College of **Education**

› **Annual Research Report: 2012–2013**
The College of Education Annual Research Report 2012-2013 features the research achievements of our faculty, seconded teachers, staff, and graduate students as it identifies their research interests, grant funding, publications, presentations, and awards. This account of achievement celebrates the dedication and enthusiasm shown by our contributors as they continue to develop new scholarly works, initiate novel research projects, and disseminate their scholarly work nationally and internationally. This report also provides a selection of work currently underway in the College including work by faculty and students who undertake their research while simultaneously maintaining their teaching, supervision, and service responsibilities.

On behalf of the college and university as a whole, I would like to thank the college’s school division partners – Prairie Spirit School Division, Saskatoon Public School Division, and Saskatoon Catholic School Division with whom we collaborate on important research, donors who give so generously, alumni who act as ambassadors, and our funding partners who financially support research projects. Finally, thank you to the Research Support Team for compiling the research information and to Printing Services for designing this report.

We as faculty, staff, and students in the college are proud of our many scholarly successes and look forward to the innovation and discoveries yet to come.

Associate & Assistant Deans

Laurie Hellsten (Associate Dean of Graduate Studies and Research)

Lynn Lemisko (Assistant Dean of Undergraduate Programs & Research)
Research Support

Carolyn Pytlyk & Sara Muller – Research Facilitators
Megan Steeves – Finance and Administrative Research Officer

Carolyn and Sara support and enhance the research programs and activities of the Education faculty, the College, and the University through a wide range of research support, including 1) providing grant development services, 2) engaging in profile building, 3) helping create dynamic research partnerships, and 4) supporting unit-specific goals and integrated planning initiatives.

Megan supports faculty with all post-award financial administration, including 1) facilitating and ensuring all funded projects are managed effectively and in alignment with College priorities, 2) ensuring financial transactions are compliant with university and granting agencies’ policies and requirements, and 3) acting as a liaison between the faculty and the Offices of Research Services and Financial Services.
Our Research Journals

Education Matters: The Journal of Teaching and Learning is an open-access peer-reviewed publication forum for research in education for and by scholars throughout the world including new scholars from the University of Saskatchewan.

Education Matters’ primary objective is to foster connections among researchers to build a coherent knowledge base in education across geographic and intellectual borders while at the same time conveying a sense of local place related to the Canadian and Saskatchewan context. Contributions from graduate students are particularly encouraged, and our Student Editor, Lisa Gaylor, is available on a weekly basis to meet with graduate students and assist with their journey towards publication.

Education Matters welcomes the following related to the discipline of education: reports of qualitative, quantitative, and mixed-method studies; essays; poetry and other artistic work; and academic book reviews.

Our Research Centres

Aboriginal Education Research Centre

Under the new Directorship of Dr. Alex Wilson, the Aboriginal Education Research Centre continues to explore and develop success strategies for learning and education of Indigenous peoples.

Through partnerships with scholars, faulty, students, community-based organizations, schools, and federal and provincial governments, AERC is working to build stronger inclusive relationships among those involved with Indigenous education. AERC is positioned to help advance aspirations among First Nations, Métis, and Inuit peoples with collaborations, capacity-building, and research to ensure Indigenous voices are heard, understood, and translated into innovative and exemplary ethical practices.

 Saskatchewan Educational Leadership Unit

During the 2012-2013 academic year, Saskatchewan Educational Leadership Unit (SELU) was engaged in 25 research and planning studies, three major provincial conferences/events as well as 10 targeted professional development projects. Seven faculty, one staff, and nine graduate students were involved directly in these activities.

In terms of major activities, SELU was fortunate to be awarded the contract to act as the Secretariat for Saskatchewan Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People. This major project, commissioned by the Provincial Government and the Federation of Saskatchewan Indian Nations, was completed in April, 2013 and consumed a considerable amount of SELU’s energy over the past year.

Another significant activity in 2013 was the University Review of SELU as a Type A Centre. The report is now complete, and SELU is responding with a renewed sense of direction based on the recommendations of the review panel and the positive feedback received during the process.
Since 1986, the Journal of Educational Administration and Foundations (JEAF) has been devoted to scholarly and critical works in the fields of educational administration, the philosophy of education, the sociology of education, the history of education, comparative education, and contemporary issues in education.

JEAF is a forum for articles addressing the administration of schools and higher education institutions, and the education of adult learners. Its uniqueness lies in its concern to foster work which integrates two or more of these areas of study. The journal accepts contributions from scholars, policy makers, graduate students, and researchers in education and related fields.

JEAF is a double-blind, peer-reviewed scholarly journal.

In December 2012, the University of Saskatchewan established the Sustainability Education Research Institute (SERI), a Type A Centre under the College of Education, with Dr. Marcia McKenzie as director.

SERI’s vision is to further research and action on land, place, environment, and sustainability in relation to educational research, policy, and practice. SERI is Canada’s first research centre to focus on sustainability education.

SERI has developed research relationships with a number of local, national, and international organizations and is currently actively developing partnerships within the U of S and beyond to provide a collaborative hub for organizational partners, graduate students, and faculty with shared research interests.

Initiatives currently being undertaken by SERI include:

- The Sustainability and Education Policy Network (SEPN), a $2 million SSHRC Partnership Grant (2012-2018) with $1 million in matching in-kind and cash funds from partners and contributors, is housed at SERI;
- The Digital Media Project, a $112,000 SSHRC Standard Grant (2011-2015), which offers opportunities for youth to explore their relationship to their community and sustainability issues through map-making, photography, and videography;
- Creation of the conference “Land, Place, and Environment: Advancing Learning and Practice Toward a Sustainable Future,” in partnership with the Saskatchewan Outdoor and Environmental Education Association (SOEEA);
- Development of an International Research Agreement with Pontificia Universidade in Brazil, for Brazilian-funded annual exchanges of faculty and student researchers;
- Consultation with City of Saskatoon on Education for Sustainable Development initiatives with the Saskatoon Public School Division and the Saskatoon Catholic School Division;
- Initiation of community-based Advisory Committees working to develop educational awareness of sustainability through the Saskatoon CarShare Co-operative and the Sustainability Neighbourhood Demonstration Corridor; and
- Consultations with the David Suzuki Foundation on its new youth environmental programming.
FACULTY RESEARCH INTERESTS

CURRICULUM STUDIES

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; 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; energetic medicine and healing practices

Beverley (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: heuristics; biases; fallacies; cognitive psychology; social media; the math wars; popularization

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

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; 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 formal, non-formal and informal online learning environments; effects of ICT on culture and society

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

Leonard Proctor, Ph.D. (University of Indiana), M.Ed., B.Ed., B.A. Professor. 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; narrative inquiry

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

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

Hyunjung Shin, Ph.D. (University of Toronto), M.A. (Hawaii), M.A. (Korea), B.A. Assistant Professor. Research interests: English as a second/additional language education; language, culture, and identity; sociolinguistics; applied linguistics; globalization, transnationalism and migration; language and social inequality in education; critical pedagogy; second language teacher education; 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; teacher education

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; ethnographic research methods

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; design studio learning; authentic learning as it applies to design and teaching

Professors Emeriti
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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; adult education

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

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

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; experiential education

Dianne Miller, Ph.D. (University of Toronto), M.Ed., B.S.W., B.Ed., B.A. Associate Professor, Acting Department Head of Educational Foundations. Research interests: history of women and education; the history of teaching; poetry; land- and place-based pedagogies

M. S. (Shaun) Murphy, Ph.D. (University of Alberta), M.Ed., B.Ed. Associate Professor, Graduate Chair (until Feb 2013). Research interests: teacher education; curriculum studies; teacher and children's knowledge; narrative inquiry; mathematics education; familial curriculum making; 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; teacher education

Robert Regnier, M.Ed. (University of Saskatchewan), B.A. Professor and Acting Dean. 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, history of integrating Indigenous education into public education, feminist 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; social movements and land-based education; 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; history and philosophy of education

Professors Emeriti

EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

Tim Claypool, Ph.D. (University of Alberta), M.Ed., B.Ed., B.A. Assistant Professor, Registered Doctoral Psychologist and Department Head of Educational Psychology and Special Education. Research interests: Studying educational practices that promote success experiences for Aboriginal students; interdisciplinary collaboration in schools and counselling psychology training programs; innovation in the delivery of psychological services in schools

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; 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; 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; 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; qualitative research methods and studies

Pei-Ying Lin, Ph.D. (University of Toronto), M.Ed., B.Ed. Assistant Professor. Research interests: educational measurement; psychometrics; large-scale and classroom assessments; test accommodations for students with disabilities and English language learners; teacher education

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; 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 in diverse populations (i.e. teacher education, knowledge, and classroom practice relating to special education, early identification and intervention of speech and language difficulties and disabilities); professional identity and mentorship

David Mykota, Ph.D. (University of Saskatchewan), M.Ed., B.Ed., B.A. Associate Professor. Research interests: substance use; program evaluation; resilient children and youth; child and youth psychopathology; 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. Research interests: counseling psychology; music therapy; gender; qualitative methodologies

Professors Emeriti
Bloom, B. J., B.S., M.S., Ph.D. (1972–1997)
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, SK):
Michael Relland (Program Coordinator)

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

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

College Staff


Seconded Teachers: Heather Baergen, Carol Demchuk-Kosolofski, Robert Heppner, Robert Kraft, and Cole Wilson

Research Centres

ABORIGINAL EDUCATION RESEARCH CENTRE (AERC):
Alex Wilson (Academic director), Megan Steeves (Finance and Administrative Research Officer)

SASKATCHEWAN EDUCATIONAL LEADERSHIP UNIT (SELU):
Patrick Renihan (Director), Norm Dray (Associate Director), Cecile Laprairie (Support Staff)

SUSTAINABILITY EDUCATION RESEARCH INSTITUTE (SERI):
Marcia McKenzie (Director), Nicola Chopin (Project Manager/Office Manager), Jeh Custerra (Project Manager/Coordinator)

Student Leaders

EDUCATION GRADUATE STUDENT ASSOCIATION PRESIDENT (EGSA): Josie Steeves

EDUCATION STUDENTS’ SOCIETY (ESS) EXECUTIVE 2012–2013:
Morgan Loeffelholz, Davin Fischer, Emma Nystuen, Jalynn Middleton, Kyle Jetzen, Korrina Marks, Raylene Willms, Allison de Hoop, Paul Sarsons, Riley Sharp, Andrew Kitchen, Kyle Males

INDIAN TEACHER EDUCATION PROGRAM (ITEP) STUDENT COUNCIL 2012–2013:
Riel Thomson, Leah Arcand, Larissa Asapace, Billie LaSwisse, Ruby Wolfe, Brenda Sanderson, Denise Matechuck, Raelyne Bird, Joshua Tootooosis, Waylon Whitstone

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP) (Saskatoon) STUDENT REPRESENTATIVE COUNCIL:
Lyla Phillips, Landon Nadon, Laurie Morin, Courtney Blatz, Christine Quenelle and Alicia Worm Littlewolf, Randi Ross, Ashley Shaw, Annette Finestad, Chantelle Gaudet, Alana Heit, Jody Nolin, and Kristi Langstaff

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP) (Prince Albert) STUDENT REPRESENTATIVE COUNCIL:
Brittany Dearing, Alicia Vandale, Jennifer McLeod, Kristina Slater, Tara Debray, Randeen Tomiak, Kim Delisle, Meagan Walsh, Brett Little, Kirk Pilon, Taylor Lamb, Sarah Eskes
Awards and Honours

MARIE BATTISTE

Honorary Doctorate, Thompson Rivers University, Kamloops, BC. June 2013
Distinguished Academic Award, Canadian Association of University Teachers, April 2013
Noted Scholar, Department of Educational Studies, University of British Columbia, Vancouver, BC. July 2012

BEVERLY BRENNA

Inaugural Dale D. Johnson Outstanding Article Award for “One Literate Life”,
International Reading Association, April 2013
2013 Michael L. Printz Children’s Literature Honor Book Award (International)
for The White Bicycle

MARGARET KOVACH

Visiting Research Scholar, University of Western Ontario, London, ON. March 2013

CHE KAN LEONG

Distinguished Professorship Award, University of Saskatchewan, Saskatoon, SK. June 2013

MICHELLE PRYTULA

2012 Advancing Professional Learning Award, Learning Forward, Boston, MA.

DEBBIE PUSHOR

Provost’s College Award for Outstanding Teaching, University of Saskatchewan, Saskatoon, SK. June 2013

VERNA ST. DENIS

2013 Special Recognition Award, Canadian Teachers’ Federation, Ottawa, ON.
Che Kan Leong

Che Kan Leong is professor emeritus (1998) and Distinguished Professor Emeritus (2013) in the Department of Educational Psychology and Special Education. His research interests and publications are in the cognitive and psycholinguistic processes of learning to read and developmental dyslexia in English and Chinese. He has authored two academic books, coedited eight others, and published over 100 research papers and book chapters, all in the science of reading and its disabilities. He served as editor-in-chief of *Annals of Dyslexia* (2001–2006), and is on the editorial board of six other journals on the science of reading. He has ongoing research programs in Hong Kong and mainland China in reading comprehension and written composition in Chinese children. The aim is to uncover processing mechanisms common and specific to different writing systems.

Leong has served as a visiting scholar at more than 20 institutions around the world. His honours include an Earned D. Litt Degree and the Distinguished Researcher Award from the University of Saskatchewan, the Samuel Orton Award for research into developmental dyslexia and the Margaret Rawson Lifetime Achievement Award, both from the International Dyslexia Association, and a Doctor of Social Science Degree (Honoris Causa) from the University of Umeå, Sweden.

Laureen McIntyre

Laureen McIntyre is currently working on a research project entitled “Assessing and Supporting Children’s Oral Language and Writing Development through Play in K-1 Classrooms, Daycares and Homes in Northern Communities.” Considerable research has documented the literacy achievement gap between Aboriginal and non-Aboriginal children (Alberta Education, 2008; O’Sullivan & Goosney, 2007; Richards, Vining & Weimer, 2010; Saskatchewan Education, 2008, 2009) and between rural and urban children (Canadian Council on Learning, 2006). In order to close these documented literacy achievement gaps, the overarching goal of their research program is to enhance the oral and written language of young children living in rural, northern Canadian communities. In March 2013, the research team consisting of Drs. Stagg-Peterson, Jang, and Pelletier (Principal investigators from the Ontario Institute for the Study of Education/University of Toronto), Ms. Donna Forsyth (Brandon University), Dr. Laurie Hellsten (University of Saskatchewan) and Laureen McIntyre (lead researcher at the University of Saskatchewan) were awarded a Social Sciences and Humanities Research (SSHRC) Partnership Grant for $2.9 million over the next seven years. The major goals of this project are to: (1) enhance young children’s literacy achievement in northern communities, and (2) strengthen and sustain research and teaching capacity in northern Canadian communities (Alberta, Manitoba, Ontario, and Saskatchewan). Projected outcomes include the creation of an innovative play-based, culturally and linguistically appropriate assessment and instructional framework (Assessing Language Through Play—ALP) and a professional development model appropriate for educators and caregivers in northern rural communities. This partnership program takes a community-based inquiry approach involving collaborative construction and dissemination of knowledge and will have far-reaching implications for educational theory, practice, and policy. The team hopes its work with educators, parents, and members of northern rural communities will contribute to not only the advancement of children’s language and literacy skills, but also their overall school achievement.

References


Marcia McKenzie

Marcia McKenzie is an Associate Professor in Educational Foundations and Director of the Sustainability Education Research Institute (SERI) (www.seri.usask.ca). SERI is a new Type A Centre in the College of Education that was approved by University Council in December 2012. With funding from the Canadian Foundation for Innovation Leaders’ Opportunity Fund, the centre will move into a newly renovated green design lab space late in 2013. SERI houses several research projects on which Dr. McKenzie is principal investigator. These include the Sustainability and Education Policy Network (www.SEPN.ca), which is funded by a six-year $3 million SSHRC partnership grant and is studying sustainability policy and practice in early childhood to post-secondary education across the country. The U of S project team over the past year has included five graduate students, a postdoctoral fellow, and other faculty researchers. A second study Dr. McKenzie leads is the Digital Media Project: Youth Making Place project. This $112,000 SSHRC funded study has engaged 80 youth in Saskatchewan in action research developing digital media projects on sustainability issues. The study examines the ways that youth identifications and communities affect the environmental and sustainability issues youth find important and take action on. SERI hosted an inaugural conference with over 150 attendees in the College of Education in October 2013. Overall, the work of Dr. McKenzie and collaborators in the Sustainability Education Research Institute aims to mitigate climate change and other environmental issues of our times through research and action on land, place, environment, and sustainability in relation to education. This research aligns with the College of Education’s priorities of furthering social and ecological justice through education, as well as addressing several of the University of Saskatchewan’s strategic research areas.

Tim Molnar

Working with Canadian Light Source colleagues Robert Blythe, Julie Thomson and Tracy Walker, we have established the “Teacher Candidates on the Beamline” (TCoB) project. This project allows teacher candidates to undertake research on authentic and original science questions. The inquiry must have the potential to produce novel information, allow teachers to drive the decisions for their projects, and thus their own learning, and require synchrotron techniques. To date, two groups of teacher candidates (13 people) have undertaken investigations involving the chemical differences of the surface layers of organic and non-organic apples, and determinations of water quality for rural water sources from various Saskatchewan locals. Currently, 12 other teacher candidates are preparing to examine questions involving bees and honey and declining bee populations. My program goal is to expand and extend this type of opportunity through work with a variety of science researchers. My research involves examining if TCoB, and similar opportunities for teacher involvement in authentic science investigation, help improve the preparation and development of teachers, with a focus on if and how this experience affects teachers’ understanding of teaching and learning, their practice, and their students’ experience of science learning. This work benefits our college by expanding on the learning contexts our teacher candidates may access and experience to develop their expertise and by investigating the value of such opportunities for improving teacher education.
In search of a new perspective, Rob Perry decided to pack up his life in Virginia and come to Canada to pursue his research goals. After seeing the regulatory policy and social implications with financial crisis of 2007–08, he became fascinated with the systemic disadvantages experienced by individuals living within rural settings. As compared to their urban/suburban counterparts, the sophistication of financial education and services in the rural setting is sub par. Thus, Rob began researching rural schools and the ways in which they teach students about financial literacy as he believes this is fundamental to the social mobility they experience in their lives. According to Rob, “an examination of the ‘street level bureaucrats,’ defined as the teachers and administrators who spend the most hours of contact with both the students and the parents, will reveal the ways in which they have the most effect on the educational outcomes of the students.” His research is driven by a quotation from Ken Robinson, who said “[t]here is no system in the world or any school in the country that is better than its teachers. Teachers are the lifeblood of the success of schools.” Rob’s research continues to force him to reassess his assumptions about rural populations and allows him to further his perspectives on public administration and policy. The research Rob is doing strengthens the college’s work in rural education and begins addressing the growing need for international comparative research in education policy and administration among an increasingly globalized society.

Verna St. Denis

Verna St. Denis is among the many impressive academic aboriginal scholars that the College of Education is proud to showcase. Her research aims to develop and promote critical race analysis within the field of Aboriginal and public education. Verna believes in the importance of exploring the process of working with pre-service teachers and graduate students by inviting them into a critical race analysis of their profession. Drawing on a race, class and gender analysis of colonialism as it was practiced in the past and the continuing consequences in the present, Verna aims to change the discourse by which new teacher candidates and in-service teachers come to understand their role in education. Discourse analysis is used within Verna’s research to refine an understanding of educational and social problems and to propose solutions. She believes “it is fundamental to disrupt the current cultural discourses that exist and predominate in aboriginal education today.” Her current research has focused on Aboriginal teachers in public schools to consider how the College of Education and its educational partners can improve and promote success through Aboriginal Education. Mostly recently, she has teamed up with a multi-university inter-disciplinary team of scholars to produce feature and short films that will challenge current discourses of identity and mobilize critical race analysis through a critique of the major institutions that impact lives.

Keith Walker

Keith Walker is an established scholar within the Department of Educational Administration, and he is jointly appointed in the Johnson Shoyama Graduate School of Public Policy. His research is broadly categorized under leadership and governance. He focuses on examining leadership within the context of education, and views education as an essential component of human services, impacting both community and society. Keith concentrates on three basic domains: people and their development; organizational and community development; and system level governance and decision-making (law, policy, boards). On the people development side, he studies leadership ethics, the private/spiritual aspects of leadership, and pastoral care for/by leaders. On the organizational level, he analyzes effectiveness—what we can do to become increasingly more effective leaders and how we can flourish, create compassionate and trust-brokering spaces that foster well-being and hope. At the system level, he gives attention to effective governance, inter-organizational partnerships, and board development such that the entrusted goals and priorities of the organization or system can be better realized. Keith has worked
Linda Wason-Ellam researches the emerging patterns of literacy and language profiles for struggling readers with Fetal Alcohol Spectrum Disorder (FASD) that inform mediated cognitive intervention. The prime objective is to actively screen for reading, writing, and communicative skills and strategies in grades one to six children with an existing diagnosis within FASD and have been identified as struggling readers and writers in Saskatchewan school settings. FASD includes a range of diagnoses for physical, neurobehavioral, and cognitive difficulties that can be identified through dynamic assessment. The conceptualization behind using dynamic assessment is to predict future cognitive performance as well as predict outcomes of cognitive interventions more closely related to multimodal pedagogies (visual and digital representations) than they are to static measures of intelligence. The SSHRC and SHRF sponsored research is directed to advocacy-orientated literacy assessments that explores the cause of a student's academic difficulty within a social and educational context and focuses on directly observed strengths and learning styles. This innovative research is compatible with the Literacy, Health, Aboriginal, and Social Justice goals of the College and University, which holds promise that every child of diversity has fair access to pedagogies that foster an opportunity to succeed at school and throughout life.

SERI’s Renovations

Dr. McKenzie was awarded a Canadian Foundation for Innovation (CFI) Leaders Opportunity Fund of $250,000. This grant funds the purchase of technical equipment, development of an online hub and website for SEPN, and renovations to SERI’s offices. The renovations, expected to be completed in Fall 2013, are being carried out according to green building practices, using recycled and natural materials and energy-saving technologies, making the space both a laboratory and a showcase, modeling integrated sustainability research, mentorship, and demonstration initiatives on the University of Saskatchewan’s campus.
## Research Dissemination

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<td>Non-Invited Conference Presentations:</td>
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</tr>
<tr>
<td>Other:</td>
<td>62</td>
</tr>
</tbody>
</table>

## Research Funding

| Tri-Agency Submissions: | 28 |
| Tri-Agency Awards: | 15 |
| Tri-Agency funding dollars: | $639,739 |
| non-Tri-Agency Submissions: | 33 |
| non-Tri-Agency awards: | 30 |
| non-Tri-Agency funding dollars: | $339,095 |

**Faculty on research projects awarded funding**

<table>
<thead>
<tr>
<th>INVESTIGATOR</th>
<th>PRINCIPAL INVESTIGATOR</th>
<th>CO-INVESTIGATOR/COLLABORATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenna</td>
<td>President’s Social Science and Humanities Research (SSHRC) Frances Russell Research Grant Canada Council Travel Grant Saskatchewan Arts Board Travel Grant</td>
<td></td>
</tr>
<tr>
<td>Burgess</td>
<td>Law Foundation of Saskatchewan</td>
<td>University of Manitoba SSHRC Partnership Development Grant Seed Fund (Montgomery-UofM) University of Manitoba SSHRC Partnership Development Grant Seed Fund (Ukasoayna-UofM)</td>
</tr>
<tr>
<td>Claypool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carr-Stewart</td>
<td>University of Saskatchewan (UofS) Publications Fund</td>
<td></td>
</tr>
<tr>
<td>Cottrell</td>
<td></td>
<td>Stirling McDowell Foundation Research in Teaching (Needham)</td>
</tr>
<tr>
<td>Hellsten</td>
<td>Centre for Forensic Behavioural Sciences and Justice Studies (CFBSJS) Faculty Research Grant President’s SSHRC</td>
<td>SSHRC Partnership Grant (Stagg-OISE) Stirling McDowell Foundation Research in Teaching (Lemisko-UofS) College of Nursing RBC Faculty Community Development Award (Ogenchuk-UofS)</td>
</tr>
<tr>
<td>Kinzel</td>
<td></td>
<td>CFBSJS Faculty Research Grant (Hellsten-UofS) Stirling McDowell Foundation Research in Teaching (Strange)</td>
</tr>
<tr>
<td>Lemisko</td>
<td>President’s SSHRC UofS Conference Fund Stirling McDowell Foundation Research in Teaching</td>
<td></td>
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<tr>
<td>Lin</td>
<td>UofS Proposal Development Assistance UofS New Faculty Grad Student Support</td>
<td>SSHRC Partnership Grant (Stagg-OISE)</td>
</tr>
<tr>
<td>Martin</td>
<td></td>
<td>CFBSJS Faculty Research Grant (Hellsten-UofS)</td>
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<tr>
<td>McIntyre</td>
<td>President’s SSHRC</td>
<td>SSHRC Partnership Grant – UofS Lead Researcher (Stagg-OISE) CFBSJS Faculty Research Grant (Hellsten-UofS) President’s SSHRC (Hellsten-UofS) SSHRC Insight Grant (Wason-Ellam-UofS)</td>
</tr>
</tbody>
</table>

**NOTE:** In the co-investigator/collaborator column, the Principal Investigators and their affiliations are given in parentheses. The list includes only the projects that were awarded funding in the 2012–2013 fiscal year—May 1 to April 30.
College of Education faculty members have collaborated on grants awarded in 2012–2013 with researchers from:

Ontario Institute for Studies in Education (OISE), University of Toronto
Faculty of Education, Queen's University
Faculty of Education, University of New Brunswick
Department of Psychology, University of Manitoba
College of Agriculture and Bioresources, University of Saskatchewan
College of Law, University of Saskatchewan
College of Nursing, University of Saskatchewan
Edwards School of Business, University of Saskatchewan
Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan
Saskatchewan Ministry of Justice
Saskatoon Public School Division, Saskatoon, SK.
Saskatoon Catholic School Division, Saskatoon, SK.
Good Spirit School Division, Yorkton, SK.

Notes:
- Funding numbers include SSHRC student scholarships/awards.
- Each year represents the fiscal year—May 1 to April 30.
- 2011-2012 includes the Partnership Grant for $1.9M.
- Non-Tri-Agency dollars include Stirling McDowell Foundation Grant awards.

23 researchers (50% of total faculty) on awarded grants from 2012-2013

<table>
<thead>
<tr>
<th>INVESTIGATOR</th>
<th>PRINCIPAL INVESTIGATOR</th>
<th>CO-INVESTIGATOR/COLLABORATOR</th>
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<tr>
<td>McKenzie</td>
<td>Canada Foundation for Innovation (CFI) Leaders Opportunity Fund</td>
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<td>Molnar</td>
<td>President’s SSHRC</td>
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<td>Morrison</td>
<td>President’s SSHRC</td>
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<tr>
<td>Mykota</td>
<td>University of Saskatchewan Faculty Association (USFA) Research Support Funding</td>
<td>Community University Institute for Social Research (Findlay-UofS)</td>
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<td>Park</td>
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<td>Prytula</td>
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<td>College of Nursing RBC Faculty Community Development Award (Ogenchuk-UofS)</td>
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<td>SSHRC Partnership Grant (Stagg-OISE)</td>
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<td>UofS New Faculty Grad Student Support</td>
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<td>Walker</td>
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<td>SSHRC Insight Grant (Kutsyuruba-Queen’s)</td>
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<td>Ward</td>
<td>UofS Publications Fund</td>
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<td>Wason-Ellam</td>
<td>SSHRC Insight Grant</td>
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<td>Wilson</td>
<td>Stirling McDowell Foundation Research in Teaching Praxis Award</td>
<td>President’s SSHRC (Yates-UofS)</td>
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<td></td>
<td>Ranton McIntosh Visiting Scholar</td>
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<tr>
<td>Woodhouse</td>
<td>Vice President’s Discretionary Grant</td>
<td>University Visiting Lecturers’ Fund Grant</td>
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Total dollars awarded

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<th>Year</th>
<th>Tri-Agency dollars</th>
<th>Non-Tri-Agency dollars</th>
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<tr>
<td>2009 - 2010</td>
<td>745,722</td>
<td>228,898</td>
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<tr>
<td>2010 - 2011</td>
<td>291,335</td>
<td>319,222</td>
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<tr>
<td>2011 - 2012</td>
<td>275,547</td>
<td>639,739</td>
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<tr>
<td>2012 - 2013</td>
<td>339,095</td>
<td>2,303,846</td>
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</table>

Tri-Agency Submissions: 28
Tri-Agency Awards: 15
Tri-Agency funding dollars: $639,739

Non-Tri-Agency Submissions: 33
Non-Tri-Agency Awards: 30
Non-Tri-Agency funding dollars: $339,095

Total dollars awarded: $2,500,000

2009 - 2010: $745,722
2010 - 2011: $291,335
2011 - 2012: $275,547
2012 - 2013: $339,095

College of Education 2012-2013 | 17
Graduate Student Awards

COLLEGE OF EDUCATION SCHOLARSHIP FUND
Christine Gatze (Masters), Department of Educational Psychology and Special Education
Kara Helms (Masters), Department of Curriculum Studies
Monika MacKenzie (Masters), Department of Curriculum Studies
Simarna Singh (Masters), Department of Curriculum Studies

EDUCATION GRADUATE BURSARY
Anahit Falihi (Ph.D.), Department of Educational Administration
Tracy Dollansky (Ph.D.), Department of Educational Administration
David Francis (Ph.D.), Department of Educational Administration
Christine Gatze (Masters), Department of Educational Psychology and Special Education
Kara Helms (Masters), Department of Curriculum Studies
Anna Kuhlmann (Masters), Department of Educational Psychology and Special Education
Taneisha Ingleton (Ph.D.), Department of Educational Psychology and Special Education
Monika MacKenzie (Masters), Department of Curriculum Studies
Josephine Steeves (Ph.D.), Department of Educational Administration

ELSIE AND ARTHUR ROSE MEMORIAL SCHOLARSHIP
Candice Besharah (Masters), Department of Educational Foundations

GORDON MCCORMACK MEMORIAL GRADUATE SCHOLARSHIP FOR NATIVE STUDENTS
Ryan Jimmy (Masters), Department of Educational Foundations
Irene Oakes (Ph.D.), Department of Educational Administration
William Rowluck (Masters), Department of Curriculum Studies

ITEP GRADUATE SCHOLARSHIP IN EDUCATION
Tarra Olson (Masters), Department of Curriculum Studies

LOWNSBROUGH MEMORIAL SCHOLARSHIP IN EDUCATION
Tracy Dollansky (Ph.D.), Department of Educational Administration
Barb Gustafson (Ph.D.), Department of Educational Administration
Theresa Papp (Ph.D.), Department of Educational Administration
David Francis (Ph.D.), Department of Educational Administration
Cindy Sheridan (Ph.D.), Department of Educational Administration
Tania Kristoff (Ph.D.), Department of Educational Administration
Hongsen Zhao (Ph.D.), Department of Educational Administration
Irene Oakes (Ph.D.), Department of Educational Administration
Anahit Falihi (Ph.D.), Department of Educational Administration
Joel Hall (Ph.D.), Department of Educational Administration
Natasha Hubbard (Ph.D.), Department of Educational Administration
Taneisha Ingleton (Ph.D.), Department of Educational Administration
Josephine Steeves (Ph.D.), Department of Educational Administration

MURRAY SCARF SCHOLARSHIP FOR NATIONAL CONGRESS ON RURAL EDUCATION
Robert Perry (Ph.D.), Department of Educational Administration

R.A. YACKULIC PRIZE
Heather Hayes Josephson (Masters), Department of Educational Psychology and Special Education

ROBERT F. HORNEMER MEMORIAL GRADUATE SCHOLARSHIP
Raime Eggerman (Masters), Department of Educational Psychology and Special Education

SASKATCHEWAN READING COUNCIL AWARD FOR RESEARCH IN READING
William Rowluck (Masters), Department of Curriculum Studies

SASKATCHEWAN EDUCATIONAL LEADERSHIP UNIT SCHOLARSHIP
Xia Luo (Ph.D.), Department of Educational Administration
Taneisha Ingleton (Ph.D.), Department of Educational Administration
Irene Oakes (Ph.D.), Department of Educational Administration

SSHRC DOCTORAL FELLOWSHIP
Gale Russell (Ph.D.), Department of Curriculum Studies

SSHRC JOSEPH-ARMAND BOMBARDIER CANADA GRADUATE SCHOLARSHIP
Jade Anderson (Masters), Department of Educational Psychology and Special Education
Lauren Brandt (Masters), Department of Educational Psychology and Special Education
Beth Davis (Masters), Department of Curriculum Studies
Lisa Gaylor (Masters), Department of Educational Psychology and Special Education
Katie McCaw (Masters), Department of Educational Psychology and Special Education
Alana Wilson (Masters), Department of Educational Psychology and Special Education

TD BANK FINANCIAL GROUP ABORIGINAL GRADUATE BURSARY IN EDUCATION
Irene Oakes (Ph.D.), Department of Educational Administration

UNIVERSITY OF SASKATCHEWAN GRADUATE TEACHING FELLOWSHIP
Jonathan Dingwall (Masters), Department of Curriculum Studies
Debra Kemp-Koo (Ph.D.), Department of Educational Psychology and Special Education
Jennifer O’Brien (Ph.D.), Department of Educational Administration
Jana Scott (Masters), Department of Curriculum Studies
Barbara Wotherspoon (Ph.D.), Department of Educational Foundations

UNIVERSITY OF SASKATCHEWAN GRADUATE SCHOLARSHIP
Cassandra D’Amore (Masters), Department of Educational Psychology and Special Education
Mary-Ann Dogoe (Masters), Department of Educational Psychology and Special Education
Jill Hrenyk (Masters), Department of Educational Psychology and Special Education
Jennifer McAllister (Masters), Department of Educational Psychology and Special Education
Calley Muirhead (Masters), Department of Educational Psychology and Special Education
Jeffrey Scott (Masters), Department of Educational Psychology and Special Education
Lois Keller (Ph.D.), Department of Educational Administration
Anahit Falihi (Ph.D.), Department of Educational Administration
Joel Hall (Ph.D.), Department of Educational Administration
Taneisha Ingleton (Ph.D.), Department of Educational Administration
Tracy Dollansky (Ph.D.), Department of Educational Administration
Josephine Steeves (Ph.D.), Department of Educational Administration
Ryan Jimmy (Masters), Department of Educational Foundations
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree, Type</th>
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<tbody>
<tr>
<td>Aaron Wayne Adair</td>
<td>ECur, Course-based</td>
<td>Project: Creative components of change: Articles on teaching to maximize creativity, motivation, and engagement in secondary education</td>
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<tr>
<td>Keri Gay Albert</td>
<td>ECur, Course-based</td>
<td>Thesis: Primary school children's articulation of the development of quality in writing during implementation of assessment for learning</td>
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<tr>
<td>Pamela Dee Anderson Klassen</td>
<td>EAd, Course-based</td>
<td>Thesis: A profile of youth and divorce: Considerations for parents and educators concerning emotional and behavioral fragility and resiliency</td>
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<td>Nancy May Barr</td>
<td>ECur, Course-based</td>
<td>Thesis: Making a case for asynchronous online professional development</td>
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<tr>
<td>Ranabdielle Bernales (EPSE)</td>
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<td>Project: Making a case for asynchronous online professional development</td>
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<td>Curtis Henry Biem</td>
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<td>Slavita Daniela Bloijsiu</td>
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<tr>
<td>Lianne Marie Borstmayer</td>
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<td>Project: Networked learning communities in rural Saskatchewan</td>
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<tr>
<td>Karen Louise Brander</td>
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<td>Thesis: Networked learning communities in rural Saskatchewan</td>
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<td>Laurine Lea Breadner</td>
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<td>Karen Lea Brodie</td>
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<td>Dean John Broughton</td>
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<td>Everett James Burton</td>
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<td>Thomas Graeme Carey</td>
<td>EAd, Course-based</td>
<td>Thesis: The safest place: Anti-oppression in spoken word poetry</td>
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<tr>
<td>Dawn Noreen Caswell-Falk</td>
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<td>Thesis: The safest place: Anti-oppression in spoken word poetry</td>
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<tr>
<td>Corinne Dawn Cey</td>
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<tr>
<td>Crystal Gail Chief</td>
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<td>Darwin Peter Chief</td>
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<tr>
<td>Amanda Marie Christensen</td>
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<tr>
<td>Zoe D Cohoon</td>
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<tr>
<td>Amy Christine Cosgrove</td>
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<td>Janice Esther Cruise</td>
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<td>Janelle Olasha Davey</td>
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<tr>
<td>Colette Raeanne Delainey</td>
<td>ETAD, Course-based</td>
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<td>Sylvia Michelle Delisle</td>
<td>EAd, Course-based</td>
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<td>Michelle Rae Dewar</td>
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<td>Hui Ding</td>
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<td>Charity Jeanne-Anne Dmytruk</td>
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<td>Heith Robert Drennan</td>
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<td>Jennifer Lynn Drysdale</td>
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<td>Olasunkami Babtunde Elias</td>
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<td>Tannis Marie Emann</td>
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<td>Project: Using digital communication to enrich global citizenship: The Peru project</td>
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<td>Valerie Ann Epp</td>
<td>EAd, Course-based</td>
<td>Project: Examination of EFL learner identity: Understanding language-related challenges of Chinese international students at University of Saskatchewan</td>
</tr>
<tr>
<td>Rebecca Claire Apple</td>
<td>EAd, Course-based</td>
<td>Project: Examination of EFL learner identity: Understanding language-related challenges of Chinese international students at University of Saskatchewan</td>
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<tr>
<td>Melanie Dawn Espeseth</td>
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<tr>
<td>Holly Agnes Franklin</td>
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<td>Trevor Kyle Froese</td>
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<tr>
<td>Christopher Scott Grainger</td>
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<td>Kendra Rae Gray</td>
<td>EAd, Course-based</td>
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<td>Elaina Frances Guilmette</td>
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<td>Ryan Craig Gunstenson</td>
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<td>Marni-Lynn Gustcher</td>
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<td>Joel Curtis Hall</td>
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<td>Ryan Lincoln Hall</td>
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<tr>
<td>Lynn Ann Harper-Harris</td>
<td>EPSE, Course-based</td>
<td>Thesis: Examination of EFL learner identity: Understanding language-related challenges of Chinese international students at University of Saskatchewan</td>
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</table>
Renee Dawn Harrison (EAd) - Course-based
Mark Reginald Hastings (EAd) - Course-based
Warren Alexander Hay (EAd) - Course-based
Lousie Christine Heinrichs (EFnd) - Course-based
Janelle Joanne Helfrick Martin (ETAD) - Course-based
Andrew Alexander Thomas Herron (EFnd) - Course-based
LYnsay Dawn Hnatuk (EPSE) - Thesis: Incorporating unpaid work strain into Karasek’s job demand-control model
Cheryl Anne Hoftzyer (EFnd) - Thesis: Reasons for teacher participation in the social justice and Anti-racist, Anti-oppressive Forum of education
Tammie Noreen Horan (EAd) - Course-based
Natalie Kara Houseman (EPSE) - Course-based
Jo-Lynn Ann Jocelyn (ECur) - Course-based
Dustin Lee Kasun (EFnd) - Project: Ecojustice
Merry Lorraine Kern (EAd) - Course-based
Glenn Allan Key (EAd) - Course-based
Momina A. Khan (ECur) - Project: New Canadian parents as guest hosts on school landscapes: From theoretical underpinnings to practices of possibility
Jason Robert Kish (EAd) - Course-based
Darryl Michael Korody (EAd) - Course-based
Colleen Marie Kowaluk (ECur) - Course-based
Tami Lynn Krahm (EAd) - Course-based
Ralph Joseph Kunz (EAd) - Course-based
Lindsay Mark Kyliuk (EAd) - Course-based
Paul Wilfred Ledoux (EAd) - Course-based
Dejan Ross Letkeman (EAd) - Course-based
Qingqing Lin (EAd) - Course-based
Curline Andrea Lindo (EFnd) - Thesis: Voices from the principalship: The experiences of five women who are principals in Jamaican primary and secondary schools
Lana Carrie Lorensen (EAd) - Course-based
Linda Ly (EPSE) - Thesis: Insomnia and associated risk factors in later adolescence
Vincent Robert Mamer (EAd) - Thesis: Generation Y interns’ experiences with, and perception of, collaboration in educational settings
Donald Norman McBean (EAd) - Course-based
Krista Leigh McCaw (EAd) - Course-based
Graham Gordon Wayne McGregor (EAd) - Course-based
Claire Teresa Marie McTavish (ECur) - Thesis: A narrative inquiry into parent engagement in the mathematics curriculum
Jennifer Lynn Millar (EAd) - Course-based
Noella Lynn Mitsuing (EAd) - Course-based
Wade Henry Mourot (EAd) - Course-based
Doris Marie Mthembu (EAd) - Course-based
Tyler Curtis Munday (EAd) - Course-based
Travis Kenneth Myrol (ECur) - Course-based
Brandon Howard William Needham (ECur) - Course-based
Cassandra Genal Neufeld (EAd) - Course-based
Mary Jane Nicholson (EAd) - Course-based
Andrew Gerard Novecosky (EAd) - Course-based
Elizabeth Marie O’Meara (EFnd) - Course-based
Lisa Kay Obrigewitsch (EAd) - Course-based
Natasha Joan Olynick (EAd) - Course-based
Amy Joy Orth (EAd) - Course-based
Daniel Thomas Osborne (EAd) - Course-based
Lucille Marie Otero (EAd) - Course-based
Linda Louise Parent (EAd) - Course-based
Clayton Kent Parobec (EAd) - Course-based
Glenn Wesley Patkau (ECur) - Thesis: Students’ perceptions of religion in the public school classroom
Jennifer Peach (EAd) - Course-based
Marilyn Patricia Philipchuk (EAd) - Course-based
Marla Leigh Salmon Poisson (EAd) - Course-based
Duane Mark Regier (EAd) - Course-based
Craig Steven Reinhardt (EAd) - Course-based
Miranda Lynn Rempel (EPSE) - Thesis: Mentoring male foster youth
Wade Allen Rolles (EAd) - Course-based
Maureen Diana Aline Romanchuk (ETAD) - Course-based
Bradley Wayne Ruf (EAd) - Course-based
Kerrie Laine Rutherford (EAd) - Course-based
Jahanya Dawn Doreen Saufert (EAd) - Course-based
Justin Cody Saulnier (EAd) - Course-based
Pamela Rae Grasby Sawatzky (ECur) - Course-based
Lesley Dawn Schatz Miciak (EFnd) - Course-based
Adrienne Melva Schenk (EAd) - Course-based
Angela Renee Margit Schindel (EAd) - Course-based
Darlene June Schultz (EAd) - Course-based
Julian Thomas Screawn (ETAD) - Project: ScratchFITness: Developing 21st century skills with scratch
Christopher Brian Scribe (EAd) - Course-based
Krista Rae Sego (ECur) - Course-based
Troy Jeffrey Semenchuk (EAd) - Course-based
Michele Palmar Senicar (EAd) - Course-based
Danette Louise Senterre (ECur) - Thesis: Metis students: Learning and engagement through science education
Tricia Shynkaruk (ETAD) - Course-based
Laurie Lynn Slocombe (EAd) - Course-based
Gregory Smith (EAd) - Course-based
Brandi Beryl Jane Sparboe (EAd) - Course-based
Carrie Christine Stene (ECur) - Thesis: Can I bring my cars in case we write a story? Supporting struggling readers

Cheryl May Stobbe (EPSE) - Course-based

Melchior Mall Sysing (EFnd) - Project: Ecojustice: Dream and Reality

Jeffrey Curtis Gar Chui Tang (ETAD) - Course-based

Gregory Roy Tebay (ECur) - Course-based

Deborah Ann Thomas (EAd) - Course-based

Kimberley Jean Thomliston (EAd) - Course-based

Cindy Amelia Thomson (EAd) - Course-based

Naomi Victoria Thunderchild-Bird (EAd) - Course-based

Jasmin Margaret Tiessen (EAd) - Course-based

Dwayne Edgar Tournier (EAd) - Course-based

Joanne Marie Tournier (EAd) - Course-based

Cory James Trann (EAd) - Course-based

Allison Hilary Treble (ETAD) - Course-based

Leanne Robin Tretiak (EAd) - Course-based

Matthew Patrick Tretiak (EAd) - Course-based

Kelsey Lynn Tsougrianis (EAd) - Course-based

Peter Martin Turner (EAd) - Course-based

Jillian Barbara Krikau Vancoughnett (EPSE) - Course-based

Wendy Deanne Vipond (EPSE) - Thesis: Harmony at home: The experience of parenting a child with externalizing behavior

Craig Walsh (EAd) - Course-based

Qiang Wang (EAd) - Course-based

Millicent Marsha Dawn Watson (EPSE) - Course-based

Dwight Micheal Weires (EFnd) - Course-based

Robert George Whiteman (EAd) - Course-based

Joshua Brent Collin Wiebe (EAd) - Course-based

Tammy Dee Wilde (EPSE) - Thesis: Physical activity and teachers’ attitudes: Exploring school-based activity for students with exceptionalities

Christine Meredith Williams (EAd) - Course-based

Sandra Lyn Williams (EAd) - Course-based

Kendra Gail Worman (ECur) - Thesis: Saskatchewan secondary band teachers’ rationales for assessment and evaluation strategies

John Edward Wright (ECur) - Course-based

Longmei Wu (EAd) - Course-based

Kaili Xu (EAd) - Course-based

Loranne Katherine Young (ECur) - Course-based

Jamie Lea Zepeda (ECur) - Project: A retrospective autobiographical narrative inquiry into the beliefs and practices of a kindergarten teacher

Jian Zhang (EAd) - Course-based

Xi Zhang (ECur) - Project: The strategy of Chinese Immigrants naming their children who are born in Canada

Douglas Lloyd Dombrosky (EAd) - Life on Campus: The dynamics of positive workplace setting as perceived by administrative professionals in graduate studies administrative units

Harpell Andrew Montgomery (EAd) - Discerning the network of supports employed by off-campus indigenous adult E-learners through an indigenous methodological lens

Catherine Jane Neumann-Boxer (EAd) - Dialogue in educational organizations: An exploratory study of dialogue and shared vision

Note: EAd: Educational Administration; ECur: Curriculum Studies; ETD: Educational Technology and Design; EPSE: Educational Psychology and Special Education; and EFnd: Educational Foundations.

Number of Students and Alumni

The chart below highlights the number of undergraduate students and graduate students enrolled in the College of Education during the 2012–2013 school year and the number of alumni who have graduated from the College of Education since its inception in 1927.

1,426 Undergraduate Students

588 Graduate Students

33,447 Alumni
BOOKS


CHAPTERS IN BOOKS


PAPERS IN REFEREED JOURNALS


International Review of Business and Social Sciences (IRBSS), 2(4), 1–10.


**PAPERS IN NON-REFEERED JOURNALS**


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


Dell, C., Brockman, J., Campbell, E., Fornssler, B., Hopkins, C., LaLiberte, L., McKenzie, H., Mykota, D., Papequash, C., Ross, C., Swampy, S., & Walker, T. (2013). How has Aboriginal culture helped you, or someone you know,
on the journey of healing from addictions? Proceedings of the Qualitative Analysis 2013 Conference, Carlton University, Ottawa, ON.


Desroches, D., Schwier, R., & Wilson, J. (2013). Lloydminster School Division library project: Evaluation and recommendations. Saskatchewan Educational Leadership Unit, University of Saskatchewan, Saskatoon, SK.


Hajnal, V. (2013). Prairie Spirit School Division, Planning Study, South Corman Park School, University of Saskatchewan, Saskatchewan Educational Leadership Unit (SELU), Saskatchewan, SK.


Jessen Williamson, K. (2012). Roots of resilience project. Report submitted to Dr. L. Kirmayer, Director of Cross-Cultural Psychiatry, McGill University, Montreal, QC.


Wilson, J., Schwier, R., & Desroches, D. (2013). Lloydminster School Division library project: Evaluation and recommendations. Saskatchewan Educational Leadership Unit (SELU), University of Saskatchewan, Saskatoon, SK.


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TECHNICAL REPORTS RELEVANT TO THE ACADEMIC FIELD

BOOK REVIEWS


INVITED CONFERENCE PRESENTATIONS & INVITED LECTURES OUTSIDE THE UNIVERSITY OF SASKATCHEWAN


Battiste, M. (2013, June). Graduation keynote address presented at Thompson Rivers University Convocation, Kamloops, BC.

Battiste, M. (2013, April). You can’t be the doctor if you’re the disease. CAUT Distinguished Academic Lecture presented at the Eurocentrism and the Aboriginal Renaissance, Ottawa, ON.


Brenna, B. A. (2013, April). Reading at the Young Authors’ Conference, Haines Junction, YT.

Brenna, B. A. (2013, April). Workshop for English Teachers, Young Authors’ Conference, Whitehorse, YT.

Brenna, B. A. (2013, April). Secondary students’ workshop and readings sessions at the Young Authors’ Conference, Whitehorse, YT.

Brenna, B. A. (2013, April). Reading and Reception at the Yukon Writers’ Festival, Whitehorse, YT.


Chernoff, E. J. (2013, June). Seriously, my dog (Scout) ate the answer key! Extreme Math Camp: Grades 6–8. Saskatoon Public School Division (SPSD), Saskatoon, SK.

Chernoff, E. J. (2013, June). Seriously, my dog (Scout) ate the answer key! Extreme Math Camp: Grades 9 and 10. Saskatoon Public School Division (SPSD), Saskatoon, SK.

Ch Chernoff, E. J. (2013, March). Experiencing a new approach to the teaching and learning of mathematics: The instructors become the students. Workshop for the Senior Basic Education Mathematics Instructors from the Kelsey, Palliser, Wascana and Woodland Campuses of the Saskatchewan Institute of Applied Science and Technology (SIAST), SIAST Kelsey Campus, Saskatoon, SK.


Chernoff, E. J. (2013, May). The teaching and learning of mathematics (panel member). Panel discussion at the Saskatchewan Mathematics Teachers’ Society’s (SMTS) 5th annual Saskatchewan Understands Mathematics (SUM) Conference, Saskatoon, SK.

Ch Chernoff, E. J. (2013, February). Relative likelihood comparisons: A heuristic overview of the research. Colloquium presented to the School of Mathematical and Statistical Sciences, Arizona State University, Phoenix, AZ.


Ch Chernoff, E. J. (2012, August). What do you mean there is more than one type of probability? Paper presented at the meeting of the CTA Convention 2012, Chinook School Division, Swift Current, SK.

Ch Chernoff, E. J. (2012, August). To convert from decimal to percent you multiply by 100 and other “errors” found in the mathematics classroom. Paper presented at the meeting of the CTA Convention 2012, Chinook School Division, Swift Current, SK.

Ch Chernoff, E. J. (2012, August). The SPSD Summer Mathemaddux Institute: Day 1 & 2. Ignite 2012, Saskatoon Public School Division (SPSD), Saskatoon, SK.

Ciuffetelli Parker, D., & Pushor, D. (2012, November). Teacher inquiry into staid assumptions of poverty and parents. Invited address at the meeting for the Ontario College of Teachers, Toronto, ON.


Hellsten, L., & Lemisko, L. (2013, June). Undergraduate student retention: Reflection on efforts in a professional teacher education college. Paper presented as part of the panel titled Bringing Retention Issues to the Edge and into Focus – Recent Retention Activities on Canadian Campuses at the meeting of the Canadian Society for the Study of Higher Education (CSSHE) Conference, Victoria, BC.

Citizenship: Global citizenship and Creativity for Sustainable Societies, Toronto, ON.

Jessen Williamson, K. (2013, March). Anersaap oqariartuutaat/Message of the Spirit. Lecture presented to the students of Isiginnaarntisineknik Illiniarfiup the Theatre School of the National Theatre of Greenland, Banff Centre of the Arts, Banff, BC.


Jessen Williamson, K. (2012, November). Indigenous pedagogy and transformation. Lecture presented to the Student Teachers Anti-Racism Society at the annual conference Unpacking the Past, engaging the Present, and Building an Anti-Oppressive future, University of Saskatchewan, Saskatoon, SK.


Kovach, M. (2013, March). The Interdisciplinarity in Indigenous research approaches. Featured presentation to the Faculty of Social Sciences, University of Western Ontario, London, ON.


Kovach, M. (2013, March). Discussion on Indigenous methodologies. Guest Lecture for PhD Seminar, Faculty of Education, University of Western Ontario, ON.

Kovach, M. (2013, February). Bringing Indigenous knowledges into graduate research – Reflections on what it means and why it matters. Distinguished Alumni Lecture for the University of Victoria Alumni Week, University of Victoria, Victoria, BC.


Orłowski, P. (2012, October). Teaching for a stronger democracy. Keynote address to the Annual Conference of the Social Science Teachers Council of Saskatchewan, Saskatoon, SK.


Pushor, D. (2013, April). Making relationships count: Enhancing student achievement through parent engagement. Invited presentation at the Saskatchewan Community Schools Association Conference, Achieving in Education: We’re All in it Together, Saskatoon, SK.


Stelmach, B. (2012, July). Working with parents toward school improvement. Invited presentation to Masters of Educational Studies graduate class, University of Alberta, Edmonton, AB.


Walker, K. (2013, February). Drawn up by steadfast love: The dynamics of our unchanging God's love for his ever adapting people (Psalm 86). Moose Jaw Alliance Church, Moose Jaw, SK.


Wason-Elam, L. (2012, November). Teaching English in multilingual classrooms: The challenges and possibilities. Keynote address presented at the meeting of the Learning from Practice, Dr. Stirling McDowell Foundation for Research into Teaching, Saskatoon, SK.


Wilson, A. (2013, April). Anti-oppression. Invited keynote address to the Justice and Rights Relations Committee of Saskatchewan, Qu’appelle Valley, SK.

Wilson, A. (2013, April). Truth and reconciliation Q and A. Workshop facilitator for Justice and Rights Relations Committee of Saskatchewan, Qu’appelle Valley, SK.

Wilson, A. (2013, April). Love and leadership. Closing keynote address to the Justice and Rights Relations Committee of Saskatchewan, Qu’appelle Valley, SK.


Wilson, A. (2012, November). Anti-racist Education: How far will you go? Keynote address at the SAFE Conference, Saskatoon, SK.


Wilson, A. (2012, October). Truth and reconciliation. Keynote address at the United Church Oskayak School, Saskatoon, SK.


Wilson, A. (2012, October). Native American two-spirit people: Coming in theory. Lecture presented at the Northern Rivers Campus, Sydney University, Sydney, Australia.


Wilson, J. (2013, April). Enhancing student engagement. Keynote address at the Technology 2013 Conference, Saskatoon Public Schools, Saskatoon, SK.

Wilson, J. (2012, September). Using technology to enhance student engagement. Keynote address at the Fall Faculty Retreat, Brandon University, Brandon MB.

PRESENTATIONS AT CONFERENCES (NON-INVITED)


Barrett, M. J., Harmin, M., Patterson, M., & Thomson, C. (2013, June). Encounters with the living world: Teaching and learning in a graduate school of environment and sustainability. Panel presentation at the meeting of the
Environmental Studies Association of Canada, Victoria, BC.


Clarke, C., & **Murphy, M. S.** (2013, February). Poetic osmosis: Revealing the fluid edges of community through poetic representation in a narrative inquiry of curriculum making and community. Paper presented at the Biennial Meeting of Provoking Curriculum Studies Conference, Ottawa, ON.


**Hellsten, L. M.**, & McIntyre, L. J. (2013, June). The SSHRC club: Mentoring graduate students in applying for external funding. Paper presented at...
at the meeting of the Canadian Society for the Study of Higher Education (CSSHE), Victoria, BC.


world: ISL as a pedagogy for teacher professional development. Paper presented at the meeting of the Canadian Society for the Study of Education (CSSE), Victoria, BC.


Stelmach, B. (2013, June). District leaders’ and school trustees’ contributions to building capacity for effective school council policy implementation. Paper presented at the meeting of the Canadian Society for the Study of Education (CSSE), Victoria, BC.


of the Canadian Society for the Study of Education (CSSE), Victoria, BC.


Wason-Eljam, L. (2013, June). Decolonizing reading with multimodal pedagogies. Paper presented at the North American Indian Studies Association Conference (NAISA), University of Saskatchewan, Saskatoon, SK.


Wason-Eljam, L. (2012, November). Can we work together to create opportunities for parents to help their children through school literacy and for families to learn literacy together? Panel presentation for Learning from Practice, Dr. Stirling McDowell Foundation for Research into Teaching, Saskatoon, SK.

Wason-Eljam, L., & Mitten, R. (2012, September). Developing capacity for screening for FASD and literacy in justice, health and educational contexts in FASDLive. Paper presented at the Saskatchewan Prevention Institute, Saskatoon, SK.


Wilson, J. R., & Schwier, R. A. (2013, June). The designerly way: Studio approaches to teaching in the educational technology and design program at the University of Saskatchewan. Paper presented at the meeting of the Society for Teaching and Learning in Higher Education, Sydney, NS.


ARTISTIC CREATIONS, EXHIBITIONS, AND PERFORMANCES


MEDIA PRODUCTIONS


Chernoff, E. J. (2013, February). Calculating climate change. Pocket Mulch with Dwayne Keir. CFCR 90.5FM. Saskatoon Community Radio. Saskatoon, SK.


Chernoff, E. J. (2012, November). How we measure the environment around us. Pocket Mulch with Dwayne Keir. CFCR 90.5FM. Saskatoon Community Radio. Saskatoon, SK.


Miller, D. (2013, April). Leaving school: Gone fishing. Contribution to the Saskatchewan Teachers Federation blog ThisIsTheClassroom.ca

Miller, D. (2013, January). Barriers to a healthy lifestyle: Sitting, smoking, and other stuff. Contribution to the Saskatchewan Teachers Federation blog ThisIsTheClassroom.ca

Miller, D. (2012, December). Community and parental support: Towards a new deal. Contribution to the Saskatchewan Teachers Federation blog ThisIsTheClassroom.ca

Miller, D. (2012, November). Teach local. Contribution to the Saskatchewan Teachers Federation blog ThisIsTheClassroom.ca

Miller, D. (2012, October). Diversity in schools: Celebrating diversity or undoing superiority. Contribution to the Saskatchewan Teachers Federation blog ThisIsTheClassroom.ca


Celebrating the Successes and Promoting Innovation