Dean’s Message

Looking at last year as we move forward...

The research outlined in this Report was undertaken by our faculty and students and supported by our staff and administrative teams in the school year 20010/11. These pages reflect recurring themes in our scholarly and artistic work, topics of research supported by a wide range of funding agencies, and the depth and breadth of focus areas we are exploring. Those who read the Report will perhaps be struck by the diverse ways that the overarching discipline of “education” plays out in the various sections outlining our work. We are a College with a proud past, and you will note references to our alumni and our Professors Emeriti. We are also a College determined to move forward with a new College Plan (2012–2016), and you will note references to our recent graduates and our newly-hired faculty. Our work is both local and global. We are proud of what has been accomplished, and we are optimistic about what is yet to come.

Associate & Assistant Deans

[Left to right]  Laurie Hellsten (Associate Dean of Graduate Studies and Research) and Lynn Lemisko (Assistant Dean of Undergraduate Programs & Research)

Graduate Chairs

[Top]  Shaun Murphy (ECur) & Dianne Miller (EFdn); [Bottom] Jennifer Nicol (EPSE) and Sheila Carr-Stewart (EFdn)

Cover art by: Celesta Gamble

Eagle art by: Rocky Young

Note: EAdm: Department of Educational Administration, ECur: Department of Curriculum Studies, EFdn: Department of Educational Foundations, EPSE: Department of Educational Psychology and Special Education
Research Centres and Research Facilitator

Aboriginal Educational Research Centre (AERC)
(Left to right) Lloyd Laliberte (*CPSC, *RA), Marie Battiste (Academic Director), Pamela Fernandez (CPSC, RA), and David Werner (CPSC RA); Carmen Gillies (CPSC, research coordinator) *CPSC: Canadian Prevention Science Cluster, Saskatchewan Hub
*RA: Research Assistant

Saskatchewan Educational Leadership Unit (SELU)
(Left to right) Patrick Renihan (Director), Cecile Laprairie, (Support Staff), Betty Rohr (Support Staff), and Norm Dray (Associate Director)
College of Education
Staff & Student Leaders

INDIAN TEACHER EDUCATION PROGRAM (ITEP):
Orest Murawsky (Director), Yvette Arcand (Associate Director), Rita LaPlante (Administrative Assistant), Jade Ryan (Academic Advisor)

NORTHERN TEACHER EDUCATION PROGRAM (NORTEP):
Dr. Herman Michell (Executive Director)

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION Program (SUNTEP) Prince Albert:
Michael Relland (Program Coordinator)

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP) Saskatoon:
Murray Hamilton (Coordinator)

NORTH WEST TEACHER EDUCATION PROGRAM (NWTEP) / AURORA COLLEGE (FORT SMITH, NWT):
Dave Porter (Chair, School of Education)

UNDERGRADUATE PROGRAMS STAFF:
Michelle Conan, Carol Demchuk-Kosolofski, Helen Mildenberger, Irene Oakes, Sherry Pederson, Dianne Sander, Charmaine Spezowka, Seema Rathour Singh, and Audrey Swan

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ADMINISTRATIVE STAFF:
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INSTRUCTIONAL SUPPORT STAFF:
Brenda Mergel, Bryce Taylor, and Graham Walker

DEAN’S OFFICE:
Jeff Baker, Iris Kalyniuk, Connie Kocsis, Jae-Anne Peace, Jane Preston, and Joan Wolf

SECONDED TEACHERS:
Margaret Epp, Constance Sacher, Ivan Tam, and Cole Wilson

EDUCATION GRADUATE STUDENT ASSOCIATION (GSA):
Karol Kryzanowski-Narfason (President)

EDUCATION STUDENTS’ SOCIETY (ESS)
EXECUTIVE 2010–2011:
Jeff Humber (President), Jeremy Rolheiser & Jeff Horbay (President’s Liasons), Rylan Goudreau & Alysha Joanette (Members of Student Council), Fawn Rohatensky (VP Finance.), Chantal Deibert (VP Internal), Kira Taylor (VP Academic), Brandon Ewanchuk (VP Social), Kendra Munday (Senior STF Rep), and Kathy Kerr, Ryan Serblowski, & Kailey Doraty (Post-internship Reps)

INDIAN TEACHER EDUCATION PROGRAM (ITEP)
STUDENT COUNCIL 2010–2011:
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SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION Program (SUNTEP) Prince Albert:
Michael Relland (Program Coordinator)

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION Program (SUNTEP) Saskatoon:
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Fostering the development of high-quality teachers, creating ideal learning opportunities for students across all grade levels, and promoting the academic, physical, emotional, and spiritual wellness of individuals are research priorities of many faculty members. In the following articles, faculty members articulate how their research embraces these issues by: (a) working toward creating a “curriculum of parents” in their teacher education coursework; (b) exploring ways pre- and in-service teachers can create a school culture of inquiry; (c) tracking longitudinal studies of women affected by intimate partner violence; (d) applying complicated statistical analyses to investigate the impact of social inequalities on health; (e) via music therapy, supporting youth who experience bereavement; and (f) describing the successes and challenges of female academics in tenure-track positions.

**Toward a Curriculum of Parents: Enhancing Teacher Education**

**Dr. Debbie Pushor**

A central strand of my research focuses on the question: How does living out a “curriculum of parents” in a teacher education program shift teachers’ beliefs and assumptions about parents and enhance their practices of engaging parents in children’s teaching and learning?

While Schwab (1978) conceptualized curriculum as being comprised of four commonplaces: (a) subject matter, (b) teacher, (c) student, and (d) milieu, the curricular aspect of milieu (as it pertains to parents and families rather than school or classroom) is a rare content in teacher education courses or programs in Canada. A unique feature of this inquiry is its attention to how foregrounding the commonplace of milieu in teacher education coursework may impact teachers’ philosophical, pedagogical, and practical approaches to engaging parents, both as a process of theorizing and as a process of engaging in practice, which brings teachers alongside parents and families.

With my lived experiences as an educator and a parent and my doctoral research on parent engagement, I began to invite teacher candidates, in the courses I teach, to consider the positioning of parents in their children’s schooling. Over time, I deliberately created a curriculum strand in each of my undergraduate courses to engage teacher candidates in examining their beliefs and assumptions about parents and to begin to imagine how to translate these beliefs into practice.

Interested in understanding how living out a curriculum of parents in their teacher education coursework shaped teachers’ beliefs and practices in relation to parents, my methodological approach is narrative inquiry. This school year, I am engaging in taped conversations with four former teacher candidates who are now at differing stages in their teaching careers. We are discussing their current practices to engage parents in their children’s learning, and we are exploring how projects they did as they lived out a curriculum of parents in their university course work may have influenced their current practice. What I am seeing through this inquiry is that a curriculum of parents calls teachers to re-imagine their current hierarchical positioning as a side-by-side relationship with parents. It asks them to re-imagine how to use their teacher knowledge in conjunction with parent knowledge. Living out a curriculum of parents presents the possibility of redefining how teachers do their work and of repositioning parents in integral ways in the teaching and learning of their children.
With on-going interest and involvement in the renewal of our undergraduate teacher education program at the University of Saskatchewan, my research has become focused primarily in the field of teacher education. In this, I have the privilege of being engaged with faculty members, teacher candidates, and partner school divisions in collaborative work including several pilot projects, which have explored promising practices in teacher education using a variety of analytical/methodological approaches informed by constructivist learning theory, situated learning theory, and theories related to subject area integration. For example, Dr. Angela Ward and I developed an early pilot project that involved team-teaching via an interdisciplinary approach. We integrated the content of our two methods courses enabling teacher candidates to simultaneously explore concepts, skills, and ideas across social studies and language arts disciplines and arranged practical experiences in a local school so that teacher candidates had the opportunity to apply theoretical knowledge and methods in practice. While issues and challenges did arise, the experiment was successful according to teacher candidates, in-service teachers, and the real live learners with whom they worked.

With funding support from Dr. Stirling McDowell Foundation for Research into Teaching, I also collaborated with Margaret Epp in a three-year project, which revealed that intergenerational literature circles, as communities of learning, are an effective approach to learning for teacher candidates and school-age children. Intergenerational literature circles provided the adults and the children opportunities to engage in and observe the processes of reading, develop their awareness of multiple levels of responding to text, and enhance their understanding of alternate perspectives and social studies concepts. Teacher candidates indicated that the co-learning opportunities were a powerful approach to learning about young learners and their needs. Young learners indicated that co-learning enhanced their feeling of empowerment, because they were able to voice their thoughts in conversation with adults and choose how they represented their learning. Appreciation for the time given to explore concepts in depth through conversation was expressed by both groups—social awareness was developed through authentic conversations about authentic issues.

My current research projects include: (a) a study of teacher educator identity; (b) an exploration of ways in which pre- and in-service teachers learn to create a culture of inquiry in schools to enhance early learning; and (c) a project aimed at mapping the landscape of teacher education in Canada. I hope that this research provides sound footings for evidence-based decision making in the design of local, national, and even international teacher education programs.

Dr. Stephanie Martin

As a Counselling Psychologist, I am interested in lived experiences and enjoy contributing to collaborative research that has impact. My research areas encompass: (a) the identity and health-related experiences of adolescent girls and women, (b) healing from the trauma of violence and abuse, (c) professional development and wellbeing, and (d) training and supervision in applied psychology. Here, I focus on a few research initiatives that highlight my commitment to the anti-violence cause.

My affiliation with Research and Education for Solutions to Violence and Abuse (RESOLVE) has provided an interdisciplinary network of academic and community-based researchers with a shared interest in anti-violence research. RESOLVE is one of five federally-established research centres that focuses on family violence and violence against women. Last year, our project team completed the Healing Journey Project, a longitudinal study of women affected by intimate partner violence (Funder: SSHRC-CURA; Principle Investigator: Dr. J. Ursel, University of Manitoba). After five years of data gathering, we continue to learn about the physical health, mental health, parenting, and service use experiences of over 600 women throughout the Prairie Provinces. The results of this project have revealed that women's journeys vis-à-vis intimate partner violence are complex and multifaceted and that individuals and communities can make a difference in interrupting patterns of violence and abuse.

As a logical extension of this first project, we have recently been awarded another SSHRC-CURA grant to examine Northern and Rural Community Responses to Intimate Partner Violence (Principle Investigator: Dr. M. Hampton, University of Regina). Through mapping interventions and qualitative interviews, we hope to learn more about what average citizens, human service organizations, justice services, and policy makers can do to make communities safer for women and children. I am also involved in a project that explores women's use of violence in intimate partnerships and have looked at innovative group mental health programming for women healing from the effects of violence and abuse. As well, I am concerned about the wellbeing of those who help the hurting and have explored the experience of secondary traumatic stress and wellness practices of front-line, anti-violence responders.

Violence and abuse is a grave social problem affecting many lives and communities. Although there is much work to be done and the work is often difficult, the results of these projects provide hope that change is possible when we come together to make a difference.
Dr. Jennifer Nicol’s research program is shaped by her professional training in music therapy (MTA) and psychology (RDPsyCh) and the formative influences of her graduate research supervisor, Dr. Bonita C. Long, an expert in the area of stress and coping. Focusing on the benefits of everyday music experiences (e.g., music listening, singing) across varied populations, settings, and contexts, Dr. Nicol’s research is interdisciplinary in nature. Many of her current studies involve multi-disciplinary collaborations. Dr. Nicol is an active co-investigator in: (a) Advancing Interdisciplinary Research in Singing (AIRS), a seven-year, SSHRC-funded Major Collaborative Research Initiative directed by Dr. Annabel Cohen, University of Prince Edward Island (Psychology); (b) Creative Practices for People with Cancer (CP4PC), a SHRF-funded research initiative co-led by Drs. Elizabeth Quinlan and Linda McMullen, University of Saskatchewan (Sociology, Psychology); and (c) Singing in Pulmonary Rehabilitation, a pilot study funded by The Lung Association, Canadian Respiratory Health Professionals and led by Dr. Donna Goodridge, University of Saskatchewan (Nursing). Dr. Nicol is also a Research Associate with the Regina Qu’Appelle Health Region and is currently completing a case study on the Caring Hearts Camp, an annual weekend program developed by Marlene Jackson (MTA, Greystone Bereavement Centre) for children and youth experiencing bereavement, which incorporates music therapy and other expressive arts activities. This case study is part of the larger Meeting Youth in Music initiative led by Dr. Nicol and funded by the Canadian Music Therapy Trust Fund.

Qualitative research is Dr. Nicol’s primary method of inquiry. In particular, the AIRS-funded Singing Your Way to Health is a grounded theory study that will generate an explanatory theory linking choir members’ experiences of group singing, health, and wellness. Two other AIRS studies explore mother-infant singing groups. Under Dr. Nicol’s supervision, doctoral student, Jean Emmerson, is working with adolescent mothers and their infants in a high school setting, and master’s student, Marieke Blom, is focusing on community singing groups for mothers and their infants. Dr. Nicol supervises many graduate students, and their work contributes to her research program in music and extends it to other creative modalities.

For example, her graduate students are researching music listening (Geri Siemens, Joni Wiebe, and Jolee Kambeitz), singing (Gisele Lalonde and Marya Stonehouse), music lessons (Ivy Armstrong), music careers (Gwen Chappell), dance (Misha Davison, Sarah Friesen, Tricia Wilson, and Katie McCaw), creativity (Tara Labuik), the expressive arts (Angela Wlasenko), and music videos (Heather Agnew Ksyniuk). Dr. Nicol encourages her students to present and publish their work, and they have done so with great success. For further information, please visit Dr. Nicol’s website at: http://www.usask.ca/education/people/nicolj.htm
The Personal and Professional Lives of Female Academics

Dr. Laureen McIntyre

Research has shown the academic workplace and the need to achieve tenure within the first six years is designed in ways that discriminate against women. The resulting gender disparities (e.g., salary, merit pay, etc.) only grow when universities place more emphasis on research relative to teaching and service. Factors which contribute to difficulties for women in academic settings include networking that excludes women, general environmental inequalities, and work-family conflicts. For novice faculty on the tenure-track, achieving tenure means job security; however, despite idealistic expectations, novice faculty report unbalanced lives and feelings of loneliness, isolation, and rivalry between colleagues. Novice faculty also report becoming dissatisfied, overworked, stressed, and physically ill, as they attempt to meet the often unwieldy, vague, and increasing tenure and promotion requirements.

Our research team, Drs. Laurie Hellsten, Stephanie Martin, Audrey Kinzel, and I have undertaken a program of research that explores the personal and professional experiences of female academics in tenure-track positions. We seek to enhance our understanding of how female academics successfully navigate the academic workplace and the personal and institutional barriers that may hinder this journey.

To date, this research has resulted in two international conference presentations and two peer-reviewed publications (see references).


2. Aboriginal Education, Multi-Literacy, and Lifelong Learning

Within the College of Education, faculty research encompasses the topics of Aboriginal education, multi-literacy, and lifelong learning. In relation to this research theme, Aboriginal education is about supporting quality programs for First Nations, Inuit, and Métis peoples. Multi-literate individuals are lifelong learners who are communicatively competent, informatively active, and numerically, culturally, socially, and technologically sophisticated. In particular, the research of some faculty members: (a) targets Adult Basic Education for First Nations peoples; (b) explores the merits of graphic novels for children and young adults; (c) investigates Internet usage and problem-solving abilities; and (d) describes test accommodations for diversely-skilled learners.

Adult Basic Education On-Reserve: Cross-Sector Collaboration

Drs. Vivian Hajnal, Michael Cottrell, and Michelle Prytula and are partaking in a research involving the examination of on-reserve Adult Basic Education (ABE). Although ABE has a long history in Saskatchewan, additional on-reserve ABE programming began in 2007 when the Province targeted financial support to Saskatchewan Regional Colleges and Saskatchewan Indian Institute of Technology (SIIT). The research team surveyed and interviewed adult learners in ABE programs, reviewed documents from the four-year, on-reserve ABE history, and examined the collaborative efforts between the Province, Regional Colleges, SIIT, and First Nations. Results indicated that the adult learners participating in the program were grateful for their educational experience. In addition to graduation success, student accomplishment was articulated in different ways—from improving self-concept to attaining a grade 12 credential. The research team is delighted to be a part of this review (under the auspices of the Saskatchewan Educational Leadership Unit [SELU]) and, therein, support learning for First Nations adults.
Through this research, I contextualize graphic novels as appropriate teaching resources for developing metacognition related to the reading process. A second research direction related to reading comprehension involves the use of picture books with struggling teen readers and seniors with memory decline. Recommendations for schools and public libraries include a broader use of picture books beyond their current application with young children. In addition, my research into the characteristics of autism has extended into a continuation of the story of Taylor Jane Simon in my new novel “Waiting for No One,” a stand-alone sequel to “Wild Orchid.” In this new title, I connect the existential themes of Samuel Beckett in a first-person exploration of entrance to university and the world of work. A third title is in progress, further exploring the journey towards independence, as Taylor Jane spends her 19th summer in France (see www.beverleybrenna.com). I see this series of books as helping to fill a gap within the landscape of children’s literature where characters with disabilities have been unseen and/or unheard. My continued research into patterns and trends related to portrayals of disability in North American children’s novels is ongoing.


3. Cultural Recognition, Eco / Social Justice, and Leadership

The theme of cultural recognition, eco/social justice, and leadership is about being inclusive and responsive to cultural needs, propagating equal rights across social groups, intensifying environmental stewardship and providing leadership within these and other areas. In particular, some faculty are focusing their research on: (a) exploring the history and ongoing operation of colonialism in Canada; (b) investigating the commodification of language and its impact on learners with English as an Additional Language; (c) examining hegemonic beliefs and neoconservative climates; (d) exploring how to teach for a stronger democracy; (e) addressing the current lack of coordinated analysis of educational policy and practice in relation to Canadian environmental issues, and (f) using critical realism as it relates to organizational analysis.

Anti-Colonial Project: Building and Mobilizing Knowledge about Race and Colonialism in Canada

Dr. Verna St. Denis

The Anti-Colonial Project (ACP) is a multi-platform and trans-media exploration of the history and ongoing operation of colonialism in Canada. The objective of this research project is to mobilize, through the production of educational materials including films and interactive websites, existing research and knowledge on how race continues to matter in Canada. The project team is comprised of a group of approximately 20 leading filmmakers and scholars whose research and creative work offer an analysis of colonization and racialization in Canada. The project is currently developing a SSHRC Partnership Development grant for submission November, 2011. The ACP’s point of departure is that Canada is a white settler colony built on the expropriation of Indigenous land, erasure of Indigenous histories, and ongoing colonization. It takes a firm stance against narratives of Canadian multiculturalism or those that promote the idea that racial equity and harmony exist in Canada. Members of the ACP believe that multicultural approaches oversimplify race and colonization; deny the experiences of Indigenous people and racial minorities; and make it difficult if not impossible to address the consequences of colonization and racial inequity in Canada. In contrast, the ACP pursues a critical approach to race issues in Canada. We assume that historical and ongoing colonialism is profoundly relevant to life in Canada and that colonialism and racism exist at individual and institutional levels. Members of the project team contributed articles that formed a special issue journal on race, colonialism, and film in Canada, published by The Review of Education, Pedagogy, and Cultural Studies in September 2011. My article published in this special issue is titled, Silencing Aboriginal education through multiculturalism.

Transnationalism and Language Learning

Dr. Hyunjung Shin

My research centers on the role of language and education in the construction of social inequality and for social change, increasingly in relation to migration and transnationalism under global capitalism. I am particularly interested in examining how globalization—in particular, the commodification of language and corporatization of education in the new economy—has impacted ideas of language, culture, identity, and learning in the context of English as an Additional Language (EAL), in order to develop transformative education for language minority students in multilingual settings.

These interests have evolved through my own life trajectories as a transnational migrant of South Korean origin in North American postgraduate institutions.

My doctoral dissertation at the University of Toronto (2010) examined transnationalism as an emerging context for second language learning through the case of four Korean jogi yuhak (early study abroad) students attending Toronto high schools. This sociolinguistic ethnography explored how the linguistic and racial stigmatization experienced in a Toronto context made it difficult for the students to develop academic language skills recognized at their schools. Through my thesis research, I became interested in the role of transnational digital communication in the identity construction and language learning among migrant students, which was also the focus of my postdoctoral research at the University of British Columbia, supported by Government of Canada Postdoctoral Research Fellowship (2010–2011). This postgraduate ethnography focused on seven Korean students (grade 5–12) and examined their identity represented in networked communication on Facebook and text messaging.

Two manuscripts resulting from my dissertation research include a refereed journal article to appear in Journal of Sociolinguistics (2012) and an invited submission to an edited book (by U.S. anthropologists) on the Korean transnational educational migration to North America. I am currently preparing two additional manuscripts, one from each of my doctoral and postdoctoral research.
Teaching for a Civil Society

Dr. Paul Orlowski

Almost 30 years ago, I enrolled in the University of British Columbia’s (UBC’s) Teacher Education Program after obtaining a Bachelor of Civil Engineering degree. Prompted by my burgeoning awareness of environmental issues such as global warming, depletion of the ozone layer, acid rain, and the perils of nuclear energy, I became a teacher so that I could inform young people about environmental issues.

After a few years of teaching in small BC communities like Bella Coola and Squamish, I found myself working in a predominantly working-class school in Vancouver. This was an eye-opening experience, because I became blatantly aware of just how poor some Canadians are—for many students, the best meal of the day is via the school’s hot lunch program. This led me to question my middle-class perspective on environmentalism. Why would teenagers care about the depletion of the ozone layer when they were worried about obtaining their next meal?

This realization led me to a different philosophy of education, one more influenced by critical pedagogy. Although I still taught about ecological issues in my Earth Science 11 course, I was now also focused on economic and social issues in Social Studies courses. In 1999, I began teaching in UBC’s Teacher Education Program for pre-service Social Studies teachers, a place where I reflected upon and refined the critical pedagogy I was using. In tandem with my teaching experiences and learned theory, I recently wrote a book for Social Studies educators and educational leaders. In July 2011, Springer published Teaching about hegemony: Race, class & democracy in the 21st century, a book that chronicles pedagogical ideas about teaching for a political consciousness and, by corollary, a civil society.

Building upon personal and academic experiences, I am now extending my research agenda. Still rooted in critical pedagogy, I want to investigate how best to teach for a stronger democracy. This new research agenda differs from my previous investigations in that the new focus is about exploring the meaning of social justice in Christian churches, both Protestant and Catholic. I was raised in Toronto during the progressive Catholicism of post-Vatican II and became an advocate for social justice because of the Church’s support for Cesar Chavez. Yet, these days, I question whether or not the progressive politics of Liberation Theology and Protestantism’s Social Gospel have disappeared. One thing is for certain, the loudest Christians on TV seem to be the ones clamouring for tax cuts and not much else. I question how a teacher’s faith influences their thoughts around social and ecological justice. For me, this is a very important political matter.
Over the past few years, Dr. David Burgess’ research has been focused upon two academic areas of study. His first research interest is the exploration of a philosophical school of thought known as critical realism, seeking applications in terms of research methods for organizational analysis. His second research focus has been in the exploration of educational law, specifically in terms of visual representations of legal concepts.

The first area of research can be broadly placed under the heading, critical realist social organization analysis. To best explain Dr. Burgess’ work, it is helpful to state two key assumptions: (a) not unlike the management of other public and private sector organizations, the management and organization of schools and school systems are dependent, for the purposes of responsible planning and decision-making, upon forecasting techniques related to human and capital resource investment; and (b) again, not unlike other organizations, educational planning and decision-making is guided by the theoretical and conceptual understandings and assumptions held by the leadership of those organizational phenomena with which they interact on a daily basis (e.g., cliques and other internal and external employee social systems; demographic diversity of employees or students; power relationships between and among employees, students, and parents; values espoused by stakeholders; communication modes; interorganizational relationships; and, indeed, leadership itself).

As a part of this research, he brings questions of forecasting together with guiding theoretical and conceptual understandings and assumptions. In the initial stages of this work, the focus has been on the development of methodological means of studying social organizational phenomena (like those listed above) for the purpose of forecasting in aid of responsible planning and decision-making.

Key in Dr. Burgess’ research endeavor has been the development of two interrelated methodological research tools from within the critical realist school of thought. The first research tool is represented in work distinguishing a theory of social phenomena x from a model of social phenomena x in terms of predictive limitations—he has explored and continues to explore these issues in a 2010 paper published in Educational Management, Administration, and Leadership, and through the development of a book, which he is currently co-writing with colleagues from the Universities of Alberta and Saskatchewan. The second research tool emerges through developing methods around a mode of reasoning known as retroduction (currently engaged as a principal element in the doctoral research of Robin Mueller in the Department of Educational Administration, and supported by a 2011 grant from the Social Sciences and Humanities Research Council).

The second area of research has extended methods explored in Dr. Burgess’ doctoral research for the understanding of multi-relational organizational phenomena (again, like those listed above) in terms of visual representations. His work has been recently published in the Proceedings of the International Conference on Alternative Methods of Argumentation in Law and is a basis for his contributions to a textbook in educational law he is writing with colleagues from the University of Alberta.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Institution</th>
<th>Research Interests</th>
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</thead>
<tbody>
<tr>
<td>Geraldine Balzer</td>
<td>Ph.D. (University of Saskatchewan), M.A., B.Ed., B.A.</td>
<td>Assistant Professor. Research interests: teacher education; secondary school English language arts; Aboriginal education; decolonization; transformative education; curriculum; and service learning.</td>
</tr>
<tr>
<td>Mary Jeanne (MJ) Barrett</td>
<td>Ph.D. (University of Regina), M.E.S., B.Ed., B.A.</td>
<td>Assistant Professor. Research interests: human-nature relations; decolonizing research and pedagogy; poststructuralism; eco-psychotherapy 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.</td>
</tr>
<tr>
<td>Beverley (Bev) Brenna</td>
<td>Ph.D. (University of Alberta), M.Ed., B.A., B.Ed.</td>
<td>Assistant Professor. Research interests: literacy education (reading and writing focus); children’s literature; special education.</td>
</tr>
<tr>
<td>Egan Chernoff</td>
<td>Ph.D. (Simon Fraser University), B.Ed., B.A.</td>
<td>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.</td>
</tr>
<tr>
<td>Brenda Kalyn</td>
<td>Ph.D. (University of Alberta), M.Ed., B.Ed.</td>
<td>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.</td>
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<tr>
<td>Lynn Lemisko</td>
<td>Ph.D. (University of Calgary), M.A., B.Ed.</td>
<td>Assistant Dean of Undergraduate Programs and Research and Associate Professor. Research interests: teacher education; social studies education; and history of education.</td>
</tr>
<tr>
<td>Janet McVittie</td>
<td>Ph.D. (Simon Fraser University), M.Ed., B.Ed., B.Sc.</td>
<td>Assistant Professor. Research interests: student engagement through inquiry, assessment for learning, authentic tasks, and culturally responsive teaching; education for sustainable development; and experiential education.</td>
</tr>
<tr>
<td>Tim Molnar</td>
<td>Ph.D. (University of Victoria), M.Ed., B.Ed., B.Sc.</td>
<td>Assistant Professor. Research interests: transformative learning experiences in science education; conceptions of responsibility and judgment in relation to education; and information communication technologies (ICT) in teacher development.</td>
</tr>
<tr>
<td>Dirk Morrison</td>
<td>Ed.D. (University of Toronto), M.Sc., B.A.</td>
<td>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.</td>
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<tr>
<td>M. S. (Shaun) Murphy</td>
<td>Ph.D. (University of Alberta), M.Ed., B.Ed.</td>
<td>Associate Professor. Research interests: teacher education; curriculum studies; teacher and children's knowledge; narrative inquiry; mathematics education; familial curriculum making; and the interwoven lives of children, families, and teachers.</td>
</tr>
<tr>
<td>Paul Orlowski</td>
<td>Ph.D. (University of British Columbia), M.A., B.Ed., B.Eng.</td>
<td>Assistant Professor. Research interests: Social Studies education; sociology of education; Aboriginal education; anti-racist education; teaching for democracy; teaching for political consciousness; critical media literacy; and teacher education.</td>
</tr>
<tr>
<td>Bev Pain</td>
<td>Ph.D. (University of Alberta), M.Ed., B.Ed., B.S.H. Ec.</td>
<td>Associate Professor. Research interests: high school students’ consumer related skills; home economics education; and family and food.</td>
</tr>
<tr>
<td>Jeff Park</td>
<td>Ph.D. (University of Saskatchewan), M.F.A., B.A.</td>
<td>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.</td>
</tr>
<tr>
<td>Debbie Pushor</td>
<td>Ph.D. (University of Alberta), B.Ed. Associate Professor. Research interests: parent knowledge; parent engagement; a “curriculum of parents” in teacher education; and narrative inquiry.</td>
<td></td>
</tr>
<tr>
<td>Edwin Ralph</td>
<td>Ph.D. (University of Manitoba), M.Ed., B.Ed., B.A.</td>
<td>Professor. Research interests: mentorship and supervision in teacher education; and mentorship in education across all the professional disciplines.</td>
</tr>
</tbody>
</table>
Richard Schwier, Ed.D. (Indiana University), M.S., B.S. Professor. Research interests: the role of educational technology in education and society; instructional design and change agency; visual design; technology-supported learning environments; and virtual learning communities.

Hyunjung Shin, Ph.D. (University of Toronto), M.A. (Hawaii), M.A. (Korea), B.A. Assistant Professor. Research interests: globalization, political economy and language education; language, culture, and identity; transnationalism and migration; language and social inequality in education; critical pedagogy; language policy in multilingual settings; and ethnography.

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.

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.

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

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.

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.

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; and teacher induction.

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

EDUCATIONAL ADMINISTRATION

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.

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

Bonnie Stelmach, Ph.D. (University of Alberta), M.A., B.Ed. Associate Professor. Research interests: educational policy; parents’ roles in education (secondary and post-secondary); scholarly/professorial identity; and corporatization trends in universities.

Keith 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.

Professors Emeriti
Marie Battiste, Ed.D. (Stanford University), Ed.M., B.S. Professor and Director of Aboriginal Education Research Centre. Research interests: violence prevention among youth; Indigenous/Aboriginal education, knowledge, languages, and humanities; initiating institutional change in the decolonization of education, social justice policy and power; 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.

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.

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.

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.

Dianne Miller, Ph.D. (University of Toronto), M.Ed., B.S.W., B.Ed., B.A. As a professor of Educational Foundations, she 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.

Robert Regnier, M.Ed. (University of Saskatchewan), B.A. Professor and Department Head of Educational Foundations. Research interests: learning as valuing, critical pedagogy, ecological education, teaching and learning at University, process teaching and learning, and philosophy of education.

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

Reg Wickett, Ed.D. (University of Toronto), M.Ed., B.A. Professor. Research interests: adult learning and development; methods of teaching religious studies in school; and adult religious education (retired December 2010).

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.

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.

Professors Emeriti
May also include life goals and purpose, motivation, happiness, and life and spiritual health of children, teens, adults, and senior citizens, which the training of psychologists and counselors; the mental, emotional, management, cancer, nutrition, and chronic condition management; complex social surveys on health and educational issues.

Modern quantitative and analytical techniques (classical test and item validation; program evaluation; survey research; and the application of philosophical and critical thinking; and analyzing data from hidden markov models, and time-series analysis; empirical analysis, probability models, linear and logistic models, of life, and science; statistical methods in research (meta-analysis), and coping.

Research interests: conceptual issues in psychology, quality of life, and science; statistical methods in research (meta-analysis), probability models, linear and logistic models, hidden markov models, and time-series analysis; empirical philosophy and critical thinking; and analyzing data from complex social surveys on health and educational issues.

Pei-Ying Lin, Ph.D. Candidate (University of Toronto), M.Ed., B.Ed. Assistant Professor. Research interests: current practices and policies on test accommodations for students with diverse needs; pre-service teachers' beliefs and practices of assessments; and the measurement and psychometric issues in large-scale and classroom assessments for students with special needs.

Stephanie Martin, Ph.D. (University of Calgary), M.Sc., B.A. Assistant 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.

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); and professional identity and mentorship.

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

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.

Brian Noonan, Ph.D. (University of Ottawa), M.Ed., B.Ed. Adjunct Professor. Research interests: educational research and enquiry; classroom assessment; and educational policy development and evaluation (retired December 2010).
**BOOKS**


**CHAPTERS IN BOOKS**


**PAPERS IN REFEREED JOURNALS**


Glanfield, F., & Murphy, M. S. (in press). Possibilities for understanding children’s mathematics knowledge. *Delta-K.*


services in First Nations Schools in one Tribal Council in Saskatchewan. in education, 17(2).


Wason-Ellam, L. (in press). Multimodal strategies with readers with FASD. Literacy Research and Instruction, 51(1).


**PAPERS IN NON-REFEREED JOURNALS**


**INVITED PAPERS IN PUBLISHED CONFERENCE PROCEEDINGS/ABSTRACTS**


Kovach, M. (2011, May). The quandary and potentiality of using Indigenous methodologies in conjunction with modified grounded theory method. Presentation at the 7th International Congress of Qualitative Inquiry, Urbana-Champaign, IL.


Morrison, D. (2011, February). Reliability and validity in assessment. Course, Module & Rotation Coordinators Workshop, College of Medicine, University of Saskatchewan, Saskatoon, SK.


Murphy, M. S., Clarke, C., Cox, C., Sharpe, R., Reeve, T., Storey, K., Yarchenko, K., Campbell, K., & Glenfield, F. (in press). The relationship between the assessment process and children’s and teachers’ knowledge and identity in mathematics. Saskatoon, SK: Dr. Stirling McDowell Foundation for Research into Teaching.


BOOK REVIEWS


INVITED CONFERENCE PRESENTATIONS & INVITED LECTURES OUTSIDE THE UNIVERSITY OF SASKATCHEWAN


Battiste, M. (2010, November). Initiative for diversity and global education. Invited member of advisory panel, Faculty of Education, McGill University, Montreal, QC.


Battiste, M. (2011, March). *Indigenous Humanities to TransCanada Institute.* Invited member of panel at the University of Guelph, Guelph, ON.

Battiste, M. (2011, April). *Workshop with Hub team on “Violence Prevention.”* Invited workshop presentation at the AWASIS Conference, Saskatoon, SK.

Battiste, M. (2011, February). *Teachings from the Elders and nourishing of the learning spirit.* Invited presentation at Tamara House, Saskatoon, SK.


Brenna, B. A. (2010, November). *“Something to Hang On To:” Literature to reflect diversity for classroom reading.* Invited presentation at the Saskatchewan Council for Exceptional Children (CEC), Saskatchewan Teachers’ Federation, Saskatoon, SK.

Brien, K., & Stelmach, B. (2010, December). *Legal and cultural contexts of parent-teacher interactions.* Invited presentation to the Department of Indian Affairs and Northern Development, Ottawa, ON.


Carr-Stewart, S. (2010, October). *First Nations education: The future is now.* Invited witness testimony at the Standing Senate Committee on Aboriginal Peoples, Ottawa, ON.

Chernoff, E. J. (2011, May). *Engaged in mathematics: Voices from our community.* Invited presentation at the Saskatoon Public Schools Collegiate Renewal Secondary Mathematics Conference, Saskatoon, SK.


Chernoff, E. J. (2011, May). *You say SOHCAHTOA, I say SYRCXRTYX . . . for a reason.* Invited presentation at the Saskatchewan Mathematics Teachers’ Society’s (SMTS) 3rd Annual Saskatchewan Understands Mathematics (SUM) Conference, Saskatoon, SK.

Chernoff, E. (2010, November). *This new approach to teaching and learning mathematics sounds great and all, but I teach high school mathematics.* Invited presentation at Sciematics 2010 Hosted by the Saskatchewan Science Teachers’ Society and the Saskatchewan Mathematics Teachers’ Society, Regina, SK.

Chernoff, E. (2010, November). *We’re talking the talk, but are we walking the walk?* Invited presentation at Sciematics 2010 hosted by the Saskatchewan Science Teachers’ Society and the Saskatchewan Mathematics Teachers’ Society, Regina, SK.

Cottrell, M. (2011, April). *Closing the gap: Recent initiatives in Aboriginal education in Western Canada.* Invited presentation to Saskatchewan Community School Association, Prince Albert, SK.


Cottrell, M., Bouvier, R., Epstein, R., & Pelletier, T. (2010, October). *Cumberland House Cree Immersion Program review.* Invited presentation to Northern Lights School Division, La Ronge, SK.


Flynn, M. (2011, February). *Designing and implementing a pass-fail course.* Invited presentation to the Department of Educational Foundations, College of Education, University of Saskatchewan, Saskatoon, SK.

Hellsten, L. M. (2011, January). *Exploring the transtheoretical model using IRT.* Invited presentation to the University of Hawaii at Manoa Schools of Nursing and Medicine, Department of Public Health Science, Honolulu, HI.

Jessen Williamson, K. (2011, May). *Arctic health: Challenges and responses to rapid climate, environmental, and social change.* Invited expert panel member of the University of the Arctic Institute for Applied Circumpolar Policy Conference Series, Hanover, NH.

Jessen Williamson, K. (2011, April). *“Inuit kulturat meeqqersiarfiliu” (Inuit culture and the day cares in Greenland).* Invited presentation to day care centre workers, Ilulissat, Greenland.


Kovach, M. (2010, October). Integrating Indigenous knowledges in post-secondary studies. Invited guest lecture for EDFT 870 Interdisciplinary Seminar, Department of Educational Foundations, University of Saskatchewan, Saskatoon, SK.


Murphy, M. S. (2010, November). Teaching mathematics and science as intellectual practice. Invited keynote at Sciematics Conference, Regina, SK.


Nicol, J. J. (2011, January). *Women experiencing chronic illness with the companionship of music*. Invited presentation at the Prairie Women’s Health Centre of Excellence Workshop, Saskatoon, SK.

Nicol, J. J. (2010, November). *Health, wellness, prevention and counselling psychology*. Invited presentation at the Inaugural Canadian Counselling Psychology Conference, Montreal, QC.


Prytula, M. P. (2011, May). *Action research for school improvement*. Invited presentation at the Superannuated Teachers of Saskatchewan 38th Annual General Meeting, Saskatoon, SK.


Pushor, D. (2011, May). *Parent engagement: It’s more than you think!* Invited keynote at the 1st Annual Parent Engagement Conference, Saskatoon Public School Division, Saskatoon, SK.


Pushor, D. (2010, August). *Family and community engagement: Broadening our focus*. Invited opening address at the Saskatoon Tribal Council Teachers Conference, Saskatoon, SK.

Pushor, D. (2010, August). *Beliefs and assumptions about parents and families: What you give is what you get returned*. Invited closing address at Saskatoon Tribal Council Teachers Conference, Saskatoon, SK.


Renihan, P. (2010, March). *A study of leadership succession in Saskatchewan*. Invited presentation to the School Division Directors of Saskatchewan, Saskatoon, SK.

Renihan, P. (2011, February). *Is the principalship for you?* Invited one-day leadership seminar for Cornerstone School Division, Weyburn, SK.


Renihan, P. (2011, January). *Principles of effective supervision*. Invited presentation for Day #3 of a four-day supervision series for Battleford Area Tribal Council, North Battleford, SK.

Renihan, P. (2010, November). *Principles of effective supervision*. Invited presentation for Day #2 of a four-day supervision series for Battleford Area Tribal Council, North Battleford, SK.

Renihan, P. (2010, October). *Leadership for Saskatchewan schools: Preliminary findings of a succession study*. Invited presentation to the Inter-agency Steering Committee, Saskatoon, SK.

Renihan, P. (2010, September). *Principles of effective supervision*. Invited presentation for Day #1 of a four-day supervision series for Battleford Area Tribal Council, North Battleford, SK.


Schwier, R. A., & Wilson, J. R. (2010, December). *Agency and authenticity in the practice and professional training of instructional design.* Invited presentation at Saskatchewan Instructional Design Retreat, Saskatoon, SK.

Schwier, R. A. (with the IDT Futures Group). (2010, November). *Opportunities, directions, and issues facing the field of instructional design and technology.* Invited panel presentation at Brigham Young University, Provo, UT.

Schwier, R. A. (2010, October). *Los muchos rostros de las comunidades de aprendizaje (The many faces of learning communities).* Invited keynote presentation to the Online Education Symposium 2.0, Guadalajara, Mexico.


Schwier, R. A. (2010, September). *Your vision, your future, and your university experience.* Invited presentation to Royal West Transition Program Orientation, Saskatoon, SK.

Schwier, R. A. (with group of master teachers from the University of Saskatchewan). (2010, August). *Master Teacher panel.* Invited panel presentation at the Fall Orientation to Teaching and Learning 2010, University of Saskatchewan, Saskatoon, SK.


St. Denis, V. (2011, March). *Aboriginal teachers’ professional experience and knowledge in public schools.* Invited presentation at Big Questions Worthy Dreams, Saskatoon, SK.


St. Denis, V. (2011, February). *Learning from the successes and challenges of Aboriginal teachers.* Invited presentation at the North Central Teachers’ Convention (Alberta Teachers’ Association), Edmonton, AB.

St. Denis, V. (2010, November). *Having the resolve and commitment to see change happen: Becoming and being an ally of Aboriginal education.* Invited keynote at the Learning from Practice: An Exchange of Teacher Knowledge and Research Conference, Saskatoon, SK.

St. Denis, V. (2010, November). *You don’t have to be Aboriginal to learn Aboriginal content: Suggestions from the experience and professional knowledge of Aboriginal teachers.* Invited presentation at the Learning from Practice: An Exchange of Teacher Knowledge and Research Conference, Saskatoon, SK.

St. Denis, V. (2010, November). *A study of Aboriginal teachers’ professional knowledge and experience in Canadian schools.* Invited presentation at the 30th Anniversary Cultural Conference & Annual General Meeting, Gabriel Dumont Institute, Saskatoon, SK.

St. Denis, V. (2010, October). *Does talking about race make matters worse?* Invited keynote at the Social Justice and Anti-Racist Anti-Oppressive Forum on Education (SAFE), Saskatoon, SK.


Woodhouse, H. (2011, April). The model market of education as a value program: And how to oppose it. Invited paper as part of a panel presentation, “The Endangered University,” at the Humanities Research Institute Conference: Rethinking the Humanities: A Books Launch and Colloquium, Saskatoon, SK.


PRESENTATIONS AT CONFERENCES (NON-INVITED)


Balzer, G. (2010, October). Does participation in international service learning lead to social change and civic responsibility? Presentation at the International Association for Research in Service Learning and Community Engagement, Indianapolis, IL.


Barrett, M. J., & Wotherspoon, B. (2011, April). Who is in our community? Including the more-than-human in social studies class. Paper presented at Awasis Aboriginal Education Conference, Saskatoon, SK.


establishment of schools and Indian Affairs educational policy and practices. Presentation at the Canadian Society for the Study of Education (CSSE) Annual Meeting, Fredericton, NB.


Kovach, M., (2011, May). The quandary and potentiality of using Indigenous methodologies in conjunction with modified grounded theory method. Presentation at the 7th International Congress of Qualitative Inquiry, Urbana-Champaign, IL.


Martin, S. (2011, January). Nursing burnout in the oncology setting: A resiliency perspective. Presentation at the 1st Inaugural Saskatchewan Nursing Hematology Day (Saskatoon Health Region), Saskatoon, SK.


Murphy, M. S. (2010, October). Playing on the number line. Presentation at the Saskatchewan Early Childhood Conference, Saskatoon, SK.

Murphy, M. S. (2010, September). Movement on the number line for grade 5-8. Presentation at the North West School Division Teachers Conference, Meadow Lake, SK.

Murphy, M. S. (2010, September). Number lines in K-4. Presentation at the North West School Division Teachers Conference, Meadow Lake, SK.


Nicol, J. J. (2011, May). Exploring alternative ways to represent and disseminate findings. Presentation at the Canadian Association for Music Therapy Annual Conference, Winnipeg, MB.


Orlowski, P. (2011, May). Liberal discourses & Aboriginal students. Presentation to the Greater Saskatoon Catholic School Division, Saskatoon, SK.

Orlowski, P. (2011, May). Liberal discourses & Aboriginal students. Presentation to the Greater Saskatoon Catholic School Division, Saskatoon, SK.

Orlowski, P. (2010, September). Liberal discourses & Aboriginal students. Presentation to the Greater Saskatoon Catholic School Division, Saskatoon, SK.

Orlowski, P. (2010, November). Teaching for a strong democracy. Presentation to Saskatchewan Public School Division teachers, Saskatoon, SK.


Pain, B. (2010, October). Celebrating our new home. Presentation at the Association for Saskatchewan Home Economics/Saskatchewan Home Economics Teachers’ Association (ASHE/SHETA) Conference, Saskatoon, SK.


Ralph, E., & Walker, K. (2011, May). Developing your mentoring skills via the Adaptive Mentorship® model. Workshop conducted by E. Ralph at the 1st International Conference on Faculty Development in the Health Professions, Toronto, ON.

Ralph, E., & Walker, K. (2011, March). Enhancing your mentoring practice via Adaptive Mentorship®. Workshop conducted by E. Ralph at the Lilly West 23rd Annual Conference on College Teaching & Learning (Evidence-Based Teaching), Pomona, CA.


Ralph, E., & Walker, K. (2010, November). Applying Adaptive Mentorship® across the disciplines: An invitation to collaborate. Workshop conducted by E. Ralph at the 2010 Centennial Symposium on Scholarship of Teaching and Learning, Banff, AB.


Regnier, R. H. (2011, May). Learning as valuing. Part of the panel session, “Creativity, value, and courage: Process approaches to university teaching and learning” at the University of Saskatchewan Process Philosophy Interdisciplinary Seminar, Saskatoon, SK.


Schwier, R. A. (with Fox, D., Greer, J., Klaassen, J., Pierson, R.) (2010, November). Open access publishing. Panel presentation for Information Technology Week, University of Saskatchewan, Saskatoon, SK.


ART EXHIBITIONS OR PERFORMANCES


Brenna, B. A. (2011, April 7). Invited author reading. Saskatchewan Reading Council, Saskatoon, SK.


Kalyn, B. (2010, November 12). Celebrating 50 years. Yevshan Ukrainian Folk Ballet Ensemble, Saskatoon, SK.

MEDIA PRODUCTIONS


## Awards and Honours

**FACULTY, PROFESSOR EMERITUS, SESSIONALS, STAFF, & ALUMNI**

<table>
<thead>
<tr>
<th>Name</th>
<th>Award Description</th>
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<tbody>
<tr>
<td>Dr. Margaret Kovach</td>
<td>Scholarly Writing Award 18th Ann. SK Book Awards for Indigenous Methodologies: Characteristics, Conversations, &amp; Contexts</td>
</tr>
<tr>
<td>Dr. Michelle Prytula</td>
<td>2010 McDowell Foundation Award for Contributions to Educational Research Awards</td>
</tr>
<tr>
<td>Dr. Debbie Pushor</td>
<td>Teaching Excellence Award, 2010 (Early Childhood Education Council, Saskatchewan Teachers’ Federation)</td>
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<tr>
<td>Dr. Edwin Ralph</td>
<td>Education Student Society (ESS) Intern Supervisor Award</td>
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<tr>
<td>Dr. Edwin Ralph</td>
<td>Master Teaching Award, University of Saskatchewan</td>
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<tr>
<td>Robert Regnier</td>
<td>Environmental Activist Award (Presented by Saskatchewan Eco-Network)</td>
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<tr>
<td>Dr. Verna St. Denis</td>
<td>Provost’s College of Education Outstanding Teaching Award</td>
</tr>
<tr>
<td>Dr. Alex Wilson</td>
<td>Provost’s Award for Excellence in Aboriginal Education</td>
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<tr>
<td>Dr. Jay Wilson</td>
<td>Apple Distinguished Educator</td>
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<tr>
<td>Dr. Che Kan Leong</td>
<td>(Professor Emeritus) Visiting Scholar: Japan, Hong Kong, and Canada</td>
</tr>
<tr>
<td>Dr. Che Kan Leong</td>
<td>(Professor Emeritus) Visiting Scholar: National Institute of Education, Nanyan Technological University Singapore</td>
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<tr>
<td>Dr. Christine Fondse</td>
<td>Sylvia Wallace Sessional Lecturer Award</td>
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<tr>
<td>Orest Murauskyy</td>
<td>Award for Distinction in Outreach and Engagement</td>
</tr>
<tr>
<td>Dr. Cecil King</td>
<td>Alumni Excellence in Aboriginal Initiative Awards</td>
</tr>
<tr>
<td>Laurel Krause</td>
<td>Alumni Service Award</td>
</tr>
<tr>
<td>Helen Horsman</td>
<td>College of Education Alumni Wall of Honour Recipient 2010</td>
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<tr>
<td>Mary Houston</td>
<td>College of Education Alumni Wall of Honour Recipient 2010</td>
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<tr>
<td>Robert Allen Kilpatrick</td>
<td>College of Education Alumni Wall of Honour Recipient 2010</td>
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<tr>
<td>Dave King</td>
<td>College of Education Alumni Wall of Honour Recipient 2010</td>
</tr>
<tr>
<td>Tania Miller</td>
<td>College of Education Alumni Wall of Honour Recipient 2010</td>
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</tbody>
</table>
## Graduate Student Awards

<table>
<thead>
<tr>
<th>Name of Recipient</th>
<th>Department &amp; Program</th>
<th>Name of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teddy Bandima</td>
<td>EAd/Ph.D.</td>
<td>Lownsbrough Memorial Scholarship in Education</td>
</tr>
<tr>
<td>Teddy Bandima</td>
<td>EAd/Ph.D.</td>
<td>University of Saskatchewan Graduate Scholarship</td>
</tr>
<tr>
<td>Conor Barker</td>
<td>EPSE/Master</td>
<td>University of Saskatchewan Graduate Scholarship</td>
</tr>
<tr>
<td>Jennifer Briere</td>
<td>EPSE/Master</td>
<td>André Renaud Memorial Scholarship</td>
</tr>
<tr>
<td>Jennifer Briere</td>
<td>EPSE/Master</td>
<td>R. A. Yackulic Prize</td>
</tr>
<tr>
<td>Pamela Buttinger</td>
<td>EPSE/Master</td>
<td>SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship</td>
</tr>
<tr>
<td>Colleen Charles</td>
<td>EFdn/Master</td>
<td>Gordon McCormack Memorial Graduate Scholarship for Native Students</td>
</tr>
<tr>
<td>Colleen Charles</td>
<td>EFdn/Master</td>
<td>TD Bank Financial Group Aboriginal Graduate Bursary in Education</td>
</tr>
<tr>
<td>Janice Cruise</td>
<td>EFdn/Master</td>
<td>University of Saskatchewan Graduate Scholarship</td>
</tr>
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<td>Jennifer Briere</td>
<td>EPSE/Master</td>
<td>University of Saskatchewan Graduate Scholarship</td>
</tr>
<tr>
<td>Jean Emmerson</td>
<td>EPSE/Ph.D.</td>
<td>SSHRC Doctoral Scholarship</td>
</tr>
<tr>
<td>Marcia Engel</td>
<td>PSE/Master</td>
<td>Education Graduate Bursary</td>
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<tr>
<td>Serdar Erkan</td>
<td>EAd/Ph.D.</td>
<td>University of Saskatchewan Graduate Scholarship</td>
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<td>Laurissa Fauchoux</td>
<td>EPSE/Master</td>
<td>Education Graduate Bursary</td>
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<tr>
<td>Laurissa, Fauchoux</td>
<td>EPSE/Master</td>
<td>SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship</td>
</tr>
<tr>
<td>Christina Fonstad</td>
<td>ECur/Master</td>
<td>Dr. Kay Whale Memorial Book Prize</td>
</tr>
<tr>
<td>Carmen Gillies</td>
<td>EFdn/Ph.D.</td>
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<td>Name of Recipient</td>
<td>Department &amp; Program</td>
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<td>Agatha Remoundos</td>
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<td>Kevin Riffel</td>
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<td>Betty Rohr</td>
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<td>Gale Russell</td>
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<td>EFdn/Masters</td>
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<td>Amanda Sawlor</td>
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<tr>
<td>Carrie Stene</td>
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<td>Saskatchewan Reading Council Award for Research in Reading</td>
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<td>Diane Sutherland</td>
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<td>Lesley Walters</td>
<td>ECur St/Master</td>
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<tr>
<td>Barbara Wotherspoon</td>
<td>EFdn/Ph.D.</td>
<td>University of Saskatchewan Graduate Teaching Fellowship</td>
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</table>
MASTER GRADUATES

- Vincent G. Ahnenakew (EAd), Course-based
- Lori J. Amy (EAd), Course-based
- Terrance M. Andrusiak (EAd), Course-based
- Carl L. Anning (EPSE), Thesis: Physical activity in children and adolescents with exceptionalities: The role of school and athletic programs
- Lucy Antsanen (EFdn), Course-based
- Shane A. Armstrong (EAd), Course-based
- Donna J. Arsenault (ECur), Course-based
- Andrew St. Clair Baetz (ECur), Project: Utilizing math screencasts and video as a teaching aid
- Wanda Barker (EFdn), Course-based
- Ola N. Bakri (ECur), Project: English language learners motivation to study English: Their future prospects
- Linda J. Banga (EAd), Course-based
- Tanya D. Becker (EPSE), Thesis: Exploring teaching strategies to teach reading in French immersion
- Wendy R. A. Benson (EAd), Course-based
- Tyler J. Bergen (EPSE), Project: Inclusive attitudes: Contributions of perceived teacher efficacy and emotional reactions to challenging behavior
- Nicola W. Bishop-Yong (EAd), Thesis: The best interests principle in administrative practice: Canadian in-school administrators’ perceptions, definitions, and use of the best interests principle
- Daniel J. Blais (EAd), Course-based
- Monique R. Blom (EFdn), Project: The transformative power of creative process in learning: Defining a path to relationship connections with the environment
- Ryan J. Brimacombe (ECur), Course-based
- Jason R. Brose (EAd), Course-based
- Lisa R. Cadieux de Larios (EAd), Course-based
- Allison L. Cameron (ECur), Thesis: Movement matters: Investigating the experiences of students involved in a physical activity fitness program
- Doris M. Camsell (EFdn), Course-based
- Clarice A. Cardinal (EFdn), Course-based
- Mark L. Charmbury (EAd), Course-based
- Michael R. Cristo (EAd), Course-based
- Kevin F. Cumming (EAd), Course-based
- Maureen E. Currie (EAd), Course-based
- Lori-Ann Daniels (EAd), Course-based
- Craig M. Dubray (EAd), Course-based
- Jessica J. Dueck (EPSE), Course-based
- Debbie L. Durand (EAd), Course-based
- Trevor J. Edgar (EAd), Course-based
- Anahit Falihi (EFdn), Project: On development of critical visual literacy
- Cheryl L. Farrell (EAd), Course-based
- Jeffrey J. Fisher (EAd), Course-based
- Robyn L. Flaman (EAd), Course-based
- Tracy L. Forsythe (EAd), Course-based
- Terrissa L. Fradette (EAd), Course-based
- Laura L. Friesen (ECur), Project: Instructional design aimed at reducing teens’ consumption of sugary beverages
- Karen Fung (EPSE), Thesis: The initial development and content validity of an Asperger’s Syndrome self-screening instrument for adults
- Benedict J. Garchinski (EAd), Course-based
- Kelly L. Gerhardt (EPSE), Course-based
- Chandra R. Gerich (EAd), Course-based
- Luisa R. Giocoli (EAd), Course-based
- Joyce A. Gooijer (EAd), Thesis: Putting together the pieces of me: An autoethnography of a teaching principal in an exceptionally small rural school
- Jason D. Gordon (EAd), Course-based
- Susan M. Greene (EFdn), Course-based
- Lorraine A. Greyeyes (EAd), Course-based
- Vernon J. Greyeyes (EAd), Course-based
- John M. Guest (EFdn), Project: Mastery learning as an alternative approach to the use of marks: A Mathematics teacher’s experience
- Chad P. Gusikoski (EAd), Course-based
- Nevin C. Halyk (EAd), Course-based
- Dawn L. Hawrysh (EAd), Course-based
- Krista L. Hayes (EAd), Course-based
- Dean H. Hignett (EAd), Course-based
- Hillary A. Hinds (ECur), Project: Mathematics in the workplace: The role of mathematics education in the work life of individuals
- Andrea J. Hnatiuik (EAd), Course-based
- Lisa M. Hodson (EAd), Course-based
- Kimberley D. Hobbs (ECur), Course-based
- Jayson C. Kennard (ECur), Course-based
- Lisa M. Hodson (EAd), Course-based
- Chad E. Holinaty (EAd), Course-based
- Ina A. Holmen (EAd), Course-based
- Velma Illasiak (EFdn), Course-based
- Tricia L. Janvier (EFdn), Course-based
- Alice E. Johnston (EFdn), Course-based
- Kimberley D. Hobbs (ECur), Course-based
- Russell Kushniruk (EPSE), Project: Employee recruitment and retention of a non-profit organization
- Chantelle S. Kinakin (EPSE), Project: Using technological interventions to promote home school communication
- Jaymie L. Koroluk (ECur), Thesis: An ecology of e-learning: A framework to guide the study of informal self-directed, learning to Web 2.0 environments
- Karol Kryzanowski-Narfason (ECur), Project: A state of the art grade one classroom template: A framework for teachers to model their classrooms after ensuring success for all student learning to read
- Lynn J. Kuny (EAd), Course-based
- Hyunchul Kim (EAd), Course-based
- Tara J. Labuik (EPSE), Thesis: Personal creative activity, male chronic illness, and perceived stress: An exploratory study
- Raelyn L. Larmet (EAd), Course-based
- Jennifer L. Malmsten (EAd), Course-based
- Miranda C. Low (EAd), Course-based
- Shawn C. Ly (EAd), Course-based
- Carla Listener (EFdn), Course-based
- Janice C. Meyer (EAd), Project: Keys to successful lifelong online learning
- Larry K. McCallum (EAd), Course-based
Master and PhD Graduates continued...

- Kelly M. McInnes (EAd), Thesis: Understanding the mentoring relationships of women in higher educational administration
- Cameron McRae (EFdn), Course-based
- Glenys D. Martin (ECur), Course-based
- Edgar G. C. Osmond (EPSE), Course-based
- Chantal R. Ounssworth (ECur), Course-based
- Tammy L. Morin (EAd), Course-based
- Rita Mueller (EFdn), Project: Factors that affect teaching media literacy
- Anne E. Naugler (ECur), Course-based
- Shaun J. Nechvatal (EAd), Thesis: Living within reform: A phenomenological study of the live experience of teacher leaders in high schools
- Colleen M. Norris (EAd), Course-based
- Robert D. Nystuen (ECur), Course-based
- Leah L. Minarik (EAd), Project: Designing proficient online teachers: Effective training for the 21st century teacher
- Megan M. Payne (EAd), Course-based
- Shauna R. Perreault (ECur), Course-based
- Jeffrey J. Peterson (EAd), Course-based
- Karen D. Peterson (EAd), Course-based
- Mark M. Phaneuf (EAd), Course-based
- Pamela C. M. Pierlot (EAd), Course-based
- Elizabeth E. Phipps (ECur), Course-based
- Diane M. Pisch (EPSE), Course-based
- Margaret G. Plunz (ECur), Thesis: School and family literacy learning: Experiences of children in two immigrant families
- Cari L. Roberts (ECur), Thesis: Examining adolescent cyberbullying in Saskatchewan
- Valerie E. Ruf (EAd), Project: Valuing the writing experiences of middle years students: Theory and practice
- Cindy E. Smith (EAd), Course-based
- Michele L. Sambrook (ECur), Project: A combined online, face-to-face Physics 20 course
- Anurag Saxena (EAd), Thesis: Leadership in medical education: Competencies, challenges, and strategies for effectiveness
- Daniel Schellenberg (ECur), Project: Factoring trinomial tutor for iOS (iPhone/iPod)
- Jayne F. Senger (EAd), Course-based
- Wendy N. Shabatowski (EAd), Course-based
- Hua Shang (EAd), Thesis: University professors' perceptions about authentic learning in undergraduate teaching: A case study
- Yubo She (EFdn), Thesis: Three approaches to outdoor education: A Whiteheadian interpretation of their potential for practice
- James A. Shevchuk (EAd), Course-based
- Vernon J. Saddleback (EFdn), Course-based
- Debbie L. Stevens (ECur), Course-based
- Dean T. Swan (EAd), Thesis: The experiences of teachers and Eastern European immigrant students in one Southern England public school
- Gregory J. Soden (ECur), Course-based
- Diana M. Sproat (ECur), Project: The effects of a blended learning environment on authentic learner engagement
- Scott H. St. Pierre (ECur), Project: Insights from beginning teachers on the intellectual work of teaching
- Linda J. Smith (EPSE), Course-based
- Angela J. Thorpe (EPSE), Thesis: From fabric to quilt: Adaptability in teaching EAL students from a classroom teacher's perspective
- Jannelle E. G. Y. Tang (ECur), Course-based
- Derek E. G. Tannis (ECur), Thesis: International students' lived experiences seeking ICT assistance: Just click here
- Rayanne R. Taylor (EAd), Course-based
- Raylene M. Taylor (EAd), Course-based
- Christine Thomas (EAd), Course-based
- Jana M. Thomas (EAd), Course-based
- Margaret R. Symon-Lungal (ECur), Thesis: Experiencing the impact of child sexual abuse within intimate partner relationships
- Yvonne N. Vizina (EFdn), Course-based
- Lesley M. L. Walters (ECur), Course-based
- Darcy M. Todds (EAd), Course-based
- Colleen L. Umpherville (EAd), Course-based
- Jenise S. Vangool (EAd), Course-based
- Steven J. Vareyan (EAd), Course-based
- Irene B. T. Vialu (EAd), Thesis: Mètis traditional environmental knowledge and science education
- Chantal C. Tindall (EAd), Project: Foundational assessment terminology online course materials
- Delbert P. Wapass (EAd), Course-based
- Kathleen A. Wickenhauser (ECur), Course-based
- Megan E. Wood (EPSE), Thesis: Being worthy: Journeys of birth mothers of children with FASD
- Catherine L. Younghusband (EPSE), Course-based
- Wen Yang (EFdn), Course-based
- Tracy L. Wood Young (ECur), Project: Central methodological difficulties inherent in current research examining the relationship between learning disabilities and depression in student populations

PHD GRADUATES

- Susan L. Bens (EAd), Dissertation: Senior education students' understandings of academic honesty and dishonesty
- Lois E. Berry (EAd), Dissertation: Making a diversity difference: Stories of leadership in creating a more inclusive nursing profession
- Marcella J. Ogenchuk (EAd), Dissertation: Alcohol prevention programs: An exploration of grade 11 students perceptions
- Ursula Osteneck (ECur), Dissertation: Experiences of women involved in international curriculum development project
- Jane P. Preston (EAd), Dissertation: A school council's influence on community involvement in a Saskatchewan community
- Sandra L. Svoboda (EAd), Dissertation: Network possibilities: Using network inquiry to investigate processes of social capital acquisition and mobility in an educational context

Note: EAd: Educational Administration; ECur: Curriculum Studies; EPSE: Educational Psychology and Special Education; and EFdn: Educational Foundations.
The 2010–2011 school years has proven to be a prolific year for faculty members in terms of publications and presentations. The chart below provides the total numbers of books, chapters in books, refereed articles, invited papers/abstracts in published conference proceedings, papers/abstracts in published conference proceedings, invited lectures/conference presentation, and conference presentations for the school year.

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<th>Books</th>
<th>Chapters in Books</th>
<th>Referred Articles</th>
<th>Invite Papers/Abstracts in Published Conference Proceedings</th>
<th>Papers/Abstracts in Published Conference Proceedings</th>
<th>Invited Conference Presentations/Lectures</th>
<th>Conference Presentations (non-invited)</th>
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**Tri-Council Research Funding**

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

Notes:
* Each Tri-Council annual amount encompasses the financial year, May 1–April 30.
* 2006-07 and 2007-08 are rounded to the nearest thousand.
The chart below highlights the number of undergraduate students and graduate students enrolled in the College of Education during the 2010–2011 school year, and the number of alumni who have graduated from the College of Education since its inception in 1927.

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
<th>Alumni</th>
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<td></td>
<td>1,262</td>
<td>446</td>
<td>32,642</td>
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NUMBER OF STUDENTS AND ALUMNI
Bridging Research and Fostering Connections

For more information about the College of Education visit: www.usask.ca/education/