

in

FOCUS



SUMMER 2003

EDUCATION

edition

McGill



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The McGill Journal of Education published many interesting issues this past year:

- a special issue on New Zealand education, guest-edited by Keith Sullivan
- an issue on human rights and international education, with a special focus on African nations' educational development
- the fall 2002 issue was on indigenous education in Canada, co-edited by Janice Hill of Tyendinaga, Mohawk territory, and Arlene Stairs of Queen's University, with articles that provide insight into current initiatives in First Nations educational contexts

Throughout the fall and 2004 subjects will include:

- school improvement and student engagement
- teachers' professional issues and curriculum in Canada and Quebec
- women's roles in international development
- boys and schooling
- the latest Quebec Education Reform

In keeping with the times, we hope to go online this year to allow a wider distribution of excellent education articles. Any previous editions may be ordered by contacting ann.keenan@mcgill.ca.

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Dear Graduates, Alumni and Friends,

As my term as Dean of the Faculty draws to a close, I am reflecting on some of the changes that have taken place during my tenure, and all the people I have had the pleasure of meeting and working with over the past five years- especially graduate and undergraduate students and alumni.

The Faculty began as a Teacher Education institution, but its mandate and scope have gradually broadened to include a wide variety of activities, ranging from teacher education and curriculum studies to library and information sciences, culture and values, biomechanics and cognition.

This broadening has also applied to our student awards. When I took over as Dean in 1998, the Faculty awards totaled \$9,300 and there were no awards at all for graduate students. With the help of our generous alumni and friends, we have raised the amount of annual awards to \$42,640, an amount that includes five new graduate awards and fellowships.

Helping our students in this way enables them to complete their education and pass on its benefits to others. What better, more enduring legacy could there be?

As my own legacy to the faculty of Education, my family and I have established an award that will honour my father in perpetuity. We have named it the Dr. Gauri Shankar Guha Award in International Development Education

It has been rewarding and stimulating to have had the opportunity to be Dean of the Faculty of Education at McGill during a period of rapid changes at the turn of the century.



Warmest regards,

Ratna Ghosh

Ratna Ghosh
 Dean, Faculty of Education

Fragile X Leading Researcher Joins the Faculty



Dr. Kim Cornish
 - BSc (Hons) in Psychology from the University of Lancaster, UK
 - PhD in Neuropsychology from the University of London, UK

Dr. Kim Cornish has an international reputation for her work in identifying specific profiles of cognitive and behaviour strengths and difficulties in genetic disorders associated with intellectual impairment. These disorders include fragile X syndrome (the world's most common cause of hereditary mental retardation in males) and the Cri-du-Chat syndrome, which causes severe mental retardation.

The purpose of Dr. Cornish's research is to achieve a better understanding of the genetic-brain-behaviour links in conditions associated with intellectual impairment and abnormal early development. It will offer more complete information to educators and health professionals and will help guide and assist in the timing of early intervention and treatment programmes that could maximise potential and improve prognosis in affected children and adolescents.

Identifying learning deficits will enable families to more easily obtain help from support services, while technology that allows accurate mapping of detailed profiles of those deficits will ensure that the help received is better targeted.

The work is strongly collaborative, and Dr. Cornish works with psychologists, clinical geneticists, child and adolescent psychiatrists and other researchers from the MNI, McGill, the University of Montreal, UC Davis and the Institute of Child Health, London, UK.

Little-known Facts

about
the Faculty
of Education

**You may know that we educate 90%
of all English-speaking teachers in Quebec**

BUT

Did you also know...

- Education students study the learning strategies of Tiger Woods, Einstein and other elite thinkers and athletes to learn more effective teaching methods.
- Our professors and graduate students work with the Ministry of Education to establish curriculum reform.
- More than 80% of adolescents in North America report gambling for money during the past year. We have a Centre that studies ways to help adolescents with serious gambling problems.
- Our Centre for Educational Leadership develops programs for educational leaders and policy makers for many countries, most recently in Trinidad and Tobago.
- We are the 4th largest faculty at McGill, with 1,468 undergrads and 780 graduate students, 80% of whom are women.
- Kinesiology/Physical Education students study teaching strategies that promote personal autonomy for individuals with intellectual disabilities, learning disabilities, developmental coordination disorders, and autism.
- Only 50% of all North Americans believe that biological evolution occurred; we study why and how we can improve understanding.
- The Graduate School of Library and Information Studies is a part of the Faculty of Education. They educate data managers for libraries and major companies.
- The Jewish Teacher Training Program attracts many students from outside the program. It offers opportunities for non-Jews to learn about the Jewish tradition and for teachers in training to learn how to teach in a multicultural classroom.
- This past year the Office of Student Teaching assigned 1,468 student teachers to 327 schools in 19 school boards and 53 private schools. The student teachers are registered in six different programs—elementary, secondary, English as a second language, French as a second language, Physical Education, and Music.



Eric Caplan, Assistant Professor, is the Director of the Jewish Teacher Training Program. He recently published a book: *From Ideology to Liturgy: Reconstructionist Worship and Liberal Judaism*.

Q

Are Jewish day schools the best place to educate Jews?

A

This is a question rarely asked in Montreal, where 60% of school-age Jewish children are enrolled in Jewish day schools. In contrast, approximately 40% of Jewish children in Toronto and in the United States attend a Jewish day school. This difference results, in part, from the provincial subsidies offered to private day schools in Quebec, which helps keep tuition within reason (\$4,500 on average at the elementary level). In addition, the historical division—ended only recently—of the public school system of Quebec into Protestant and Catholic sectors prevented many Jews from fully identifying with these schools, and they sought other options.

Graduates of Jewish day schools score higher on all measures of Jewish identification than those who attended a secular school and are more likely to raise Jewish children. It is clear, however, that maintaining a vibrant Jewish day school system raises multiple challenges that are not easily met. The schools cannot always find qualified personnel to teach Jewish subjects and there are many parents who find the tuition fees prohibitive. To qualify for Quebec government subsidies the schools must offer 14 hours of French per week at the elementary level. Accordingly, students are in school from 8:00–4:00 and have very little arts and physical education. Addressing this latter issue is essential if day schools are to be good not only for Jewish continuity but for the Jews as autonomous individuals.

Q

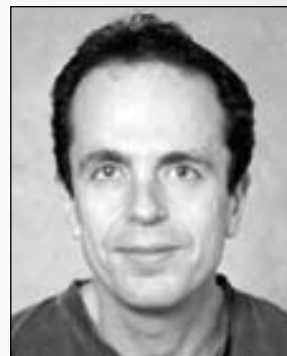
What is the MYST in the Education Building?

A The McGill Youth Study Team (MYST) is composed primarily of graduate and undergraduate students. Their motto, Excellence in the Study and Education of all Children, reflects a commitment to the mutually informative and beneficial aspects of scholarly and applied work with children of all kinds, especially those with special educational needs.

The main line of research involves children with autism or genetic syndromes, such as Down syndrome, fragile X, and Williams syndrome. Issues related to thought processes and relevant abilities like perception, attention, and executive functions are studied to allow a sense of strengths and weaknesses, always being aware of the social and emotional components of the children's lives, or the "whole child."

The second line of research involves First Nations adolescents in remote communities. For many reasons related to their communities' histories of oppression by the majority culture, disruption of cultural values and lifestyles, minority and low socioeconomic status, and often remote locales, these adolescents are at increased risk for academic failure, problem behaviours, and suicide. Such outcomes are more likely in this group than in the general population. MYST is particularly interested in identifying the resilient children to understand the factors that predict positive outcome and those that might lead to more negative ones. In particular, they are interested in the notion that identity with the Aboriginal culture is a "protective factor" against problematic outcomes.

The MYST graduate students are studying to be school psychologists, clinical psychologists, and special educators. They work with teachers and other educators in the communities by consulting on specific problems or giving lectures and workshops that raise awareness about available resources in the community, and by contributing to the development of curricula.



Jake Burack, Professor, carries out research in conjunction with the Canadian Centre for Cognitive Research in Neurodevelopmental Disorders at Hôpital Rivière-des-Prairies.



Q

How serious a concern is adolescent gambling?

A Adolescence, as a developmental period, is often marked by experimentation and engaging in many potentially risky behaviours, including use of alcohol, drugs, cigarettes, and gambling. Similar to alcohol use, most adolescents who gamble will never experience serious gambling-related problems. Over 80% of North American adolescents report gambling for

money during the past year, yet approximately 4-6% of youth are currently experiencing serious problems. Given that there are frequently few observable signs of gambling dependence among adolescents, such problems have gone relatively undetected compared to other forms of addiction.

Individuals with a gambling problem have a preoccupation with gambling, sacrificing everything that is dear and important to them in order to maintain their behaviour. Contrary to public opinion, the opportunity to win money is not the only reason why adolescents excessively engage in these behaviours. Rather, it appears that money is used merely as a vehicle that enables individuals to continue playing. Teens report that they gamble for excitement, enjoyment, and as a way to pass time, as well as to win money.

Problematic and excessive gambling can often result in increased delinquency and crime, the disruption of family and peer relationships, and negatively affects their overall school performance and work-related activities.

With increasing acceptability, opportunities and venues to gamble, problematic gambling during adolescence remains a growing social problem with serious psychological, sociological, and economic implications. While occasional gambling should not necessarily be considered problematic, the probability of adolescents becoming problem or pathological gamblers or engaging in other risk-taking and/or antisocial behaviours remains worrisome.

Jeff Derevensky is Professor of Applied/Child Psychology, & Associate Professor of Psychiatry, and the Director of McGill's Youth Gambling Research and Treatment Clinic.

Q

How can we get youth involved in HIV/AIDS prevention?

A In South Africa, young people aged 16-19 are being engaged in art and writing around HIV/AIDS issues. They have been empowered to take action in relation to their own bodies, sexuality, and HIV prevention.

Infection rates in South Africa are at 23%, and young people are particularly vulnerable. Young women are at the greatest risk, yet it is estimated more than 60% of boys aged 15 today will become infected with HIV during their lifetime. The stakes involved in engaging young people in any sort of prevention strategy are high.

The Soft Cover project, a partnership between McGill University and the Centre for the Book in Cape Town, is a youth-based participatory approach to AIDS prevention. Working with artists and writers, students create handmade books using collage, graffiti, poetry, and narrative writing to express the HIV/AIDS message to educate other young people in their community

The team of faculty and graduate students believe that the project, which engages youth with the issues directly through art, can provide the basis for behavioural change and spread the message of prevention. Through active artistic engagement the young people have been provoked to question themselves, to discuss among their peers, and to feel personally implicated by AIDS. This, coupled with the positioning of young men and women as active agents in producing messages around HIV/AIDS, can potentially recharge current initiatives.



Claudia Mitchell, Professor. Her research interests include youth culture, AIDS prevention, and arts-based participatory methodology. Soft Cover is funded by CSHI, ICAD & CIDA. For further information see www.utgaap.inf.





France Bouthillier is Associate Professor in the Graduate School of Library and Information Studies and recently completed a book with co-author Kathleen Shearer, *Assessing Competitive Intelligence Software: A Guide to Evaluating CI Technology*.

businesses to study their competitors carefully to achieve a competitive advantage. Since then, the concept of competitive intelligence has evolved to include various information-related activities intended to obtain and analyse information about competitors in order to develop adequate business strategies. The proliferation of business information sources has led to the development of software tools promising to assist business people in their thirst for information. The developers of these CI software applications suggest that competitive information can be efficiently retrieved and handled with little human intervention. Although the suggestion is attractive, to be successful, the CI process involves more than the activities of identifying, retrieving, storing, organizing, evaluating, packaging, and disseminating information to relevant decision-makers. At the heart of successful competitive intelligence is the important step of analysis. Without sufficient analysis, information will have no real application and it cannot be transformed into intelligence in support of the decision-making process. Until we have software capable of handling a highly complex intellectual activity, CI still requires the human analyst.

Q Can we automate competitive intelligence?

A For Henry Ford there was no need to collect information about competitors simply because there were no other manufacturers of automobiles. With his model T, Ford was the founder of not only a company but also an entire industry. In the 1980s, business professor Michael Porter emphasised the need for

Q Half of North Americans reject evolution! What can be done to help?

A When it comes to teaching and learning biological evolution—a fact of science—approximately half of Canadians and Americans seem to think that the instructors, textbooks, and scientists are all inaccurate. Whether or not people think we developed from earlier species of animals, many don't seem to know what the term evolution means despite having attended public schools with science curricula. Evolution is the fundamental concept—overarching theme—of all biological sciences.

Therefore, due to the obvious great need in this area, the Evolution Education Research Centre (EERC) opened its doors in 2000. It is an academic body with a mission to advance the teaching and learning of biological evolution through research. The centre's research focus is on investigating ways to increase evolution understanding, with the goal of improving the teaching and learning of evolution at all educational levels.

EERC's international team currently consists of four research professors from McGill and four from Harvard, who have combined expertise in anthropology, biological evolution, educational psychology, evolution education, geology, molecular biology, paleontology, philosophy of science, philosophy of education, and science education. The overarching research objectives of EERC are to design and conduct studies that will inform the practice of evolution education.



Brian Alters, Associate Professor, holds appointments internationally at McGill University, where he was recently named William Dawson Scholar, and at Harvard University. He is the Director of the newly created Evolution Education Research Centre and his latest book is entitled *Defending Evolution in the Classroom: A Guide to the Creation/Evolution Controversy*.

Q

Can computers really change education?

A “I think it’s hepatitis A!” “No, it has to be salmonellosis!” “Let’s go over the evidence file again, do we need to order more tests?” Three high school girls crowd around a computer screen in biology class, attempting to diagnose a virtual patient’s disease. The students are working with Bio-world, a computer-based tutor that in the process of having students diagnose medical problems teaches them about major systems of our human bodies—respiration, digestion, reproduction, and circulation.

But Bio-world does not succeed in teaching students simply because it is an engaging computer simulation. The effective use of computers demands a new set of learning, teaching, and interaction skills for both students and teachers.

To learn from Bio-world, students must be able to:

- work independently of the classroom teacher, both by themselves and in small groups,
- reflect on uncertain knowledge as they work toward a diagnosis,
- integrate information in order to gain a coherent understanding of the human body, and
- demonstrate their learning publicly to both the teacher and fellow students.

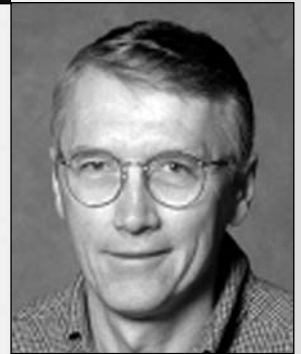
These abilities, underdeveloped in many classrooms, must be taught and mastered. The upside for students is skills that are useful both inside and outside of school.

Teachers, too, face new challenges. One of these is simply allowing students the freedom to engage in independent learning—not always easy, especially for beginning teachers concerned with maintaining order. The upside for teachers is that independent learning frees up teacher time to engage students in individual instruction and guidance tailored to student needs and interests.

Can computers really change education? Yes, but not without help from students and teachers.



Susanne Lajoie, Professor, studies how computers can be used by students as learning tools.



Robert Bracewell, Associate Professor, is researching how teachers change instruction to use computers more effectively.

Q

Which is more important in talent development—nature or nurture?

A Although attitudes are beginning to change, with more coaches understanding the role that can be played by a sport psychologist in the training of a team or an individual, many still believe strongly that athletes are born with predetermined levels of talent.

Extensive research conducted on the topic of talent development has challenged the thinking of traditionalists who believe that to be born with certain characteristics guarantees success in a chosen area. Some experts now believe that world champions were not born with a tendency to greatness, but simply worked harder than other individuals and were raised in environments that helped foster their talent.

Anders Ericsson, Conradi Eminent Scholar and professor of psychology at Florida State University, believes that an individual must acquire a minimum of 10 years or 10,000 hours of structured and supervised practice before being considered an expert in any domain. In his publications on the subject, Ericsson cites many examples of how this 10-year rule is supported in the domains of music, mathematics, tennis, swimming, and long-distance running. He also reviewed the data for poets, authors, medical and X-ray diagnosticians, and scientists, and found similar results.

Of particular interest to those of us in the Faculty of Education was one of Ericsson’s conclusions that identified competent teachers as an important factor in an individual’s rise to prominence. According to Ericsson and associates, “To assume effective learning, subjects ideally should be given explicit instructions about the best method and be supervised by a teacher to allow individualised diagnosis of errors, informative feedback, and remedial part training. The instructor has to organize the sequence of appropriate training tasks and monitor improvement to decide when transitions to more complex and challenging tasks are appropriate.”

As coach education evolves, it is expected that coaches and sport psychologists will work together to develop attitudes and effective training routines in their players that produce successful performances. This will effectively combine the results of solid research with focused training to produce exceptional performances.



Dr. **Gordon Bloom**, Assistant Professor of sport psychology in the Department of Kinesiology and Physical Education.

Faculty News

The student-run EGSS conference of 2002, *Directing the winds of change: Educational perspectives on globalization*, brought together 150 graduate and undergraduate students, faculty, and community members from McGill and other universities to discuss initiatives and research on globalisation and social action.



L - R: Yongli Han, Anna-Marie Sellon, Eliza David, Karine Younk, Gia Deleveaux, Maude Barlow (Council of Canadians Keynote speaker), Nurlena Rifai, & May Tan

EGSS 2003 Conference

Doing, Knowing, Sensing... and Creating Webs of Learning will take place November 7 & 8, 2003. For information please check out the website: www.education.mcgill.ca/egss



Retired Professors:

L-R: Ted Wall & Winston Emery

In Memoriam

- **Gerald Howard McKay**
- **Kay Waddell**
- **Miles (Mike) Wisenthall** was a lecturer in the early 1960s at the Institute of Education at Macdonald College and later named to the position of Assistant Dean of Arts and Science. Recruited to Ottawa by Sylvia Ostry, of Statistics Canada, Mike headed the Social Statistics division, and was a key advisor in the government's move to abolish the death penalty, having gathered the empirical evidence that death penalties were not deterrents to crime.

The 2003 Graduation in Iqaluit, Nunavut



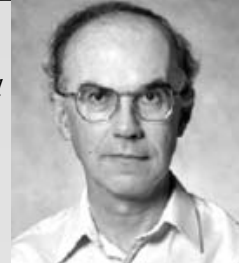
2003 Faculty Award Winners:



Ratna Ghosh, Dean
Golden Jubilee Medal
& Canadian Bureau of International Education's Award for International Leadership



Peter McNally
Golden Jubilee Medal
& McGill Association Distinguished Service Award



Glenn F. Cartwright
Associate Dean
Golden Jubilee Medal



Greg Reid
Golden Jubilee Medal



Andrew Large
McGill Alumni Association
David Johnston Award



George Mager
(Retired)
Golden Jubilee Medal



Ted Wall
(Retired)
Golden Jubilee Medal



Loyal Supporters

The Delta Kappa Gamma Society International is a professional honorary association of women educators with more than 150,000 members in 14 countries. It promotes excellence in education and the professional and personal growth of women educators.

The society awards 25 international scholarships of \$5,000 each year, offers provincial members \$1,000 scholarships for graduate study, and has awarded nearly 500 world fellowships to allow women from 80 countries to study in selected North American universities.

The society provides leadership training and development

seminars to members, conducts conventions, regional conferences and international conventions, supports international speakers at state and provincial conferences, and sponsors an annual book award to encourage educational publishing.

The society also supports textbook recordings for blind and dyslexic students and scholarships at Navajo Community College in Tsailé, Arizona, offers financial assistance to underprivileged preschool children in Mexico, and collaborates with Rotary International on grassroots literacy projects.

The Quebec Provincial Society's programme of activi-

ties includes a monthly dinner meeting with invited local speakers, and an annual convention with international guests. It offers \$1,000 scholarships to local members, and bursaries for attendance at professional conferences or workshops. The society also sponsors two scholarships in the Faculty of Education at McGill University.

The provincial group also supports a literacy project initiated and administered by a local member. This project, *Born to Read (le goût de lire)*, donates a bag of colourful children's books to mothers at risk, and offers sessions to encourage

young mothers to read to their children from the earliest age.

Other activities include active participation in the Montreal Council of Women, and annual gifts of food and bags of necessities to local women's shelters.

In 1999 Delta Kappa Gamma established an undergraduate student award to honour Dr. Sarah Paltiel and in 2002 established a graduate award to honour Dr. Mildred Burns.

Award Winners and Donors at Faculty's First Student Award Reception



Homecoming



L- R: Susanne Lajoie,
Gordon Bloom, &
Elizabeth Wood

Homecoming 2002 Event:

The "Issues for Educators" topic presented was:
Education for Success... Integrating Mind, Body and Spirit
Professors Susanne Lajoie of Educational and Counselling Psychology, Elizabeth Wood of Cultures and Values, and Gordon Bloom of Kinesiology and Physical Education cleverly presented this topic in a Wizard of Oz format. Susanne Lajoie addressed issues of the mind, Gordon Bloom spoke about success and the body, and Elizabeth Wood dealt with success and the spirit.

YOU'RE INVITED TO THIS YEAR'S FACULTY OF EDUCATION HOMECOMING 2003 EVENT

Issues for Educators
Friday, October 17, 2003 at 6:00 p.m.
Faculty of Education Building, 3700 McTavish St. (1st floor),
Jack Cram Auditorium
Free admission

WHO IS SPECIAL?...

New Trends in Educating for a Diverse World

Speakers are Professors:
Kim Cornish, Greg Reid, Mela Sarkar
Please RSVP to (514) 398-8545 or email
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All images are details from watercolours by Bonnie P. Folkins: "Columns-Hosmer House," 15x22"; "The Three Bares-View of the Arts Building," 20x27"; "View from Porch Strathcona," 28x17.5"

Fundraising Highlights

This list recognises with sincere appreciation gifts to McGill and to the Faculty of Education from Education graduates, in addition to recognising gifts to the Faculty of Education from individuals, foundations, and corporations, from June 1, 2001 to May 31, 2002. We gratefully acknowledge the generous support of all our donors, in particular those who designated their gifts to the special needs of the Faculty of Education.

Every effort has been made to ensure accuracy in this list. Please notify us of any errors or omissions. Some names do not appear because permission to print was not granted at the time of publication. If you wish your name to appear in future donor lists, please ensure that you check the "permission to publish" box on the pledge form, and sign and date it in the spaces provided, or return the letter with your consent indicated. You may also respond via our website at www.alumni.mcgill.ca/ approval/individ

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