mentorship©.” Workshop presented at Queen’s University (under the joint auspices of The Centre for Teaching and Learning, Queen’s University, and the Social Sciences and Humanities Research Council Canada), Kingston, ON.


Renihan, P. (2010, March). Is the principalship for you? One-day leadership seminar for Saskatchewan Educational Leadership Unit (SELU), Saskatoon, SK.


Stelmach, B. (2009, October). *An effective literature review: Not *“proof” of how much you’ve read, but argument for your research*. College of Education Graduate Students, University of Saskatchewan, Saskatoon, SK.

Stelmach, B., & Squires, V. (2009, October). *Academic conferences*. College of Education Graduate Students, University of Saskatchewan, Saskatoon, SK.


Walker, K., Mueller, R., & Saxema, A. (2010, May). *Enhancing a culture of service for students*. Invited half-day appreciative inquiry workshop, Saskatoon, SK.

Walker, K. (2010, May). *Deeply counting on each other: Trust and engagement in PSE workplaces*. Workshop for President’s Council, Briercrest College and Seminary, Caronport, SK.

Walker, K. (2010, May). *Making your maximum impact through leadership*. Presentation to student leaders from Prairie Spirit School Division through Diefenbaker Centre Outreach, Saskatoon, SK.

Walker, K. (2010, March). *Beyond literacy to citizenship*. Presentation to Saskatoon North Rotary Club, Saskatoon, SK.

Walker, K. (2009, December). *Servant leadership in the workplace*. Workshop conducted through Continuing Adult and Distance Education, University of Saskatchewan, Saskatoon, SK.

Walker, K. (2009, September). *Community of scholars*. Facilitation on conferencing, networking, and engagement within scholarly communities, Saskatoon, SK.


Presentations at Conferences (Non-invited)


Barrett, M. J., Green, B., & White, L. (2010, April). Learning through spirit and place. Awâsis Aboriginal Education Conference, Saskatoon, SK.

Battiste, M. (2009, October). Developing partnerships with Canadian Prevention Science Cluster: Engaging and empowering Aboriginal youth. Safe Schools Conference, Saskatoon, SK.


Fung, K., & Hellsten, L. M. (2010, January). The initial development and content validity of an Asperger’s Syndrome self-screen test for


McVittie, J. (2010, February). Assessment for learning in science and math. CRSTALS in the Classroom, University of Manitoba, Winnipeg, MN.


Nicol, J. J. (2010, May). Music therapy and the AIRS project. Annual Conference of the Canadian Association for Music Therapy, Halifax, NS.


Noonan, B. (2009, July). The principal’s role in assessment. Saskatchewan Principals’ Short Course, Saskatoon, SK.


Ralph, E. (2010, June). Shaping novice practitioners via “Adaptive Mentorship©.” Workshop conducted at the Annual Conference of the Society for Teaching and Learning in Higher Education (STLHE), Ryerson University, Toronto, ON.


Ralph, E. (2010, April). Enhancing practicum supervision via the “Adaptive Mentorship©” model (A workshop for mentors and protégés). Workshop conducted at the Northwest Association for Teacher Education (NWATE) Annual Conference, Ellensburg, WA.


Regnier, R. H. (2010, March). Assessment through learning as valuing: Its cosmological foundations. Fifteenth National Congress on Rural Education in Canada, Saskatoon, SK.

Reynolds, C. (2010, April/May). *What are we doing for Aboriginal Education at the University of Saskatchewan?* Panel presentation at the American Educational Research Association (AERA) Annual Meeting, Denver, CO.


Walker, K. (2009, November). *The bliss and blisters of leadership development for students, staff and faculty in context of a university.* A round table presentation at International Leadership Association conference in Prague, Czech Republic.

Ward, A., Murphy, M. S., Glanfield, F., Stevens, D., Chung, S., & Lemisko, L. (2010). *The potential of field experiences for preparing teacher candidates for teaching as intellectual work.* Working table at the Canadian Association of Teacher Educators, Montreal, QC.


Wilson, J. (2010, April). *Pre-service teachers using technology to support ESL learners.* Teaching Learning and Technology Conference, Saskatoon, SK.


**Artistic Exhibitions or Performances**

Brenna, B. A. (2010, April 26). *Storytelling and author reading to grades 3–5.* James L. Alexander School, Saskatoon, SK.

Brenna, B. A. (2010, April 26). *Storytelling and author reading to grades 6.* James L. Alexander School, Saskatoon, SK.

Brenna, B. A. (2010, February 23). *Storytelling and author reading to grades 1–3.* Brunskill School, Saskatoon, SK.

Brenna, B. A. (2010, February 23). *Storytelling and author reading to grades 4–6.* Brunskill School, Saskatoon, SK.


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