We are proud to present the 2011/12 ANNUAL RESEARCH REPORT for the College of Education. It showcases the research conducted this past year by our faculty, seconded teachers and graduate students.

As in previous years, an overview of this research is impressive and it highlights the multiple ways in which we are expanding new knowledge of importance to the various fields affected by our work. Our publications, conference presentations, technical reports, and innovative e-presence shows how we are having an impact and how we are moving forward with regard to our College Plan for 2012-2016. This work is exciting and important.

We would like to thank our funding partners, local, provincial, national and international, who are instrumental in assisting us to accomplish the wide range of projects we have underway. You will also find reference to our alumni and to our Professor Emeriti who continue to play an important role in the College and who inspire us.

We are a College with a proud history and a bright future. Our research is making a difference in the world in a wide variety of ways.

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**Department Heads & Grad Chairs**

**Department Heads**

Leonard Proctor – Curriculum  
David Mykota – Educational Psychology  
Sheila Carr-Stewart – Educational Administration  
Robert Regnier – Educational Foundations

**Graduate Chairs**

Shaun Murphy – Curriculum  
Jennifer Nicol – Educational Psychology  
Sheila Carr-Stewart – Educational Administration  
Dianne Miller – Educational Foundations
Research Support

Carolyn Pytlak – Research Facilitator
Sara Muller (On Maternity Leave) – Research Facilitator
Megan Steeves – Finance and Administrative Research Officer

Research Centres

ABORIGINAL EDUCATION RESEARCH CENTRE

AERC is a growing research centre that seeks to explore and develop success strategies for learning and education of the largest growing population in Saskatchewan. Through partnerships with scholars, faculty, students, community-based organizations, schools, federal and provincial governments, AERC is working to build stronger inclusive relationships among those involved with Aboriginal education. The Aboriginal Education Research Centre is positioned to help advance aspirations among Aboriginal Peoples with collaborations, capacity-building, and research that will ensure Aboriginal voices are heard, understood, and translated into innovative and exemplary and ethical practices.

SASKATCHEWAN EDUCATION LEADERSHIP UNIT

The Saskatchewan Educational Leadership Unit (SELU) is a self-supporting agency operating out of the College of Education and situated within the Department of Educational Administration. The Unit is involved with professional development for senior leaders in pre-K to 12 education (and beyond) as well as conducting collaborative research for a variety of agencies using a variety of university faculty and other consultants. It also does strategic planning and provides other consulting services. Recently, the Unit was awarded the contract to act as the Secretariat for the Joint Task Force on Improving Education and Employment outcomes for First Nations and Métis People, which is a joint project of the Ministry of Education, the Federation of Saskatchewan Indian Nations, and the Métis Nation-Saskatchewan and which has broad-ranging implications for the future of Saskatchewan and its Indigenous peoples. This year-long, multi-faceted project is the largest contract ever undertaken by SELU.
Aboriginal Teacher Education Program Staff

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 Mitchell (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)

College Staff


Seconded Teachers: Carol Demchuk-Kosoloski, Margaret Epp, Robert Kraft, Arnold Neufeld, and Cole Wilson

Student Leaders

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

EDUCATION STUDENTS' SOCIETY (ESS) EXECUTIVE 2011–2012:
Jeremy Rolheiser, Rylan Goudreau & Jessalyn Clark, Ryan Scragg, Breanne Cooper, Angela Schindelka, Rebecca Elson, Carly Murray, Scott McBean, Denille Martineau, Lee McDougall, and Dylan Sveinbjornson

INDIAN TEACHER EDUCATION PROGRAM (ITEP) STUDENT COUNCIL 2011–2012:
Joseph Burns, Kirsten Pechawis, Leah Arcand, Lindsay Whitstone, Chanda Rabbitskin, Rachel Thomas, Tim Eashappie, Dabney Morin, Cheyenne Masuskapoe, Roberta McIntyre, Jobina Keskotagan, and Milo Cameron

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP) (SASKATOON) STUDENT REPRESENTATIVE COUNCIL:
Danika Shewchuk, Bonnie Hrycuik, Kristi Langstaff, Taylor Stromberg, Danielle Smith, Chantelle Fransoo, Samantha Oullette, Brittany Fedler, Kelsi Pilon, Tara Desroches, Annette Finstad, and Deidre Boyer

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP) (PRINCE ALBERT) STUDENT REPRESENTATIVE COUNCIL:
Gerald Lisoway, Ashlee Parrass, Brittney Dearing, Erin Lamont, Janel Hudon, Tanya Weathered, Randeen Tomlak, Logan Fines, Dallas Charles, and Keegan Brodacki
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; decolonization; transformative education; curriculum; and service learning

Mary Jeanne (MJ) Barrett, Ph.D. (University of Regina), M.E.S., B.Ed., B.A. Assistant Professor. Research interests: Human-nature relations; multiple ways of knowing (epistemology) in environmental decision-making; intersections among intuition, animism and indigenous knowledges; outdoor and experiential education; ecological identity/subjectivity; qualitative and decolonizing methodologies; and energetic medicine and healing practices

Beverly (Bev) 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

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

Brenda Kalyn, Ph.D. (University of Alberta), M.Ed., B.Ed. Assistant Professor. Research interests: investigating the lived experiences of teachers and students in learning places and the impact of experience on curriculum, pedagogy, and practice. Interest focus – holism, physical education, culture and dance

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

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

Tim Molnar, Ph.D. (University of Victoria), M.Ed., B.Ed., B.Sc. Assistant Professor. Research interests: Ethics and responsibility; meaningful learning in science education; nature of science, philosophies of place and nature; and teacher education

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; and effects of ICT on culture and society

M. S. (Shaun) Murphy, Ph.D. (University of Alberta), M.Ed., B.Ed. 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

Paul Orlowski, Ph.D. (University of British Columbia), M.A., B.Ed., B.Eng. 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

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

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

Leonard Proctor, Ph.D. (University of Indiana), M.Ed., B.Ed., B.A. Professor and Department Head of Curriculum Studies. Research interests: integrating technology into instruction; and information literacy

Debbie Pushor, 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

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
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

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

Linda Wason-Elam, 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; educational and administrative law; visual legal education; 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; data-based decision making; school improvement; adult basic education; Aboriginal education; access programs; research methods

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

Professors Emeriti

Professors
Patrick Renihan, Ph.D. (University of Alberta), M.Ed., B.Ed. Professor. Research interests: organizational analysis; school effectiveness and renewal; instructional leadership; evaluation of board and administrative performance; leadership succession; contexts of rural education; and parent and community engagement

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., D.D. (honoris causa), M.Ed., B.Ed., B.P.E. Post Graduate Diploma in Christian Studies, Professor. Research interests: Professional and applied ethics; executive leadership, board and organizational development; trust and moral agency; hope-building through leadership; the best interests of the child; teacher retention and attrition; adaptive mentorship; the spiritual dimension of leadership; flourishing schools and churches; non-Catholic students in Catholic schools; wellness and policymaking; capacity building in the new economy; leadership philosophies; 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. Associate 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, feminism theory, and Indigenous education

Alexandria Wilson, Ed.D. (Harvard University), Ed.M., B.A. Associate 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; university teaching and learning as storytelling; process philosophy; global and international education; teaching and learning in higher education; and history and philosophy of education

Professors Emeriti

**Tim Claypool**, Ph.D. (University of Alberta), M.Ed., B.Ed., B.A. Assistant Professor, R.D. Psych. *Research interests*: practices that promote success experiences for Aboriginal students; interdisciplinary collaboration in school and counselling psychology training programs; and innovation in the delivery of psychological services in schools, such as the Response to Intervention model.

**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.

**Laurie-Ann Hellsten**, Ph.D. (University of Alberta), M.Sc., B.A. Associate Dean Graduate Studies and Research and Associate Professor. *Research interests*: Physical activity and wellness; beginning teacher and professional identity and mentorship; instrument development, analysis, and validation; program evaluation; survey research; 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.

**Ivan Kelly**, Ph.D. (University of Calgary), M.Sc., B.Ed. Professor. *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.

**Audrey Kinzel**, Ph.D. (University of Alberta), M.Ed., B.A., B.S.P.E. Assistant Professor, Registered Doctoral Psychologist (with Authorized Practice Endorsement). *Research interests*: acceptance; 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.

**Pei-Ying Lin**, Ph.D. (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. Associate Professor, Registered Doctoral Psychologist. *Research interests*: research and practice related to the psychology and experiences of adolescent girls and women; women’s mental health and healing experiences (e.g., disordered eating and body image concerns, healing from the affects of interpersonal trauma, lived-body health concerns), professional development and well-being/resilience; training and supervision in applied psychology; and ethics in research and practice.

**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. Associate Professor and Department Head of Educational Psychology and Special Education. *Research interests*: substance use; 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.

**Professors Emeriti**


potential physical and mental health consequences of household work that women continue to do significantly more hours of housework has increased over time, recent Canadian data clearly shows and their health. Although men’s participation in unpaid household work has increased, women’s share of household work remains high, with women typically doing more than half of all household tasks. This has important implications for women’s well-being, as increased household work has been linked to increased stress, depression, and physical health problems.

Exploring the relationship between the quality of women’s unpaid work and their health is crucial. Research has shown that women who experience greater hardship in their unpaid work are more likely to report poorer health outcomes. This is particularly true for women who experience financial hardship. Women who report greater financial hardship are more likely to perceive the quality of their unpaid work as psychologically demanding, less equitable, less autonomous and less rewarding. This can lead to increased psychological distress and poorer self-rated health.

The psychosocial quality of unpaid family work is patterned by their socioeconomic well-being; that is, women who report greater financial hardship are more likely to perceive the quality of their unpaid work as psychologically demanding, less equitable, less autonomous and less rewarding. Also, more negative ratings of the psychosocial quality of unpaid work are associated with greater psychological distress and poorer self-rated health. Further refinement of the scale with independent samples continues.

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David Mykota

As co-applicant with principal applicants Dell, Menzies and Thompson, our team was fortunate to have received a CIHR Operating Grant in the area of Aboriginal Health Intervention entitled Honouring Our Strengths: Indigenous Culture as Intervention in Addictions Treatment. The research project’s purpose is to examine the effectiveness of First Nations’ culture as a health intervention on alcohol and drug treatment client wellness. The research team is composed of representatives from the National Native Addictions Partnership Foundation (NNAFP), in collaboration with the National Native Alcohol and Drug Abuse Program (NNADAP) and the Youth Solvent Addiction Program (YSAP) treatment centres, cultural practitioners and Elders, lead researchers from the Universities of Saskatchewan, Ottawa, British Columbia, Michigan (Ann Arbor), the First Nations University of Canada and the British Columbia Centre of Excellence for Women’s Health, and knowledge users from the Assembly of First Nations, Canadian Centre on Substance Abuse, Centre for Addiction and Mental Health, and Health Canada’s First Nations and Inuit Health Branch.

This past year also saw the establishment of a partnership with the Community-University Institute for Social Research (CUISR) in which I was offered and accepted a three-year appointment as a Research Associate of the Institute. Presently, as Co-Principal investigator with Dr. Isobel Findlay I am currently supervising two graduate students who are the lead student researchers for a program evaluation of Crisis Management Services (CMS) of Saskatoon.

Laurie Hellsten

I have been involved in a number of programs of research during my tenure at the University of Saskatchewan, but one consistent thread throughout my research has been the development and validation of self-report instruments in the health or education domains. Bonnie Janzen (Department of Community Health & Epidemiology, Faculty of Medicine, U of S) and I are currently completing a CIHR funded study designed to develop and accumulate validity evidence for a self-report measure of unpaid family work quality for partnered women with children. Ultimately, we are interested in exploring the relationship between the quality of women’s unpaid work and their health. Although men’s participation in unpaid household work has increased over time, recent Canadian data clearly shows that women continue to do significantly more hours of housework and childcare than men. However, little research has focused on the potential physical and mental health consequences of household work.

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Robert Kraft

• 2012 Praxis Project: Using a survey as well as a focus group, I investigated the experience of high school cooperating teachers who were involved in the Teacher Candidate field study. The goal was to identify a series of recommendations for TCs, cooperating teachers, school administrators and to college of education facilitators to improve the pre-internship field experience.

• 2011 Kirkpatrick Award: Using the experience gained at visiting an American College that focused on an ability-based curriculum in 2011, I identified a set of abilities that College of Education students could work on while completing course assignments during the 2012-2013 school year. These “Learned Abilities” allow students to focus on teachers’ abilities in the areas of creativity, professionalism, motivation, organization, communication, and knowledge. I will be travelling to Hawaii in January to present my ideas and findings.

Interesting findings during my secondment: I am very grateful for the time to develop my lessons, the time to give feedback for assignments, the time to meet with students, other instructors and to visit fellow teachers in different schools. I have been able to work on projects, develop ideas, and listen to the variety and
A Selection of Work Underway By Our Faculty & Seconded Teachers

depth of thought that comes from the quiet halls on the third floor. I will continue to value the time here, the people dedicated to improving the teaching profession, and the students for their commitment to work in a field that is undervalued.

Marg Epp

A common theme in my research interests of the past and the present has been discourse in learning communities. Earlier research projects were Intergenerational Literature Circles as Sites of Multilayered Learning with Dr. Lynn Lemisko and Engaging Student in Conversations About Literacy with Dr. Angela Ward. Presently, I am completing a McDowell Research project Creating a Culture of Inquiry to Enhance Early Learning with Dr. Lemisko, the objective of which was to understand how a school-based PLC could develop a culture of inquiry to support and enhance learning for PreK to Grade 3 students. Our research supports the notion that a culture of inquiry can powerfully shape teaching and learning in school contexts and support achievement of curricular outcomes because interdependent, self-directed co-learners (teachers and students) are more deeply engaged in teaching/learning processes.

My interest in the importance of creating dialogic classrooms continues in my present work with teachers and students using a workshop model for reading and writing. I am particularly interested in how fixed mindsets and growth mindsets, as coined by Carol Dweck, influence our beliefs about ourselves as educators, our beliefs about teaching and learning, and our beliefs about children and what they are capable of.

Carol Demchuk-Kosolofski

As a seconded teacher working in field experiences, my research interests revolve around rural partnerships, mentoring, and the working relationships of the cooperating teachers, administrators, interns, the school divisions, and the university. One research project I am presently working on with Marg Epp will look at the impact of having teacher candidates in the same school for both student teaching and internship. In Prairie Spirit School Division, some teachers have worked with first year teacher candidates and requested them as interns. The questions we have are: 1) What has been the impact of this two year relationship on a) student learning, b) the school community, and c) the mentor/mentee relationship and 2) What are the implications for the PSSD/U of S partnership? We will be sending out a short survey, then meeting with the focus group for a half day in February.

As well, I am presently working on a research project that revolves around the question – What Do Cooperating Teachers Need?- which will involve a survey and consequent report.

Cole Wilson

My current research interest and involvement relates to the development and delivery of quality physical education programs that meet the holistic needs of all students. To that end, my role with Saskatoon Public Schools involves facilitation of Collaborative Inquiry Teams (CIT’s) in the area of Physical Education.

The purpose of CITs is to assess the learning needs of students and respond to them with research-based instructional practices that will lead to effective realization of student outcomes. Evidence of student response to the instructional practice is used to inform future decisions about program delivery.

Through these teams, we hope to gain a better understanding in a variety of areas, a few of which include:
- using physical activity back packs to increase the transference of learning that takes place at school to application at home and in the community,
- using inquiry through a Teaching Games for Understanding model to develop creative and critical thinking skills,
- teaching personal and social responsibility through Physical Education, and
- having student lead conferences in Physical Education

It is hoped that collegial sharing and responding within, and between, teams will result in deepened learning that extends beyond an individual or team and benefits our whole system.
**ACADEMIC BOOKS**


**CULTURE & SOCIETY BOOKS**


**CHAPTERS IN BOOKS**


PAPERS IN REFEREED JOURNALS


Costa e Silva, C., & Murphy, M. S. (2011) A narrative inquiry research into two EFL teachers’ curriculum making experience1 Revista de Estudos Canadenses – NEC-UF, Volume 1, No 2


**PAPERS IN NON-REFEREED JOURNALS**


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


International Conference on Education (IICE-2012), Dublin, Ireland.


Cottrell, M., Prytula, M., & Hajnal, V. On-reserve Adult Basic Education in Saskatchewan: Hope for the Future Saskatoon, SK: Saskatchewan Educational Leadership Unit (SELU).


**INVITED CONFERENCE PRESENTATIONS & INVITED LECTURES OUTSIDE THE UNIVERSITY OF SASKATCHEWAN**


Chernoff, E. J. (2012 - May). *Celebrating 50 years of the Saskatchewan Mathematics Teachers’ Society (SMTS)* Presentation at the Saskatchewan Mathematics Teachers’ Society’s (SMTS) 4th annual Saskatchewan Understands Mathematics (SUM) conference. Saskatoon, SK.


Chernoff, E. J. (2012, May). Panel discussion at the Saskatchewan Mathematics Teachers’ Society’s (SMTS) 4th annual Saskatchewan Understands Mathematics (SUM) conference. Panel Member, Saskatoon, SK.
Cottrell, M. (2012 - April). Comparative and International Education and Indigenous Student Achievement. Presentation to faculty and graduate students, Tianjin Normal University, Tianjin, China


Kalyn, B. (2012 - June). Researching the lived experience: Attentive listening and care. Innovations in Qualitative Research Conference. University of Saskatchewan, Saskatoon, SK.


Lemisko, L. (2012 - March). Describing & Conceptualizing Teacher Education: A Pan-Canadian Perspective (To-date findings from the teacheredcanada.ca database) Presented at the Western Canadian Deans of Education annual meeting, Comox, BC.


Miller, D. (2012 - June). Participant in Forum Theatre on institutional power. Plenary presentation to Innovations in Qualitative Research Conference, University of Saskatchewan, Saskatoon, SK.


Orlowski, P. (2011 - September). Teaching in an Era of Neoliberalism. Co-Presentation (with Dr. Michael Apple) at the University of Regina, Talking About School & Society Series, Regina, SK.


Pushor, D. (2011 - October). Dis/Positioning ourselves with parents. Keynote address at the Saskatchewan Early Childhood Education Council Fall Conference, Saskatoon, SK.

Pushor, D. (2010 - October). Taking up a new disposition: Being a “guest host” as an early childhood educator. Invited workshop presented at the Saskatchewan Early Childhood Education Council Fall Conference, Saskatoon, SK.


Ralph, E., & Walker, K. (2012 - April). Enhancing your mentoring via “Adaptive Mentorship©”. Invited workshop conducted by E. Ralph at the Annual Conference of the Saskatchewan Association of Medical Radiation Technologists, North Battleford, SK.


Ralph, E., & Walker, K. (2011 - December). Considering Adaptive Mentorship© in practical education programs. Invited workshop at the SPEA (Saskatchewan Physical Education Association) Executive Meeting, Sheraton Cavalier Hotel, Saskatoon, SK.


Renihan, P. (2012 - March). Is the Principalship For You? One-day leadership seminar. Saskatoon, SK.


St. Denis, V. (2012 - June). The ‘Positive’ and ‘Angry’ Indian in the Anti-racist Classroom: How Colonial Relations are Re-asserted though the Containment of Emotions. Ethical Encounters Social Science and Humanities Council Writing Workshop Grant, University of Victoria, Victoria, BC.


St. Denis, V. (2011 - October). Silencing Aboriginal Education through Multiculturalism: “There are Other Children Here” Invited Talk, Simon Fraser University, Vancouver, BC.

St. Denis, V. (2011 - September). Silencing Aboriginal Education through Multiculturalism: “There are Other Children Here”: Keynote to Faculty of Education Fall Retreat, University of Regina, Regina, SK.


Walker, K. (2012 - May). Stobart Community School Review. Presentation to Community and Division Board in Duck Lake, SK.


Walker, K., & Saxema, A. (2012 - March). Dialogue and Discernment with Congregation: An Appreciative Retreat. Emmanuel Baptist Church. Saskatoon, SK.

Walker, K. (2012 - February). Board Retreat: Strategic Planning Prior to Occupation of New Facilities. Elm Church, Saskatoon, SK.


Wason-Ellam, L. (2012 – April). Navigating the Reading Puzzle with Struggling Readers, Awasis Aboriginal Conference.

Wason-Ellam, L. (2012 – February). Children as Storytellers-A Ticket to Imaginative Worlds! Pre-School Foundation Conference, Saskatoon, SK.


**PRESENTATIONS AT CONFERENCES (NON–INVITED)**


Balzer, G. (2011 – November). Not everything that counts can be counted: Qualitative research methodologies and international service learning. International Association for Research in Service Learning and Community Engagement, Chicago, IL.


Brenna, B.A. (2012 - June). A Pedagogy of Inclusion: Writing the Word and the World. Innovations in Qualitative Research (University of Saskatchewan), Saskatoon, SK.


Carr-Stewart, S., & Steeves, L. (2012 - May). One community's journey: Establishing Local Control. CASEA, CSSE, Waterloo, ON.


Chernoff, E. J. (2012 - February). Providing answers to a question that was not asked. Contributed research report presentation at the fifteenth annual conference of the Special Interest Group of the Mathematical Association of American on Research in Undergraduate Mathematics Education (SIGMAA on RUME). Portland, OR.


Glanfield, F., Murphy, M.S., & Ward, A. (2012). Teaching as intellectual work. Annual meeting of Invisible College, Vancouver, B.C.


Hellsten, L., & McIntyre, L.J. (2012 - May). To Apply or Not to Apply? Graduate Student Perspectives on Applying for Canada Graduate Scholarships. Canadian Society for the Study of Higher Education. Kitchener-Waterloo, ON.


Tenure Track: An Autoethnographic Inquiry. Presentation for the Hawaii International Conference on Higher Education, Honolulu, HI.


Orlowski, P. (2012 - April). Teaching from a Social Democratic or Reformist Left Perspective in an Era of Neoliberalism. Co-Presentation (with Dr. Paul Shaker) at the Annual Conference of the American Educational Research Association (AERA), Vancouver, BC.


Park, J. (2012 - April). Jazz Poems: Art and Sequence. AERA. Vancouver Public Library, Vancouver, BC.


Ralph, E. with Mawson, J., Murray, J., & Romanow, M. (2012 - March). The teaching internship in rural schools. Presentation with input of three invited post-interns at the Seventeenth National Congress on Rural Education, TCU Place, Saskatoon, SK.


Regnier, R. H. (2011 – September). Five Dimension of Feeling Through Gentle Teaching. In the session on Stories Teaching as part of
“Parent Stories,” at the 2011 Gentle Teaching International Conference, Troy, MI.

Regnier, R. H. (2012 – March). Feel the Love: Learning for Life Through Feelings. At Seventeenth National Congress on Rural Education in Canada: Celebrating Rural Schools, Saskatoon, SK.


Stelmach, B. (2012 - February). Framing accountability to, with, and for parents: Policy-relevant stakeholders’ conceptualizations of responsibilities for school community councils in Saskatchewan, Canada. Paper presented to the International Journal of Arts and Sciences Mediterranean Conference for Academic Disciplines, Gozo, MT.


ART EXHIBITIONS OR PERFORMANCES

Barrett, M.J. (2012). MeLand, Off the Precipice, Dare to Speak. Juried show – 3 mixed media paintings. The Permaculture Research Institute of Saskatchewan, Saskatoon, SK.


MEDIA PRODUCTIONS


# Faculty Awards and Honours

<table>
<thead>
<tr>
<th>Name</th>
<th>Award/Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEV BRENNA</strong></td>
<td>2012 Dolly Gray Children’s Literature Award: Waiting for No One (young adult novel)</td>
</tr>
<tr>
<td></td>
<td>Shortlisted for a Saskatchewan Book Award for Falling for Henry (young adult novel), 2012</td>
</tr>
<tr>
<td><strong>KARLA JESSEN-WILLIAMSON</strong></td>
<td>International Polar Year given by Canadian National Geographic Society</td>
</tr>
<tr>
<td><strong>SHAUN MURPHY</strong></td>
<td>Outstanding Publication Award Narrative, Research Special Interest Group, American Educational Research Association. April 2012</td>
</tr>
<tr>
<td></td>
<td>Provost’s College Award for Outstanding Teaching, University of Saskatchewan</td>
</tr>
<tr>
<td><strong>JEFF PARK</strong></td>
<td>Saskatoon Book Award, a major award of the Saskatchewan Book Awards, awarded April 28, 2012 for The Cellophane Sky: Jazz Poems, published by Hagios Press</td>
</tr>
<tr>
<td><strong>VERNA ST. DENIS</strong></td>
<td>Arbos Award 2012, Distinguished Service to Education and the Teaching Profession. Saskatchewan Teachers Federation, Saskatoon, Saskatchewan, April 27, 2012</td>
</tr>
<tr>
<td><strong>JAY WILSON</strong></td>
<td>Society for Teaching and Learning in Higher Education</td>
</tr>
<tr>
<td></td>
<td>D2L Innovation Award in Teaching and Learning, 2012</td>
</tr>
<tr>
<td><strong>HOWARD WOODHOUSE</strong></td>
<td>Visiting Scholar, Department of Educational Studies, University of British Columbia, Jan-Mar, 2012</td>
</tr>
<tr>
<td>Name of Recipient</td>
<td>Department &amp; Program</td>
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<tr>
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</tr>
<tr>
<td>Fafali Ahiahonu</td>
<td>EFdn/Master</td>
</tr>
<tr>
<td>Ivy Armstrong</td>
<td>EPSE/Master</td>
</tr>
<tr>
<td>Teddy Bandima</td>
<td>EAd/Ph.D.</td>
</tr>
<tr>
<td>Cynthia Baum</td>
<td>EAd/Ph.D.</td>
</tr>
<tr>
<td>Ranabelle Bernales</td>
<td>EPSE/Master</td>
</tr>
<tr>
<td>Lauren Brandt</td>
<td>EPSE/Master</td>
</tr>
<tr>
<td>Jennifer Briere</td>
<td>EPSE/Master</td>
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<tr>
<td>Pat Buttinger</td>
<td>EPSE/Master</td>
</tr>
<tr>
<td>Emma Cey</td>
<td>EPSE/Master</td>
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<tr>
<td>Cynthia Clarke</td>
<td>ECur/Ph.D.</td>
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<tr>
<td>Cassandra D'Amore</td>
<td>EPSE/Master</td>
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<tr>
<td>Reanna Daniels</td>
<td>EPSE/Master</td>
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<tr>
<td>Beth Davis</td>
<td>ECur/Master</td>
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<tr>
<td>Jean Emmerson</td>
<td>EPSE/Ph.D.</td>
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<tr>
<td>Serdar Erkan</td>
<td>EAd/Ph.D.</td>
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<tr>
<td>Nicole Espeseth</td>
<td>EPSE/Master</td>
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<tr>
<td>Laurissa Fauchoux</td>
<td>EPSE/Master</td>
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<tr>
<td>Christine Fiddler</td>
<td>EPSE/Master</td>
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<tr>
<td>Andrea Fosseneuve</td>
<td>EFdn/Master</td>
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<tr>
<td>Dana Fulwiler</td>
<td>ECur/Master</td>
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<tr>
<td>Carmen Gillies</td>
<td>EFdn/Ph.D.</td>
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<tr>
<td>Sara Hildebrandt</td>
<td>EAd/Ph.D.</td>
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<tr>
<td>Teresa Hill</td>
<td>EPSE/Master</td>
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<tr>
<td>Rick Janzen</td>
<td>EPSE/Master</td>
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<tr>
<td>Darla Kalenchuck</td>
<td>EPSE/Master</td>
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<tr>
<td>Lois Keller</td>
<td>EAd/Ph.D.</td>
</tr>
<tr>
<td>Debra Kemp-Koo</td>
<td>EPSE/Ph.D.</td>
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</table>
### Graduate Student Awards continued...

<table>
<thead>
<tr>
<th>Name of Recipient</th>
<th>Department &amp; Program</th>
<th>Name of Award</th>
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</thead>
<tbody>
<tr>
<td>Nicole Lazesi</td>
<td>EPSE/Master</td>
<td>University of Saskatchewan Graduate Scholarship</td>
</tr>
<tr>
<td>Sara Loewen</td>
<td>EFdn/Master</td>
<td>SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship</td>
</tr>
<tr>
<td>Xia Luo</td>
<td>EAd/Ph.D.</td>
<td>University of Saskatchewan Graduate Scholarship, Lownsbrough Memorial Scholarship in Education, &amp; Saskatchewan Educational Leadership Unit (SELU) Scholarship</td>
</tr>
<tr>
<td>Delee McDougall</td>
<td>EPSE/Master</td>
<td>Education Graduate Bursary</td>
</tr>
<tr>
<td>Sheelah McLean</td>
<td>EFdn/Master</td>
<td>New Faculty Graduate Student Award</td>
</tr>
<tr>
<td>Amanda Merkosky</td>
<td>EPSE/Master</td>
<td>University of Saskatchewan Graduate Scholarship</td>
</tr>
<tr>
<td>Jennifer O’Brien</td>
<td>EAd/Ph.D.</td>
<td>University of Saskatchewan Graduate Scholarship &amp; Lownsbrough Memorial Scholarship in Education</td>
</tr>
<tr>
<td>Yolanda Palmer</td>
<td>EFdn/Master</td>
<td>University of Saskatchewan Graduate Scholarship</td>
</tr>
<tr>
<td>Robert Perry</td>
<td>EAd/Ph.D.</td>
<td>University of Saskatchewan Graduate Scholarship &amp; Rural Education Scholarship</td>
</tr>
<tr>
<td>Nancy Peters</td>
<td>EFdn/Ph.D.</td>
<td>SSHRC Doctorial Fellowship Scholarship</td>
</tr>
<tr>
<td>Terra Quaife</td>
<td>EPSE/Master</td>
<td>SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship</td>
</tr>
<tr>
<td>Betty Rohr</td>
<td>EAd/ Ph.D.</td>
<td>Saskatchewan Educational Leadership Unit (SELU) Scholarship</td>
</tr>
<tr>
<td>William Rowluck</td>
<td>ECur/Master</td>
<td>Gordon McCormack Memorial Graduate Scholarship for Native Students &amp; Saskatchewan Reading Council Award for Research in Reading</td>
</tr>
<tr>
<td>Gale Russell</td>
<td>ECur/Ph.D.</td>
<td>University of Saskatchewan Graduate Dean's Scholarship</td>
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<tr>
<td>Christina Scott</td>
<td>EPSE/Master</td>
<td>University of Saskatchewan Graduate Scholarship</td>
</tr>
<tr>
<td>Christopher Scribe</td>
<td>EAd/Master</td>
<td>TD Bank Financial Group Aboriginal Graduate Bursary in Education</td>
</tr>
<tr>
<td>Maureen Anne Sloboda</td>
<td>EAd/</td>
<td>Lownsbrough Memorial Scholarship in Educationn &amp; Rural Education Scholarship</td>
</tr>
<tr>
<td>Carol Spark</td>
<td>EPSE/Master</td>
<td>SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship</td>
</tr>
<tr>
<td>Marya Stonehouse</td>
<td>EPSE/Master</td>
<td>University of Saskatchewan Graduate Scholarship</td>
</tr>
<tr>
<td>Diane Sutherland</td>
<td>ECur/Master</td>
<td>Andre Renaud memorial Scholarship &amp; Education Graduate Bursary</td>
</tr>
<tr>
<td>Naomi Thunderchild-Bird</td>
<td>EAd/Master</td>
<td>TD Bank Financial Group Aboriginal Graduate Bursary in Education</td>
</tr>
<tr>
<td>Nga Tu</td>
<td>EAd/Ph.D.</td>
<td>Lownsbrough Memorial Scholarship in Education</td>
</tr>
<tr>
<td>Barbara Wotherspoon</td>
<td>EFdn/Ph.D.</td>
<td>University of Saskatchewan Graduate Teaching Fellowship</td>
</tr>
</tbody>
</table>
# Master and PhD Graduates

**Master Graduates**

- Mercy A. A. Addo (EPSE), Thesis: Minority Students and Special Education
- Heather A. Agnew-Ksnyiuk (EPSE), Thesis: “Don’t cha wish your girlfriend was hot like me?” Examining the Impact of Music Videos on Adolescent Female Body Satification and Self-objectification
- Hazel M. Ahenakew (EFdn), Course-based
- Natalie L. Aldridge (EAd), Course-based
- Trina M. Anderson (EAd), Course-based
- Vincent B. Anderson (EAd), Thesis: Investigating Learning of the Embodied Self In Motion: Implications for Socio-Ecological Justice Education
- Rita J. Arnault (EAd), Course-based
- Bryan T. Austin (EPSE), Thesis: The Effects of Over-involved and Under-involved Parenting on Student Motivation
- Dana E. Bain (EPSE), Thesis: Awareness Creates Opportunity: A Narrative Study of Resilience in Adult Children of Alcoholics
- Chantelle L. Balicki (EPSE), Course-based
- Natalie J. Ballek (ECur), Course-based
- Conor W. Barker (EPSE), Thesis: The Assessment of English Language Learners: Saskatchewan School Perspectives
- Charles P. Bazin-Webster (ECur), Course-based
- Kim L. Beaulieu (ECur), Course-based
- Ruth Bellegarde (EFdn), Course-based
- Racquel K. Biem (ECur), Project: Instructional Design: Visual Art Online
- Lorna Bighetty (EFdn), Course-based
- Simon D. Bird (EAd), Course-based
- Laverna H. Blind (EAd), Course-based
- Victoria Bodnar (EFd), Course-based
- Candice D. Brentnell (ECur), Course-based
- Jennifer L. Briere (EPSE), Thesis: Determining the Psychometric Properties of the Retrieval-Induced Forgetting Procedure
- Marianne Caribou (EFdn), Course-based
- Suzette F. Carriere (EAd), Course-based
- David P. Carter (EAd), Course-based
- Sharon L. Champ (ECur), Thesis: Paddling Upstream: Stories of Teachers and Their Professional Learning Journeys
- Shanhua Chen (ECur), Project: Understanding Chinese International Students’ Adoption of English Names: An Exploration of Individual Preferences
- Tamara A. Chief (EAd), Thesis: Inclusion of Aboriginal Cultural Content into the Curriculum: Student and Teacher Perspectives
- Christopher D. Clark (Ecur), Thesis: Engaging Middle Years Students: The Challenges that Middle Years Teachers Face
- Denise M. Cooper (EAd), Course-based
- William D. Cooper (ECur), Course-based
- Bobbilee Copeland (EFdn), Course-based
- Jimnette G. Cossette (EAd), Course-based
- Tanis D. Crawford (EFdn), Course-based
- Yvonne M. Day (EAd), Course-based
- Heather K. Deibert (ECur), Course-based
- Christopher M. Doepker (EAd), Course-based
- Jennifer C. Dorval (ECur), Project: A Model Representing Commonalities of Engagement with Partners in Education
- Tyler P. Dueck (EAd), Course-based
- Colleen D. Durocher (EAd), Course-based
- Brent Endicott (EAd), Course-based
- Carlee J. Eng (ECur), Course-based
- Nicole E. Ferguson-Marshall (ECur), Course-based
- Lisa L. Fleming (EAd), Course-based
- Andrea S. Fosseneuve (EFdn), Course-based
- Kirby V. Frey (EAd), Course-based
- Dion M. Furber (EAd), Course-based
- Justin L. Galloway (EAd), Course-based
- Michelle D. Gaudet (EAd), Course-based
- Zofia Gehl (ECur), Course-based
- Ronald H. Georget (ECur), Course-based
- Laurel A. Gillis (EAd), Course-based
- Marc J. Gobeil (ECur), Course-based
- Joy M. Goldberg (EFdn), Course-based
- Terri-Lynn M. Gresty (ECur), Course-based
- Rita E. Gunner (ECur), Project: Using Present Technology to Prepare for Tomorrow: The French Immersion Educator’s Podcasting Companion
- Karen L. Hadwen (ECur), Course-based
- Martha Half (EFdn), Course-based
- Dawn A. Harkness (EAd), Course-based
- Ryan H. Hauber (ECur), Project: Supplemental Modules for Information Processing 10 Within the Moodle Learning Management System
- Kimberly J. Jasken (EAd), Project: Instructional Design of an Online Computer Programming Course
- Laura John (EFdn), Course-based
- Catherine A. Johnston (ECur), Course-based
- Z Go Johnstone (EPSE), Course-based
- Shirley A. Jones (ECur), Course-based
- Lisa J. Katchin (ECur), Course-based
- Kirk J. Kezema (EAd), Thesis: Constructive Chaos: Case Study of Student Learning in a Grade 5 one-to-one Computing Environment
- Jonas F. Kiedrowski (EAd) Thesis: “Hey They’re Trying to Learn for Free!” An Analysis of The Simpsons as a Satirical Portrayal of Neoliberal Influence on Public Education
- Barry F. Kimbley (EAd), Course-based
- Lyndsay A. Knorr (EPSE) Thesis: Overcoming Authority: The Stories of Four Resilient Adults with Fetal Alcohol Spectrum Disorders
- Jordan G. Kollbeck (EAd), Course-based
- Juli-ana K. M. Kulyk (EPSE), Course-based
- Ryan M. Kuppenbender (EAd), Course-based
- Lloyd W. Laliberte (EFdn), Course-based
- Darren LaRose (EAd), Course-based
- David K. Larwood (ECur), Course-based
Master and PhD Graduates continued...

- Adele M. Laye (EPSE), Thesis: Rural Canadian Youth Exposed to Physical Violence: Measures of Resilience, Disruptive Behaviour, Depression, and PTSD Symptoms
- Ronda L. Lee (EAd), Course-based
- Gordon D. Loberg (ECur), Project: Using Technology to Enhance an Administrator’s Professional Learning Community
- David A. Lokinger (EAd), Course-based
- Leanne M. Lomax-Forden (ECur), Project: Connecting First Nations Culture to the Classroom Culturally Responsive Mathematics Education
- Lisa N. MacSween (ECur), Course-based
- Margaret L. Mattila-Bains (EAd), Course-based
- Matthew T. McCaw (EPSE), Thesis: Good Bye Burnout, Hello Me: Individual Strategies of Self-Care Among Saskatchewan Teachers
- Bruce F. McKenzie (EAd), Course-based
- Bonnie J. Mihalicz (ECur), Project: Stories of Re/Presenting Families and Engaging Parents: From Teacher Education to Transforming Practices
- Maria A. Monteiro (EAd), Course-based
- David A. O’Soup (EAd), Course-based
- Susan M. Pattison (ECur), Project: Becoming Assessors: Working Together to Create an Assessment for Learning Community
- Carmen M. L. Peasley (ECur), Project: The Design of a Curriculum Resource Repository
- Patrick G. Richards (ECur) Thesis: The State of Universal Primary Education
- Natalie A. Rivard (ECur), Course-based
- Darwin G. Roy (EAd), Course-based
- Haleh F. Samimi (EPSE), Thesis: Exploring the Relationship between Emotion-Focused Coping and Post-traumatic Stress Among Women Exposed to Intimate Partner Violence
- Alice F. Sand (EAd), Course-based
- Tricia J. Sandham (EPSE), Thesis: Former Elite Adolescent Female Dancers Reflect on the Loss of a Professional Dream
- Sherry H. Sansom (EFdn), Course-based
- Jason B. Sawyer (EFdn), Thesis: A Postcolonial Discourse Analysis of a Tenth Grade Science Curriculum Guide
- Carrie A. Schemenauer (EPSE) Thesis: Supports to Improve the Lives of Adults with FASD: An Ethnographic Study of a Mentorship Program
- Crystal W. Serhynenko (EAd), Course-based
- Lindsay J. Shaw (ECur), Project: Beyond the Grade: An Examination of Why We Grade and How to Implement a Grade-less Program in a Secondary Mathematics Classroom
- Dan Shi (EAd), Course-based
- Kristen M. Siba (EAd), Course-based
- Rhonda M. Simon (EAd), Course-based
- Denise M. Sinclair (EFdn), Course-based
- Laura A. Skrumeda Sawby (EAd), Course-based
- Dale E. Steinhauer (EFdn), Course-based
- William Stone (EAd), Course-based
- Gloria F. Sutherland (EAd), Course-based
- Chetwin W. Swales (EAd), Course-based
- Jeffrey D. Sylvester (EAd) Thesis: An Analysis of Market Reform Trends in Saskatchewan Public Education
- Lesley A. Tessmer-Martin (EFdn), Course-based
- Scott T. Tomporowski (EAd), Course-based
- Stanley F. Ngulu Tu’Inukuafe (EAd), Course-based
- Tracy L. Walker (ECur), Thesis: Authentic Scientific Inquiry, Student Engagement, and Transformational Learning: Are They Related?
- Hui Wang (EAd), Course-based
- Xiao Wang (EFdn), Course-based
- Kari A. Weiman (EAd), Thesis: Selected Teachers’ Experiences in a High School Professional Learning Community
- Colleen S. Whitford (EAd), Course-based
- Angela D. Weibe (EPSE), Thesis: The Experience of Spiritual Coping Among Adult Women Survivors of Child Sexual Abuse
- Donald L. Wihak (EAd), Course-based
- Reginald E. Wihak (EAd), Course-based
- Shelley L. Wright (ECur), Project: The Use of Social Media for Social Advocacy in the Classroom
- Mengxi Yang (EAd), Course-based
- Xiaozhou Ye (EFdn), Course-based
- Yanfang Zhou (EAd), Thesis: Listening to Voices: Understanding Chinese Students’ Journey at a Canadian University

PHD GRADUATES

- Shannon L. Dobko (EAd), Thesis: Contextual Risk and Protective Factors of Early Adolescent Schooling: Predictors of Multidimensional Student Engagement
- Rosalind A. Hardie (EAd), Thesis: Principals’ Perceptions of the Essential Components of Sustainable Leadership and Implications for Succession Planning at the Elementary School Level: A Mixed Methods Research Study
- Holly A. Marrs (EPSE), Thesis: Narrative Descriptions of miyo-mahcihoyān (Well-Being) From a Contemporary néhiyawak (Plains Cree) Perspective
- Md. M Islam Konok (EAd), Thesis: Sustainable School Improvement: A Case Study of the Needs of two Bangladeshi Schools
- Louise M. Legare (EAd), Thesis: Conversations About Wellness and Support in an Aboriginal Teacher Education Program
- Xiaodong Zhang (EAd), Thesis: Choices and Challenges: Chinese Graduate Students’ Transitional Issues at a Canadian University

Note: EAd: Educational Administration; ECur: Curriculum Studies; EPSE: Educational Psychology and Special Education; and EFdn: Educational Foundations.
The chart below highlights the number of undergraduate students and graduate students enrolled in the College of Education during the 2011–2012 school year, and the number of alumni who have graduated from the College of Education since its inception in 1927.

<table>
<thead>
<tr>
<th>Students and Alumni</th>
<th>2011 College of Education Academic Award Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students</td>
<td>1,286</td>
</tr>
</tbody>
</table>
Knowledge Creation and Dissemination

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

Artwork - Joanne Kent