



**Department of Integrated Studies in Education
Annual Report 2008-2009**

**Submitted by Dr. Steven Jordan, Chair
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Section I: Description of Unit

A. Mission

The Department of Integrated Studies in Education (DISE) will complete its eighth year in September 2009, the result of a merger between three former academic units (Educational Studies, Culture and Values in Education, and Second Language Education). The Department's mission statement (www.mcgill.ca/edu-integrated/mission/) is to improve the quality of schooling and other forms of education--in Quebec, Canada, and internationally--in partnership with local, provincial, and federal governments, international agencies, NGOs, and the private sector. The long term aims of the Department are:

- to serve its immediate academic and professional communities;
- to educate effective teachers and leaders for educational organizations;
- to engage in and develop scholarship in the areas of pedagogy, curriculum, literacy education, educational policy, international and cultural studies of education, and educational leadership;
- to engage in policy research and consulting aimed at improving the reform of educational institutions and systems.

DISE continues to strive to meet these aims through harnessing the professional expertise of faculty, staff, graduate and undergraduate students, and by directing available resources to the creation of a culture of excellence in teaching, research and service to the Faculty, McGill and the broader academic community. As noted in the 2007-08 annual report, DISE is fully committed to articulating its efforts to the broader goals of the Faculty Compact planning process and the University's White Paper, *Strengths and Aspirations* (November, 2005). In doing so, the Department's overall aim is to contribute to increasing the profile of the Faculty as an internationally recognised centre for the exploration of new forms of knowledge, teaching, and learning within the multiplicity of social contexts that now define education in the 21st century.

The Department comprises five graduate programs (four MA and one PhD) and six undergraduate programs (BEd). It also continues to offer credit and non-credit courses through the Centre for Educational Leadership (CEL), the Centre for the Study of Teaching and Writing (CSTW) and First Nations and Inuit Education programs (FNIE) to teachers, administrators and other professionals interested in upgrading/updating their knowledge, expertise and skills. Over 2008-09, student numbers (FTEs) in DISE undergraduate programs increased slightly to 1,260 (from 1,219) while they have shown a slight decrease in graduate programs to 279 (from 305—numbers for the current year are of May 15 only). In line with guidelines expressed in the White paper *Strengths and Aspirations* (2005) and GPSO policy concerning graduate student funding, the Department aims to increase graduate student numbers over the next two years until 2010-11. It should be noted that the Department cannot apply this principle to our undergraduate programs as student numbers are regulated by quotas established by the *Ministère de l'éducation, du loisir et du sport* (MELS).

Students graduating from DISE programs continue to follow career paths described in previous reports, including: teaching in schools and colleges; teaching and research in tertiary education; educational administration and leadership; evaluation research and consulting in both public and private sectors; and updating and enhancement of academic and professional skills and expertise. It should be noted that DISE graduates have gained employment at the local (Montreal), provincial (Quebec), national, and international (e.g., UNESCO) levels within their respective fields of expertise.

Attached as appendices are the reports of Directors of the centres and programs that comprise DISE. Please consult these for a detailed discussion of the activities of:

Undergraduate Program Director's Report (Dr. Caroline Riches: Appendix 8)

Graduate Program Co-Directors' Report (Dr. Mela Sarkar: Appendix 9)

Centre for Educational Leadership (Dr. Lynn Butler-Kisber: Appendix 10)

Centre for the Study of Teaching and Writing (Dr. Anthony Paré: Appendix 11)
First Nations and Inuit Education programs (Donna-Lee Smith: Appendix 12)
Indigenous Studies in Education, Research and Teaching (Dr. Michael Doxtater: Appendix 13).
Office of Student Teaching (Dr. Fiona Benson: Appendix 14).

B. Objectives

The Department continues to develop its aims and objectives in line with those of the Faculty of Education's Compact planning process and the University's White Paper, *Strengths and Aspirations* (2005). These continue to be:

1. To review, revise and update its six BEd and four MA programs;
2. To improve links with the wider educational community;
3. To increase funding for graduate student support;
4. To increase scholarship and funded research;
5. To address problems related to full-time and part-time staff and student/teacher ratios.

As noted above, a key strategic objective in the Department's planning process is the linking of its aims and objectives with the principal goals of the University's White paper, *Strengths and Aspirations*. While there are different mechanisms through which this is accomplished, the new strategic planning process and its associated planning cycles initiated by the new Dean over 2008-09 have become the central decision-making mechanism through which departmental policy is to be articulated, developed and implemented as the Faculty moves forward over the next 3-5 years. The DISE strategic plan (which was submitted to the Provost's office in July 2009, along with the strategic plans of the other three academic units of the Faculty of Education) outlined three interrelated streams for the future development of the Department:

1. *Policies and practices in teaching and learning*. This stream focuses on research initiatives that are concerned with the pedagogical sciences. While this research stream has a focus on the social contexts, organisation and processes that constitute contemporary schooling (e.g. curricula, assessment, teaching/learning), it also includes both non-formal and informal contexts of teaching/learning, as well as fields of study that focus on policy, whether generated from within provincial governments or at the global level (e.g. the OECD).
2. *Multi-literacies and emerging technologies*. While the field of Literacy has existed in Education since the latter part of the 20th century, the development of new technologies has rendered this area even more critical in the global world of the 21st century. The stream *Multi-literacies and emerging technologies* identifies both the existing strength in the area of second language acquisition, as well as new forms of literacy generated by the internet and related digital technologies (e.g., blogs, zines, wikis and texting) that are the focus of DISE faculty.
3. *Epistemologies of social inquiry*. DISE faculty has established a strong international reputation for innovation in alternative research methodologies in the study of education. This is reflected not only in the graduate courses it offers (e.g. mixed methodologies, textual/visual research, interpretive inquiry, participatory research), but in the international recognition and acclaim recently bestowed on one of its researchers (James McGill Professor Claudia Mitchell) for 'Innovations in Research' by the Canadian Bureau of International Education (2008). It should be noted that the approach to constructing new methodologies has been less concerned with empirically quantifiable 'evidence-based research,' than with emphasizing the contribution of 'research-based evidence' across a broad spectrum of research, whether qualitative, hermeneutic, or historical.

Combined, these three streams represent DISE's existing strengths, as well as domains of research that it intends to build on and develop in strategically positioning itself as a leader within educational research over the next decade within Canada and internationally.

Review and revision of the BEd, MA and PhD programs run by DISE is an ongoing process. As noted in the 2007-08 report, the Department continues to implement a new and revised model of the existing undergraduate program developed by Drs Benson, Dillon and Riches which aims to increase the amount of time that student teachers spend in schools and fostering a closer integration of professional experiences in the field with academic studies within the Faculty of Education through, for example, professional portfolios. While this presently affects only year three of the program, it is intended to become the basis of the entire program over the coming years (see Appendices 8 and 14--Riches and Benson). A further development, pioneered by Drs Benson and Riches, has been the establishment of international placements/stages for student teachers in Cuba, Indonesia, and Hong Kong. While this is currently limited to 20 students, it is hoped that these placements will be expanded and offered to greater numbers of students in the near future. Plans outlined for the restructuring of the MA *Curriculum and Culture and Values* programs in the 2007-08 report have now been implemented and will, with the approval of APPC, come into effect in the Fall of 2009 (see Appendix 9).

Objective 2 continues to be a defining element of the Department's mission. Collaboration and cooperation with a range of community-based organizations, the MELS, school boards, other universities, research institutes, NGOs and international organizations continue to be pursued by Department members (see Appendix 7). The following three tables indicate that in terms of scholarly publications in refereed journals/books (Table 1), DISE faculty (PI) research funding (Table 2), and graduate student financial support (i.e. scholarships, awards, TA/RAs, and related funding: Table 3) that the Department continues to perform extremely well (Objectives 3 and 4).

Table 1

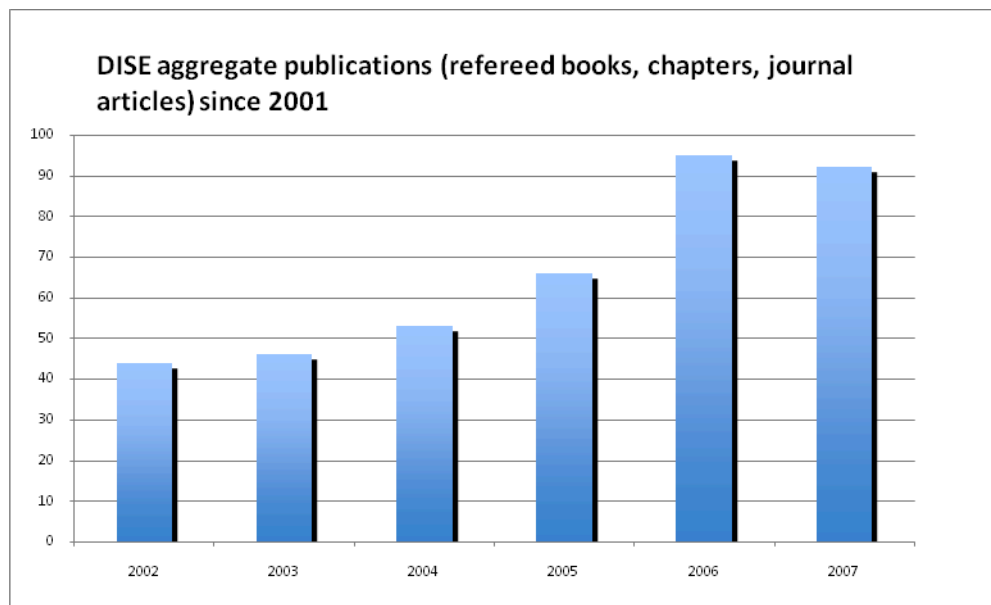


Table 2

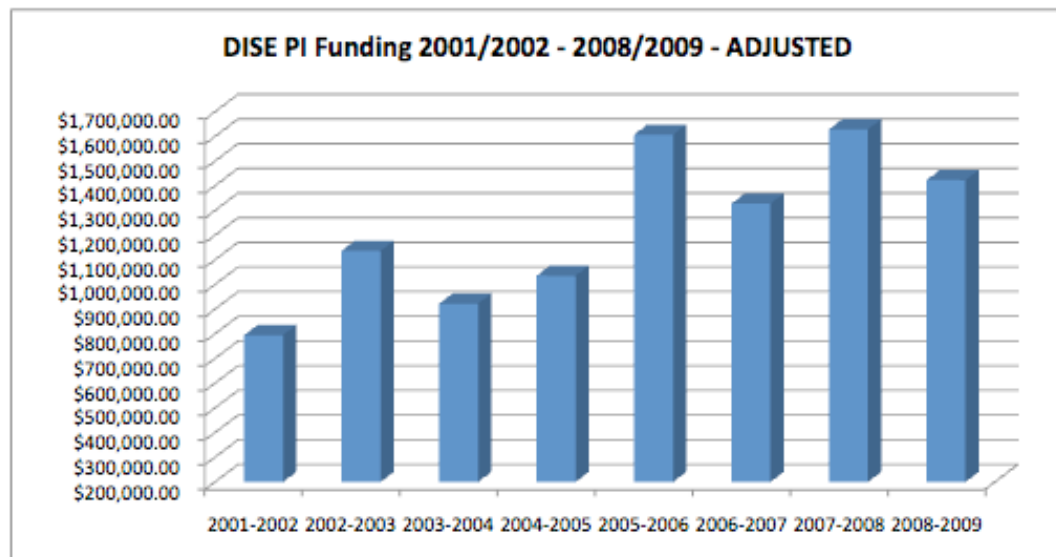
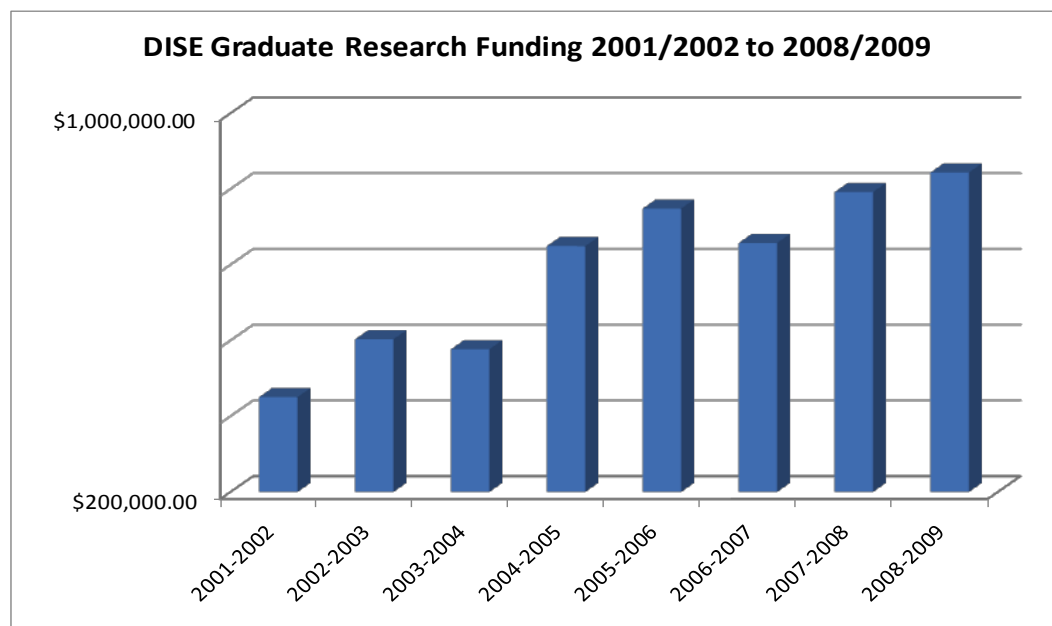


Table 3



As a cursory glance of Table 2 reveals, DISE funding secured by Faculty in tri-council grant competitions between 2001/2 and 2008/9 has doubled to just over \$1.4 million.

Last, the Department continues to limit its reliance on part-time and sessional staff in an attempt to reduce costs, particularly now that the Faculty/University is facing a fiscal imbalance created by the global recession (objective 5). However, because the Department has lost eight full-time tenured positions in the last four years and will lose a further four due to the University's recent retirement offer, it is likely that the present 40/60 ratio of part-time staff to full-time faculty will increase dramatically until some of these positions are replaced.

Section II: Activities 2008-09

A. Teaching/Learning

1. Achievements and Innovations

In the spirit of innovation that defines the ethos of DISE, its professors continued to develop either existing or new initiatives within the Department over 2008-09. These included the following:

- The Fall of 2008 marked the second year of the Department's new PhD of record in Educational Studies. Applications and registrations within the new program have increased significantly. Current registrations within the program now total 25 (up from 15 in Fall 2008).
- New research space was allocated to DISE in 2008 by then interim Dean Jamshid Beheshti (and also approved by Faculty Council). The 2nd level of the Coach House, just north of the main Faculty building on Peel, has been designated for use by the Global Education and Diversity Research Group (GEDRG), comprising Dr Claudia Mitchell; Dr Steven Jordan; Dr Mela Sarkar; Dr Teresa Strong-Wilson; and Dr Anthony Paré. The GEDRG will provide a research space for graduate students, post-doctoral fellows and faculty in international education, education in developing countries, health education, Aboriginal research, literacies, art education and multiculturalism. It is expected that the GEDRG will commence work in early Fall 09 once renovations to the Coach House are completed.
- DISE held its annual retreat in on May 13th, 2009. While a number of issues pertaining to both undergraduate and graduate education were discussed, attention was focused two primary issues: i) the development and implementation of professional portfolios at the undergraduate level, and ii) the restructuring of the Department's MA programs in Culture and Values and in Curriculum.
- Following Department-wide discussions initiated by Dr Mela Sarkar and Dr Kevin McDonough (DISE Co-Directors of Graduate Programs) during 2007-08, the Department's graduate programs committee (GPC) designed and implemented a new structure for its MA programs in Culture and Values and in Curriculum. As of Fall 2009, these former MA programs will merge and form a new unified MA in Educational Studies to which new students will be admitted (see Graduate Director's report: Appendix 9).
- As part of the strategic planning process initiated by the University's white paper Strengths and Aspirations (2005), as well as the requirement to conduct a review of the Faculty of Education over 2008-09, the Department submitted its strategic plan to the Dean in July 09 (see Appendix 15). The strategic plan, which outlines the Department's research and related hiring trajectories over the next 3-5 years, elaborates a framework based on existing and recognised research strengths within the Department, as well as marking out potentially new fields of social/educational inquiry that will establish it as a leader among Canadian G13 universities, AAU, and the international arena.
- The development of a common English Language Proficiency Test among the anglophone universities (Bishop's, Concordia and McGill) that was under development over the past year has now been trialled, tested and approved by the MELS. Implementation of the test will commence in Fall 2009. While the test was developed under the guidance of Dr Carolyn Turner, special mention has to be made of the contributions of DISE graduate student Beverly Anne Baker in its design, development and implementation.
- A Faculty review of all undergraduate programs has been mandated by the Dean for 2008-09. The purpose of the review is to make recommendations for program-wide changes that will enable the Faculty and DISE to establish a strong national and international reputation for innovation and excellence in teacher education. The committee struck to conduct this review, chaired by Associate Dean Elizabeth Wood, will report in mid summer 2009.

- As noted in the Undergraduate Program Director's report (Appendix 8), the theme of the 2009 Journey's End – Journey's Start event was Global Education for Peace. The event honoured and commemorated the work that Dr Jackie Kirk had been doing in developing countries before her untimely death in Afghanistan in August 2008. James McGill Professor Claudia Mitchell, who was Jackie's graduate supervisor and then colleague, gave the keynote speech at this all day event to mark the graduation of nearly 400 BEd students.
- Discussions among members of the Faculty of Education (Drs Jordan, Le Maistre, Shore and Wood) and the Faculty of Science (Drs Alters, Harpp and Hendron) took place over the Winter semester 2009 to formalise a strategic plan for the future development of science education within the University. The report arising from the Joint Advisory Committee on Science Education at McGill University was submitted to the Deans of Education and Science on 27th May, 2009. The recommendations made in the report are currently being discussed by the respective Deans with a view, among other things, to making new hires in science education over the next 3-5 years.
- Teacher education placements/stages were established for eight students through an agreement made with the Pok Oi Hospital Chan schools in Hong Kong. In collaboration with the Office of Student Teaching, the Department expects to extend and enlarge this aspect of our teacher education program. Currently, discussions have been opened with schools in Jakarta (Indonesia) and Havana (Cuba) who are interested in accepting students for international field experiences.
- Supported by the Office of Student teaching (OST), two pilot initiatives were developed for Fall 2009. The first, in collaboration with Evergreen, will promote outdoor classrooms for schools, and the second is a community service learning initiative that will allow student teachers to work with local organisations that serve marginalised and 'at risk' youth within the city (see Appendix 14).
- The Department's intra-net, the DOCC (DISE on-line community centre), continues to be popular and its functions have been extended to conduct, for example, on-line voting for elections that take place within the Department from time to time. In addition, the Department's website (www.mcgill.ca/edu-dise/) has recently been revamped and updated in line with University-mandated templates on website design and delivery.
- The Department's handbook for part-time/sessional instructors has recently been placed on the Department's website for consultation (it is also available in hard copy). In addition, at the commencement of the Fall semester an orientation session is held by Dr Caroline Riches to provide information and answer FAQs for new staff.
- The 9th annual Critical Race and Anti-Colonial Studies Conference "Compassion, complicity and conciliation: The politics, cultures and economies of "doing good" was co-hosted by the Department and Concordia University, June 5-7th. Dr Aziz Choudry and several graduate students (including Dana Salter and Anjali Abraham) were members of the organising committee for the part of the conference that took place within the Faculty of Education.
- Dr Choudry organised two series of seminars in the Department during Fall, Winter and Spring terms 2008-2009. The two themes for the series were: a) Meet the Neighbours seminars on community education, research, knowledge production and social change; b) a seminar series on Globalization, Education, and Change. Both series have attracted Education faculty, non-academic staff, graduate and undergraduate students, as well as faculty, staff, and students from McGill and Concordia and members of community organizations in the broader Montreal community. A new series of seminars is planned for 2009-10.
- In lieu of Faculty membership, the Department joined the Canadian Global Campaign for Education. This is a pan-Canadian initiative supported by CIDA, Faculties of Education, NGOs and other organisations involved in international education concerned with developing curricular materials for use in schools and other learning sites across the country.

2. Cooperation with other teaching units

The Department continues to collaborate with other units within the Faculty and University, as well as with other institutions of higher learning within Quebec, Canada and internationally. As noted in previous reports, such collaboration within the university is reflected in the following activities:

- DISE students continue to participate in programs in other faculties, particularly Arts, Science, and Music, where the Department either requires students to take courses in programs offered by these Faculties or has established joint degree programs with them (e.g., BSc/BEEd).
- Alternately, students from other faculties (and universities through IUTs) continue to register in DISE programs or take individual courses.
- Professors in DISE are either cross-appointed or teach in other academic units (e.g., Arts, Medicine, Music, Religious Studies, and Science). As noted above, Dr Teresa Strong-Wilson was appointed an iPLAI fellow (2009-10) to research the theme of memory and echo.
- DISE regularly draws on the knowledge and expertise of professors in other academic units to act as advisors in conducting job searches for new hires, curriculum planning (in areas such as science, math and music) and collaborative research ventures. The joint Faculty of Education/Science committee to explore approaches to science education in McGill that was established in the Winter 2009 is one such initiative that has fostered close inter-faculty/departmental links.

Cooperation with other institutions outside the university is also a constant. Through professional associations, research collaborations and related activities, Department members continue to forge strong links with research teams in universities in Quebec, Canada and internationally.

3. Accreditation

The revised Certificate in First Nations and Inuit Education was approved by the MELS in 2008. The first cohort of students commenced their studies in this program in September, 2008.

4. Graduate programs

- There was only one significant development affecting DISE graduate programs in 2008-09. This focused on the proposed restructuring of two of its MA programs. As noted in last year's report, proposals for the restructuring of the MA Curriculum and Culture and Values programs were brought before the Department for discussion and debate by the graduate programs committee (GPC). After extensive deliberation, it was agreed and approved by the Department that the two programs be combined into one. The new restructured MA in Educational Studies was submitted to GPSO, SCTP and APPC in early 2009. Once approval is secured from APPC in September 2009, students will be admitted for the Fall 2009.
- The new PhD cohort for 2009-10 has increased from 15 to 25.

After serving his year as Graduate Programs Co-Director, Dr Kevin McDonough stood down in May, 2009. Although the other Co-Director is on a half sabbatic leave as of July 1st, 2009, Dr Mela Sarkar will return as GPD in January 2010. Dr Steven Jordan will be acting GPD until September 1st, when Dr Michael Hoechsmann will commence his term as GPD for Fall 2009. For further details on graduate programs in DISE, please see Appendix 9.

5. In-service support activities

In-service support activities continue to be a central and on-going component of the professional and academic life of the Department. While in-service support is conducted over a broad range of activities across the year, within DISE it principally involves:

- Providing support, mentoring and advice to tenure-track faculty
- Providing mentors (senior staff) for new and incoming faculty to provide support and advice on teaching, administration, research and tenure
- Providing an orientation session and handbook to new sessional staff at the beginning of each academic year
- Providing opportunities and support for full and part-time staff members to participate in in-service training provided by service units (e.g., TLS) within the University
- Providing opportunities for ancillary and support staff members to attend training workshops offered by Human Resources and other support units to enhance their administrative efficiency and performance
- Providing renewal to Faculty through presentations and discussions from experts in the field (e.g. from the MELS) concerning topical issues at its monthly meetings.

Combined, these in-service support activities ensure that DISE faculty and ancillary/support staff receive high quality training on a continuing basis so as to optimise services that DISE provides within its limited budget.

6. Administrative structures supporting teaching and learning

As in previous years, the department has three standing committees to support teaching and learning. These are the DISE Steering Committee, the Graduate Programs Committee (GPC), and the Undergraduate Curriculum Committee (UCC).

In addition to these committees, the department has academic administrators of the following centres/offices: Centre for Educational Leadership (Director, Lynn Butler-Kisber/Associate Director, Sylvia Sklar); Centre for the Study of Teaching and Writing (Director, Anthony Paré/Associate Director, Doreen Starke-Meyerring); First Nations and Inuit Education (Director, Donna-Lee Smith); Indigenous Studies in Education, Research and Training (Director, Michael Doxtater); Graduate Programs (Co-Directors Mela Sarkar/Kevin McDonough); Undergraduate Programs (Director, Caroline Riches); Office of Student Teaching (OST: Dr Fiona Benson).

7. Technology support

Technology support continues to be critical to the work of Department members across a broad spectrum of activities, as it does to both its undergraduate and graduate students. There are seven ways the Department accesses this technology:

- The Educational Media Services (EMS) centre
- The Computing laboratory on the 3rd floor of the Education building
- Offices made available to graduate students with computers and internet connections
- The University's laptop program for academic staff
- A mobile laptop laboratory used by the Centre for the Study of Teaching and Writing (CSTW) in its paperless classroom
- The wireless network now installed throughout the Faculty building
- The construction of a 'smart classroom' on the 6th floor of the Faculty building (to be completed in Fall, 2009)

As noted in the 2007-08 report, this technology infrastructure is utilised in a variety of ways by DISE members through WebCT and other blended forms of teaching and learning. As a pioneer of MERCURY, DISE now has all its course evaluations completed on-line. However, perhaps the most significant development over the past two years has been the creation of a DISE intranet,

entitled the DISE On-line Community Centre (DOCC), established by Dr Doreen Starke-Meyerring. This has not only changed the way the Department conducts its regular monthly meetings, but is also beginning to change the way it conducts its day-to-day business activities by, for example, providing on-line discussion forums in preparation for the adoption of department procedures and policies; on-line voting for elections to committees; instant messenger; archiving of department guidelines, policies, minutes etc., as well as other functions such as downloading forms, information on under/graduate programs and so on. In addition, it is expected that the new 'smart classroom' currently being constructed on the 6th floor of the Faculty will afford DISE faculty and students opportunities to explore innovative teaching and learning environments mediated by new technologies.

8. Graduate student achievements

DISE graduate student numbers continue to remain stable at around 100 PhD and 200 MA registrations (statistics on 2008-09 admissions and graduations are contained in the Graduate Program Co-Directors' report, Appendix 9). In line with *Strengths and Aspirations*, the Department aims to increase these numbers by 10-20% over the coming 3 years. As in past years, DISE graduates from both MA and PhD programs have secured positions in a range of employment sectors, including federal, provincial and international organisations and agencies. To give three examples: Jonathan Langdon assumed a position as an Assistant Professor at St Francis Xavier University (Nova Scotia) in July, 2009; Kevin O'Connor took a position as a senior research officer with Indian and Native Affairs Canada (INAC) in June, 2009; and Sarita Kennedy has recently been appointed as an Assistant Professor at Concordia University. DISE graduate students also continue to be successful in attracting awards from both federal (SSHRC) and provincial funding agencies (FQRSC). Over 2008-09, they included:

Social Science and Humanities Research Council (SSHRC)

Phoebe Jackson (\$60,000)

Maija-Liisa Harju (\$20,000)

Alison Crump (\$60,000)

David Lewkowich (\$80,000: incoming PhD)

SSHRC (Internal SSHRC)

Beverly Baker

SSHRC (CGS)

Haidee-Lynn Lefebvre

FQRSC

Bonnie Barnett

Ryan Bevan

Alison Crump (will decline as she was awarded a SSHRC)

Sarah Desroches

Candace Farris

Seong Man Park

FQRSC

Allison Gonsalves (FQRSC Post-Doctoral Fellowship)

Recipients of other fellowships and awards included:

Herschel and Christine Victor Fellowship in Education (\$10, 000)

Maija-Liisa Harju

Dr. Gauri Shankar Guha Award in International Development Education (\$1500)

Erin Sirett

Greta Chambers Fellowship in Education (\$8,500)

Andrew Churchill

McConnell (\$10,000)

Tahiya Mahbub

Provost's Graduate Award for Incoming PhD's

Abdulwahid, Faiza

Al-Tayeb, Tayeb

Benoit, Brian

Bryant-Moetele, Katie

Ding, Ting

Dobson, Margaret

Francois, Rouselor

Galczynski, Mariusz

Georgiou, Theophano

Goebel, Victor

Lewis, Lerona

Lewkowich, David

Macentee, Katherine

Mahbub, Tahiya

Mikic, Katherine

Palacios, Lena

Rivard, Lysanne

Senoo, Yasuko

Sepulveda, Alejandro

Siam, Habib

Sirett, Erin

Sisk, Jules

Smith-Gilman, Sheryl

Tsagkaraki, Vilelmini

Usher, Kathleen

Provost's Graduate Awards for Incoming MA Thesis Students

Abidogun, Sunday

Beamish, Anne

Ben Jacob, Ophir

Craig, Heather

Gregware, Kailee*

Jewers, Wendi

Jourabloo, Nazanin*

Kurosaka, Mami

Labacher, Lukas

Leblanc, John

Leblanc, Robert

Lefebvre, Haidee

Martins, Dominique

Meldrum, Lydia

Naffi, Nadia

Nazemi, Mahtub

Oljemmark, Karen

Pavan, Julia Joyce

Rattai, Crystal

Ruck, Adam

Shorten, Mary
Sportun, Jaime
Sulaimani, Mashail
Terzioska, Jasmina
Thomson, Tammy
Yee Sui Chun, Melissa

Principal's Graduate Fellowships

Palacios, Lena Carla
Smith-Gilman, Sheryl

Principal's Graduate Fellowships

Bevan, Ryan
Cucinelli, Giuliana
Chehade, Ghada
Moses, Elma

B. Research

As in past years, the production of research and scholarship in DISE is comparable with leading international centres for educational innovation and research. Research productivity, measured in both absolute quantity (i.e., research funding) and quality (i.e., placement in international publications) continues to be a central aim of the Department's mission. In addition, the Department has in many respects been at the forefront in developing a culture that systematically values and promotes forms of trans/inter-disciplinary research that McGill and other G13 universities have promoted in the last decade. Creating a culture of innovation and excellence in research and scholarship has meant establishing a set of best practices within DISE that are replicable across disciplinary boundaries and that are ultimately sustainable for the future. While the Department acknowledges that these practices may change and evolve over time, to date they have included the following:

- First, the Department has sought to create a strong and vibrant culture of research and scholarship among both faculty and its students through support for guest lectures, occasional seminars, invitations to visiting scholars and travel to national/international conferences.
- Second, both DISE faculty and students continue to be successful at securing grant funding from the major provincial (FQRSC) and federal (SSHRC, CIHR and CIDA) agencies, as well as other organisations (see Appendix 9). Aggregate funding from these sources has risen year on year since the Department was formed in 2001 as Tables 1 and 3 indicate.
- Third, the Department has continued to attract, and select, high calibre professors who are making exceptional contributions in research, teaching and service to the academic community.
- Fourth, DISE has a large and vibrant graduate research culture comprising approximately 300 students (200 MA, 100 PhD). These students do not only make significant contributions to Department activities, such as the weekly Research Exchange Forum (REF) and the annual Education Graduate Student Society (EGSS) conference, but also in the many conference presentations, ensuing conference proceedings and academic publications.
- Last, due to its growing international profile within the academic community, the Department has attracted applications from international scholars and post-doctoral candidates from around the globe. Visiting professors and post-doctoral scholars, who often come for periods of one to two semesters, work closely with DISE faculty on a range of research projects ranging from media technology (e.g. Dr Mick Grimley: University of Canterbury, NZ) to health education on HIV/AIDS (e.g. Kathleen Pithouse: University of Kwa Zulu Natal, SA).

Section III: Academic Staff

New Hires

No new hires of faculty were made over 2008-09. Despite the fact that DISE has a desperate need to recruit a tenure-track position in English Secondary Methods to replace Dr Anne Beer (who resigned in September 2008), the Dean delayed new hires being made in the respective academic units that comprise the Faculty (DISE, ECP, SIS, KPE) until each unit could develop a strategic research and hiring plans for the next five years. While the call for a strategic plan was welcome and ultimately productive in introducing a transparent, coordinated and coherent planning mechanism that was Faculty wide, it nevertheless did not address the fact that DISE has lost eight full-time tenure-track positions, radically reducing its total complement from 38 to 30 in just over three years since 2006 (see table 4).

Table 4

Name	Area of Specialization	Reason for Departure	Time since position not filled
J. Kincheloe CRC (1)	literacy/pedagogy	Passed away	8 months (December 08)
C. Pittenger	Written communication	Retired	8 months (December 08)
D. Lussier	French Second Language education	Retired	8 months (December 08)
G. Kelebay	Social Studies Education	Passed away	9 months (November 08)
A. Beer	Language Arts Education	Resigned	12 months (August 08)
H. Riggs	Mathematics Education	Retired	2 yrs. (August 07)
C. Lusthaus	Educational Leadership	Retired	2 yrs. (August 07)
L. Studham	Arts Education:	Retired	3 yrs. (August 06)

Further, since the announcement of the University's recent retirement package in 2009, four DISE professors will be retiring from the Department within the next 12 months. Taken together with the previous eight departures, this means that DISE will have lost 31.5% of its complement by 2010. Such a rate of decline is obviously not sustainable and will likely jeopardise both its accredited (e.g. BEd and MA) programs as well as its ability to mount new programs in the future. In this respect, it is essential that the Faculty and University commits to academic renewal as a means of continuing to build its capacity to educate teachers, providing the means through which the Faculty can continue to educate future and current teachers according to the highest international standards of excellence. While the Department recognizes that University policy stipulates that there is no guarantee of direct replacement of departing Faculty, it is nonetheless the case that departures in major areas have left gaping holes in the area of teacher education. These urgently need to be filled – not through a sense of entitlement or guaranteed replacement – but rather for valid reasons related to quality of research and teaching in core areas. The urgent need in DISE for faculty renewal is directly related to the high number of full-time tenured faculty it has lost over the past three to four years as well as imminent retirements, the majority of whom were teaching and researching in the area of teacher education, the Department's (and Faculty's) core area of activity (i.e., the preparation and professional development of teachers). Last, the loss of approximately one third of its full-time professors continues to undermine the Department's efforts to reduce its reliance on part-time/sessional lecturers to teach its courses. As stated in the 2008 annual report, the ratio of part-time/sessional lecturers to full-time tenure-track/tenured faculty is roughly 40/60. Unless the Department can replace the faculty it has lost, this ratio will increasingly be skewed towards part-time/sessional lecturers, as will the budget allocation required by the Department to hire these lecturers. A related problem here of course is

that the University's \$5,000 stipend for such positions is currently \$3-4000 less than sister institutions in Montreal. As a consequence, the Department is increasingly finding it difficult to recruit and hire high quality sessional lecturers, particularly to teach in graduate programs where a higher degree (usually a PhD) is required.

In mid April, DISE hired Mr. Dan Darrigan as the Administrative Officer to take over the day-to-day management of the Department after Ms. Marisa Terrenzio-El-Jaoui's passing away in November 2008. Mr. Darrigan comes to the Department with considerable experience and potential having worked as a Program Administrator and Program Advisor in a number of Departments at the McGill Centre for Continuing Education over the past 23 years. As a graduate from the Faculty and part-time lecturer in the Department, his familiarity with staff and knowledge and first-hand experience of the Department's mission and programs are certainly an asset. We look forward to his contribution at this critical time for the Department and Faculty.

Staff Departures

2008 will always be remembered as one of the most difficult years in the history of DISE. In the space of five months the Department witnessed the passing of three faculty and one staff member. They were as follows:

- Dr Jackie Kirk. A former graduate student of the Department, Jackie was an adjunct professor when in August she was killed by the Taliban while working on an educational project in Afghanistan.
- Dr Yarema ("Jerry") Kelebay. After recovering from a heart attack in 2007, Jerry unexpectedly passed away in early November. A member of the Faculty for over 20 years, Jerry was one of three professors responsible for teaching social studies in its BEd programs.
- Marisa Terrenzio-El-Jaoui. Marisa had worked at McGill for almost 30 years before she passed away in early November. As the Administrative Officer (AO) for DISE, she widely recognised to be the heart and soul of the Department.
- Dr Joe Kincheloe. Joe had recently joined the Department (with his wife, Dr Shirley Steinberg) as a Canada Research Chair (Tier 1) in the Fall of 2006. He passed away while on vacation in Jamaica in December, 2008.

To this day, the impact of their loss is still deeply felt by students, staff and faculty in the Department and the Faculty. While they are no longer with us, they will always be remembered.

Contributions of Sessional, Part-time and Auxiliary staff

As in previous years, the Department continues to rely on the contributions of the part-time and sessional staff who teach in both its undergraduate and graduate programs. Approximately 40% of undergraduate and graduate sections continue to be taught by sessional lecturers, most of whom are highly experienced professionals who have many years of experience in the school and CEGEP system. As noted above, however, unless most of the 12 tenure-track/tenured positions that DISE will have lost by 2010 are replaced, it is very likely that this percentage will increase over the coming years, as will its budget allocation for part-time/sessional lecturers. As noted in previous reports, while initiatives have been explored to reduce dependence on part-time/sessional lecturers, the attrition experienced in full-time tenure-track/tenured positions over the four years severely limits, even contradicts, any progress being made on cutting budgets without affecting the quality of education offered to undergraduate and graduate students. Despite this and as a response to the Provost's request that academic units review their expenditure over the coming year in light of the global recession and its impacts on the University, the Department has agreed to implement cuts in its 1C budgets for the coming year amounting to \$15,000.

Involvement in the Community

Members of the Department continue to actively contribute to the scholarly communities in which they participate as either ordinary members or officers (e.g. Secretary, Treasurer, VP, President etc.,) of their respective societies/professional associations. In addition, members of the Department continue to make ongoing contributions to government agencies at the provincial (e.g. *Ministère de l'éducation, du loisir et du sport*) and federal (e.g. Indian and Native Affairs, INAC) levels, international organisations (e.g. UNESCO), as well as NGOs (e.g., Canadian Council on Learning), local government, and of course local school boards and schools. In this respect, the Department has established strong traditions working with the respective communities it serves across a range of organisations and agencies. In particular, the outreach work conducted by the Office of First Nations and Inuit Education (OFNIE), in partnership with the various indigenous communities it serves here in Montreal (Mohawk), eastern Quebec (Micmac) and in northern Quebec (Cree and Inuit), continues to provide mutual opportunities for teaching and research with these communities (see Appendix 12). Of equal importance are the professional development activities organised under the auspices of the Centre for Educational Leadership (CEL). Through its various workshops and *Distinguished Educator Seminar* series, CEL provides professional development opportunities for teachers, administrators, school board personnel and others involved in K-12 education. As noted in the CEL report (see appendix 10), this seminar series, along with its other research and development activities, has made major contributions over the past year to raising the profile of the Department within the educational community in Montreal, Quebec, and internationally (e.g. through the IAIN Indonesian Equity Project). Not surprisingly, the CEL Director (Dr Lynn Butler-Kisber) was awarded the *Canada Post Community Literacy Award* for 2008 for her work in promoting literacy in the community. As this report documents, the Department will face a number of challenges in 2009-10. These are likely to centre on the following issues:

- Confront the challenge of declining resources as the world-wide recession impacts the finances of the University;
- Introduce efficiencies in Department administration that will rationalise existing structures and processes and that will lead to budget savings;
- In conjunction with DAR, seek new and innovative ways to generate alternative lines of revenue to support existing and new programs and projects within the Department ;
- Continue to increase the success of faculty and graduate students in securing grants from tri-council agencies and other foundations;
- Introduce a revised and restructured MA program in Educational Studies in Fall for incoming students;
- Implement recommendations, both in terms of administrative structures and academic programs, made by the Faculty program review on undergraduate education ;
- Continue to collaborate with the Faculty of Science on developing initiatives in science education recommended by the Joint Advisory Committee on Science Education;
- Last, develop and improve its teacher education and research programs (i.e. MA and PhD) so that they continue to be viewed throughout Canada and internationally as models of innovation, visionary professionalism, and scholarship.

In summary, therefore, DISE in its seventh year has established strong structural/organisational foundations and has developed an equally strong collegial ethos that supports the ongoing emphasis on excellence in emphasising research and scholarship, inter-disciplinarity, and the development of professional educators and researchers.

APPENDIX 1: SELECTED HONOURS, AWARDS, AND PRIZES

- **Helen Amoriggi** received a Certificate of Appreciation “For Founding and Developing the IMBES Newsletter and Overseeing Its Development” from the International Mind, Brain, and Education Society at the Harvard Graduate School of Education. She also received the Faculty Appreciation Award from the Faculty of Education Undergraduate Students’ Society.
- **Fiona Benson**, Director, Office of Student Teaching, recently became a reviewer for FQRSC, CSSE, L’AFORME, and the journal *Queer Issues in the Study of Education and Culture*.
- **Spencer Boudreau** is the main University representative on the committee organizing the visit of the Dalai Lama to McGill in October 2009.
- **Lynn Butler-Kisber** received the Canada Post Literacy Award.
- **Aziz Choudry** is a co-founder and organizer with Rad School, a Montreal-based network of scholar-activists, community organizers, and popular educators which has organized and co-sponsored a series of open seminars, discussions and workshops with a number of community organizations and activist groups. He was involved in the organization of two major conferences this year: the *9th Annual Critical Race and Anti-Colonial Studies Conference* at Concordia and McGill, and the *Education, Imperialism and Resistance Conference*, Taipei, Taiwan.
- **Ratna Ghosh**, James McGill Professor, became Vice-President of the Comparative and International Education Society (CIES). She was appointed to the Government of Canada’s Indo-Canadian Advisory Committee, Department of Citizenship and Immigration.
- **Michael Hoechsmann** was named to the Editorial Board of the *Nordic Journal of Digital Literacy* and became a reviewer for *Curriculum Inquiry*, *Teaching Education* and *LEARNing Landscapes*.
- **Jackie Kirk**, a former adjunct professor in the Department, was tragically killed in Afghanistan in August, 2008. A one-day event in May 2009 for graduating students, entitled “Global Education for Peace,” was dedicated to her memory. The event was organised by Drs. Caroline Riches (Undergraduate Program Director) and Fiona Benson (Director, Office of Student Teaching), and featured Dr. Claudia Mitchell as keynote speaker. In addition, the Jackie Kirk Memorial Fund has been established at McGill to support activities related to her work in developing or conflict-affected countries.
- **Cathrine Le Maistre** became Chair of the Advisory Board on English Education, a Ministerial appointment.
- **Bronwen Low** became a reviewer for the journal *Girlhood Studies Education*, and joined the Editorial Board of the *Canadian Association for Curriculum Studies*.
- **Denise Lussier** was the Invited Keynote Speaker and moderated a research seminar in Intercultural Communicative Competence in Language Learning and Teaching at the University of Stockholm, Sweden. She co-organised (with Ratna Ghosh) an International Colloquium on Multicultural education at McGill University. She led two symposiums and served as expert, round table moderator and closing speaker at the *Fédération internationale des professeurs de français*, Quebec, 2008.
- **Roy Lyster**, Past President of the Canadian Association of Applied Linguistics / L’Association canadienne de linguistique appliquée, became member of the Advisory Committee of *Studies in Second Language Acquisition*. He became Adjunct Professor at Universidad Juárez Autónoma de Tabasco, Mexico, and Northeast Normal University, Changchun, China.
- **Claudia Mitchell**, James McGill Professor, is Honorary Professor in the Faculty of Education, University of KwaZulu-Natal, Republic of South Africa. She was recently named an Honorary Research Fellow, Human Sciences Research Council, and was presented with The Canadian Bureau for International Education’s *Innovations in International Education*

Award. She is a Founding Editor of *Girlhood Studies: An Interdisciplinary Journal* and was recently named to the Editorial Board of the *International Journal of Media and Learning*.

- **Caroline Riches**, Undergraduate Program Director and Director, TESL Certificate Program, became a reviewer for the *Alberta Journal of Educational Research*.
- **Joan Russell** became a reviewer for the International Science Committee, International Conference for Music Education in Greece. She was the Invited Conference Speaker at the International Conference for Music Education in Greece this past May.
- **Mela Sarkar** (Co-Director, Graduate Programs) was a Visiting Scholar at University of Technology, Sydney, November-December 2008. She recently became of reviewer for *Diasporic, Indigenous, and Minority Education: An International Journal*.
- **Shaheen Shariff** is a member of the Social Welfare Board, Shia Ismaili Council of Canada. She was appointed by McGill University Principal Heather Munroe-Blum to the Principal's Task Force on Diversity. She is also a special advisor and member of the Quebec English School Boards Association Task Force on Cyber-Bullying. She was an Invited Keynote Speaker at the exBus Conference, Copenhagen, and the Conference on Cyber-bullying, University of Victoria, Melbourne.
- **Louise Savoie** était la Vice-présidente du Comité organisateur X11e Congrès mondial de la FIPF du 21 au 25 juillet 2008. Elle était responsable des liaisons avec les média écrits et parlés, et pour l'accueil de 2 000 participants de 170 associations professionnelles de professeurs de français de partout dans le monde.
- **Donna-Lee Smith**, Director: First Nations and Inuit Education / Teacher Education Programs, became Chair, First Nations and Inuit Education / Office of Student Teaching Practicum Committee. She also became a reviewer for the *Canadian Journal of Education*.
- **Doreen Starke-Meyerring** is the Past President of Canadian Association for the Study of Discourse and Writing (CASDW). She was the Invited Keynote Speaker at the Conference for International Online Collaborative Learning, State University of New York. She was also invited to facilitate the closing plenary debate, with Christina Haas (Kent State University) on the future of writing in a digital age, at the Multiple Perspectives on Writing Development Conference, Institute of Education, University of London. She was an invited member on the Scientific Committee for the 2011 Writing Research Across Borders Conference at George Mason University, and an invited member on the CCCC Committee on Globalization of Postsecondary Writing Instruction and Research. She also became a member of the Editorial Board of *Technical Communication Quarterly*.
- **Shirley Steinberg**, Director of the Paulo and Nita Freire International Project for Critical Pedagogy, was named Helen Devitis Jones Endowed Annual Lecturer at Texas Tech University, and Noted Scholar at the University of British Columbia Faculty of Education. She was also named to the Editorial Boards of *Power and Education* and *Research and Practice in Social Sciences*.
- **Carolyn Turner** became President of the International Language Testing Association.

APPENDIX 2: PUBLICATIONS 2008

Fiona BENSON

Benson, F. (2008). *Enactments of Queer-Care: Rethinking Noddings' Model of Care* (Conference Proceedings).

Lynn BUTLER-KISBER

(Butler-Kisber, L., Rudd, C. & Stewart, M.) (2008). Creating spaces for artful ways. In G. Knowles, A. Cole, L. Neilsen, & S. Promislow (Eds.), *Creating scholartistry: Imagining the arts-informed dissertation* (pp. 279-294). Halifax, NS: Backalong Books.

Butler-Kisber, L. (2008). Representational forms of dissemination. *The Sage encyclopedia of qualitative research, Vol 2* (pp. 756-760). Thousand Oaks, CA: Sage.

(Lessard, A., Butler-Kisber, L., Fortin, L., et al.) (2008). Shades of disengagement: High school dropouts speak out. *International Journal of Social Psychology of Education*, 11(1), 25-42.

Aziz CHOUDRY

Baltodano, C., Choudry, A., Hanley, J., Jordan, S., Shragge, E., and Stiegman, M. (2008). Becoming an immigrant worker: Learning in everyday life. *Canadian Journal for the Study of Adult Education*, (20)2.

David DILLON

Dillon, D. (2008). Theatre and critical consciousness in teacher education. *LEARNing Landscapes*, 2 (1), 179-194.

Ratna GHOSH

Ghosh, R. and Abdi, A. (2008) Schooling and society: Perspectives on knowledge, culture, and difference. In L. Behrens et al, (Eds.), *Writing and reading across the disciplines*. Toronto: Pearson Longman.

Ghosh, R, Abdi, A. and Naseem, A. (2008). Identity in colonial and postcolonial contexts: Select discussions and analyses. In A. Abdi, & G. Richardson (Eds.), *Decolonizing Democratic education: Trans-disciplinary dialogues*. Rotterdam, Netherlands: Sense Publishers.

Ghosh, R. (2008). Globalization, education and women in India. In A. Abdi, & S. Guo (Eds.), *Education and social development* (pp. 105-127). Rotterdam, Netherlands: Sense Publishers.

Ghosh, R. (2008). Education, women and development: The anomaly of women's education in India. *Journal of Education and Development in the Caribbean*, (10)1.

Michael HOECHSMANN

Hoechsmann, M., & Low, B. (2008). *Reading youth writing: "New" literacy, cultural studies, and education*. NY: Peter Lang.

Hoechsmann, M. (2008). "Mia Hamm" & "Web 2.0." In *Girl Culture: An encyclopedia*. (pp. 341-342; 605-608). Westport, CT: Greenwood Press.

---. (2008). From the classroom to the newsroom: Teaching media writing. *New Literacies: A Professional Development Wiki for Educators*. Montclair State University and East Orange School District, New Jersey: Improving Teacher Quality Project (ITQP). www.newlits.org.

Mitchell, C., Low, B., and Hoechsmann, M. (2008). Social networks for social change: YAHAnet goes live. *South Africa Gender and Media Diversity Journal*, 4, 118-124.

- Hoechsmann, M., & Poyntz, S. (2008). Learning and teaching media literacy in Canada: Embracing and transcending eclecticism. *Taboo: The Journal of Culture and Education*, 12, 5-16.
- Hoechsmann, M. (2008). Audience Incorporated (Inc.): Youth cultural production and the new media. *The Journal of Curriculum Theorizing*, 24(1), 60-70.
- Hoechsmann, M., & Cucinelli, G. (2008). My name is Sacha: Fiction and fact in a new media era. *Taboo: The Journal of Culture and Education*, (11)1, 91-100.
- Hoechsmann, M. (2008). Review of Keen, A., *The cult of the amateur: How today's Internet is killing our culture*. (New York: Doubleday, 2007). *McGill Journal of Education*, (43)2, 211-214.

Steve JORDAN

- Baltodano, C., Choudry, A., Hanley, J., Jordan, S., Shragge, E., and Stiegman, M. (2008). Becoming an immigrant worker: Learning in everyday life. *Canadian Journal for the Study of Adult Education*, (20)2.

Joe KINCHELOE

Book Series Co-Editorships:

- Kincheloe, J. L., & Tobin, K. (Eds.) (2008). *Bold visions*. Rotterdam, Netherlands: Sense.
- Kincheloe, J. L., & Steinberg, S. R. (Eds.) (2008). *Transgressions: Cultural studies and education*. Rotterdam, Netherlands: Sense Publishers.
- Kincheloe, J. L., & Steinberg, S. R. (Eds.) (2008). *Explorations of educational purpose*. Springer Press.
- Kincheloe, J. L., & Steinberg, S. R. (Eds.) (2008). *Reverberations*. Rowman and Littlefield.
- Kincheloe, J. L., & Steinberg, S. R. (Eds.) (2008). *Counterpoints: Issues and concepts in the postmodern theory of education*. New York: Peter Lang.
- Kincheloe, J. L., Steinberg, S. R., & Denzin, N. (Eds.) (2008). *Higher education*. New York: Peter Lang.
- Kincheloe, J. L., & Cannella, G. (Eds.) (2008). *Rethinking childhood*. New York: Peter Lang.

Authored book:

- Kincheloe, J. L. (2008). *Knowledge and critical pedagogy: An introduction*. Dordrecht, London: Springer.

Chapters published:

- Kincheloe, J. L., & Steinberg, S. R. (2008). Indigenous knowledges in education: Complexities, dangers, and profound benefits. In N. Denzin, Y. Lincoln, & L. Smith (Eds.), *Handbook of critical indigenous methodologies*, Thousand Oaks, CA: Sage.
- Kincheloe, J. L., & Steinberg, S. R. (2008). Escaping education: Toward empowerment. In M. S. Prakash, & G. Esteva (Eds.), *Escaping education: Living as learning within grassroots cultures*. New York: Peter Lang.

Bronwen LOW

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- Low, B. (2008). Jessie the Cowgirl. In *Encyclopedia of girl culture* (pp. 373-374). Westwood, CT: Greenwood Publishers.
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- Mitchell, C., Low, B., and Hoechsmann, M. (2008). Social networks for social change: YAHAnet goes live. *South Africa Gender and Media Diversity Journal*, 4, 118-124.

Roy Lyster

- Lyster, R. (2008). Evolving perspectives on learning French as a second language through immersion. In Ayoun, D. (Ed.), *Studies in French Applied Linguistics* (pp. 3-36). Amsterdam: John Benjamins.
- Lyster, R., & Mori, H. (2008). Instructional counterbalance in immersion pedagogy. In T. Fortune, & D. Tedick (Eds.), *Pathways to bilingualism and multilingualism: Evolving perspectives on immersion education* (pp. 133-151). Clevedon, UK: Multilingual Matters.

Claudia MITCHELL

Books

- Moletsane, R., Mitchell, C., Smith, A. & Chisholm, L. (2008). *Mapping a southern african girlhood*. Rotterdam: Sense.
- Mitchell, C. & Reid-Walsh, J. (Eds.) (2008). *Girl culture: An encyclopedia* (2 volumes). Westport, CT: Greenwood Press.

Chapters

- Mitchell, C., Weber, S., & Yoshida, R. (2008). Where are the youth? Reframing teacher education within the context of youth participation. In A. Phelan, & J. Sumsion, (Eds.), *Critical readings in teacher education: Provoking absences* (pp. 139-154). Rotterdam: Sense Publishers.
- Mitchell, C., & Walsh, S. (2008). I'm too young to die: HIV, masculinity, danger and desire in urban South Africa. In A. Welbourne (Ed.), *HIV and AIDS, gender and development* (pp. 129-140). Oxford, UK: Oxfam.
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- Mitchell, C., & Reid-Walsh, J. (2008). Introduction to the girl culture encyclopedia. In C. Mitchell & J. Reid-Walsh (Eds.), *Girl culture: An encyclopedia*. Westport, CT: Greenwood Press.
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- Mitchell, C. (2008). Taking the picture, changing the picture. Visual methodologies in educational research in South Africa. *South African Journal of Educational Research*, 28(3), 365-383.
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Anthony PARE

- Paré, A. (2008). Activity theory. In the *International encyclopedia of education* (pp. 14-15). G. McCulloch & D. Crook (Eds.). London: Routledge.
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Joan RUSSELL

- Russell, J. (2008). Music education in Québec's Anglophone sector. In K. Veblen, K., & C. Beynon (Eds.), *From sea to sea: Perspectives on music education in Canada*. Part IV: From the Pan-Canadian Symposium.
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Mela SARKAR

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- Bouffard, L. A., & Sarkar, M. (2008). Training 8-year-old French immersion students in metalinguistic analysis: an innovation in form-focused pedagogy. *Language Awareness*, 17(1), 3-24.

Annie SAVARD

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Louise SAVOIE

- Savoie, L. (2008). Faire vivre les identités francophones. *Le FRANÇAIS dans le MONDE*, 358.
- Savoie, L. (2008). La Can au service du partenariat linguistique. *Le FRANÇAIS dans le MONDE*, Supplément au no 358.

Gale SEILER

- Seiler, G. (2008). The P-O-W-E-R of Children's Defense Fund Freedom Schools. In C. Payne, & C. Strickland (Eds.), *Teach freedom: The African American tradition of education for liberation*. New York: Teachers College Press.

Shaheen SHARIFF

- Shariff, S. (2008). *Cyber-bullying: Issues and solutions for the school, the classroom, and the home*. Abington, Oxfordshire, UK: Routledge.
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Doreen STARKE-MEYERRING

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- Starke-Meyerring, D., & Wilson, M. (Eds.) (2008). *Designing globally networked learning environments: Visionary partnerships, policies, and pedagogies*. Rotterdam, Netherlands: Sense Publishers.
- Beaudet, C., Grant-Russel, P., & Starke-Meyerring, D. (Eds.) (2008). *Research communication in the social and human sciences: From dissemination to public engagement*. Uxbridge, UK: Cambridge Scholars Publishing.

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- Starke-Meyerring, D. (2008). Genre, knowledge, and digital code in web-based communities: An integrated theoretical framework for shaping digital discursive spaces. *International Journal of Web-Based Communities* 4(4), 398-417.

Shirley STEINBERG

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- Steinberg, S., & Kincheloe, J. (2008). Escaping education: Toward empowerment. In M. S. Prakash & G. Esteva (Eds.), *Escaping education: Living as learning within grassroots cultures*. New York: Peter Lang.

Teresa STRONG-WILSON

- Strong-Wilson, T. (2008). *Bringing memory forward: Storied remembrance in social justice education with teachers*. (#23 in *Complicated Conversation: A Book Series of Curriculum Studies*. Series Editor: William F. Pinar). New York: Peter Lang.
- Strong-Wilson, T., Harju, M., & Mongrain, N. (2008). Changing literacies, changing formations: The role of elicitation in a teacher action research project involving new technologies. *Teachers and Teaching*, 14(6).
- Strong-Wilson, T. (2008). Gathering in the dusk: Circling back to literacy formations as teachers "learn with laptops." *Changing English*, 15(2), 211-22.
- Strong-Wilson, T. (2008). Turtles all the way: Simulacra and resistance to simulacra in indigenous teachers' discussions of children's literature. *Children's Literature in Education*, 39(1), 53-74.

Lise WINER

- Winer, L., & Buzelin, H. (2008). Literary representations of creole languages: Cross-linguistic perspectives from the Caribbean. In J. V. Singler & S. Kouwenberg, (Eds.), *Handbook of pidgin and creole linguistics* (pp. 637-665). Oxford: Blackwell.
- Low, B., Sarkar, M., & Winer, L. (2008). "Ch'us mon propre Bescherelle": Challenges from the Hip-Hop nation to the Quebec nation. *Journal of Sociolinguistics*, 13(1), 1-24.

APPENDIX 3: OTHER SCHOLARLY ACTIVITIES 2008**Fiona BENSON**

- (Benson, F. & Riches, C.) (2008, May). Ten Canadian teacher education programs in dialogue: Assumptions, challenges and innovations. Paper presented at the Canadian Society for the Study of Education / Canadian Association for Teacher Education Annual Conference, UBC, Vancouver, B.C.
- (Benson, F. & Riches, C.) (2008, May). Courses and practicum do not an honest program make. Paper presented at the Canadian Society for the Study of Education / Canadian Association for Teacher Education Annual Conference Annual Conference. UBC, Vancouver, B.C.
- (Benson, F. & Riches, C.) (2008, May). Courses and Practicum do not a confident teacher make: Mitigating the dissonance between preparation and early teaching. Paper presented at L'AFORME Colloque, Chicoutimi, Quebec.
- (Riches, C. & Benson, F.) (2008, April). Nothing new under the sun: Mitigating the lament of betrayal in teacher education. Paper presented at the International Society of Teacher Educators Annual Conference, University of New England, Armidale, NSW, Australia.

Spencer BOUDREAU

- Boudreau, S. (2008, Nov). Religious education in a changing world: The Quebec experience. Invited speaker at the Jewish Teachers Conference, Montreal.
- . (2008, Nov). Facing the challenge of having faith in education. Invited Speaker, Conference on Catholic Education, Toronto.

Jon BRADLEY

- Bradley, J., & Penny, W. (2008, April). Male teacher candidates: Navigating entry into elementary education. Presentation at the Sixteenth Annual American Men's Studies Association, Wake Forest University.

Lynn BUTLER-KISBER

- Butler-Kisber, L. (2008). *Home Interaction for Parents and Preschool Youngsters: Year 1 Report*. Montreal, QC: McGill University.
- (Mesher, P. & Butler-Kisber, L.) (2008, March). Combining constant comparison (categorizing) and visual narrative episodes (connecting) using Atlas.ti in a qualitative classroom inquiry. Paper presented at AERA, New York.

Eric CAPLAN

- Caplan, E. (2008). Towards an integrated Jewish social activism: Perspectives from Arthur Waskow, Michael Lerner, Irving "Yitz" Greenberg, and Jonathan Sacks. Paper presented at the Association for Jewish Studies Annual Conference, Washington, DC.
- . (2008). Using popular culture to get teens to engage in theological discussion. Paper presented at the Jewish Reconstructionist Federation Biennial Convention, Boston.
- . (2008). Why poetry and folk music will not revive Jewish prayer. Paper presented at the Jewish Reconstructionist Federation Biennial Convention, Boston.

Aziz CHOUDRY

- (Choudry, A. and Shragge, E.) (2008, December). Struggles over knowledge and power in NGOs and community organisations: The disciplining of dissent. Paper presented at the British International Studies Association Annual Conference, University of Exeter, UK.
- Choudry, A. (2008, December). Approaching intercultural education in teacher education. Panel presentation. Diversity and critical issues in education for the next decade. Paper presented at the International Colloquium on Multicultural Education, McGill.
- (Choudry, A., Hanley, J., Jordan, S., Shragge, E., and Stiegman, M.) (2008, December). Adaptation and resistance: Immigrant workers and learning. Paper presented at the Australian Sociological Association annual conference: Re-imagining Sociology, Melbourne University.
- . (2008, November). Liberation or (re)colonization?: Troubling NGO/activist “alternatives to globalization” positions in Canada and Aotearoa/New Zealand. Paper presented at the 8th Annual Critical Race and Anticolonial Studies Conference of Researchers and Academics of Colour for Equality, Ryerson University, Toronto.
- . (2008, June). “Free trade”, neoliberal immigration & the globalization of guestworker programs: Wages, job security, remittances & GATS Mode 4 - Paper presented at the Migration & Free Trade Agreements International Migrant Alliance Founding Assembly, Hong Kong.
- Choudry, A. (2008, December). NGOs and the NGOization of social change. The Bureaucratization/Professionalization of Social Change. Presentation at the Rad School/L’ecole radical, McGill.
- . (2008, October). Power, Knowledge and Struggle - Bridging Academic and Activist Worlds: Some Challenges and Reflections, Grounded Theory Participatory Research Methodology Workshop, School of Graduate Studies, Concordia University.
- . (2008, July). Fighting FTAs: Impact of bilateral free trade and investment agreements on agriculture and resistance. Presentation at the La Via Campesina working committee on food sovereignty and trade. Arucas, Gran Canaria, Spain.
- . (2008, July). Current state of play of WTO negotiations and implications for Via Campesina strategy. Presentation at the La Via Campesina working committee on food sovereignty and trade. Arucas, Gran Canaria, Spain.
- . (2008, June). Making a killing: Military-industrial complex and impacts on the Third World. Asia-Pacific Research Network workshop on women and war, Hong Kong.
- . (2008, June). Resisting bilateral free trade and investment agreements. Study Commission on The People’s Continuing Struggle Against Globalization and Neocolonialism, International League for Peoples Struggles Third International Assembly, Hong Kong.
- Choudry, A. (2008, October). Invited guest lecturer on anti-colonialism and globalization, Feminisms, postcolonialisms and anti-colonialisms, Simone de Beauvoir Institute, Concordia University.

David DILLON

- Dillon, D. Mitchell, C., Strong-Wilson, T., Islam, F., O’Connor, K., & Rudd, C. (2008, March). Partnerships for a change: Becoming teachers in changing times. Panel presentation at Research Exchange Forum, Faculty of Education, McGill.
- Mitchell, C., Islam, F., Dillon, D., O’Connor, K., Strong-Wilson, T., Mongrain, N., Pithouse, K., and Rudd, C. (2008, March). On looking into change: Visual evidence in deepening an understanding of teacher education. Panel presentation at annual conference of Education Graduate Students Society, Faculty of Education, McGill.
- O’Connor, K., and Dillon, D. (2008, March). Pedagogical relationships as curriculum in a teacher education program. Paper presented at annual conference of American Association for the Advancement of Curriculum Studies, Columbia University, New York.

- Dillon, D., and O'Connor, K. (2008, June). Toward a pedagogy of experiential teacher education. Paper presented at annual conference of Canadian Society for Studies in Education, University of British Columbia, Vancouver.
- Dillon, D. (2008, June). Renewing ourselves and "rewriting" our professional work. Annual Conference of Open University Summer Program of the Institute in Management and Community Development, Concordia University.
- . (2008, November). Renewing ourselves and "rewriting" our professional work. Annual conference of SPPMEM, Montreal.
- . (2008, November). Teaching and learning through image theatre. Annual Convention of QPAT, Montreal.

Michael DOXTATER

- . Facilitator, Pogo Moolah Treaty: Pedagogy of the child. Peace, conflict, and reconciliation: Contributions of cultural psychiatry Advanced Summer Institute, NNAMHR, Montreal.

Ratna GHOSH

- Ghosh, R. (2008). Racism: Can education help prevent it? Presentation at Education Canada, Toronto: Canadian Education Association.
- . (2008). South Asian Canadian identity. Bangladesh Hindu Kalyan Samiti, Special Durga Puja Issue, October, Montreal, 47-51.
- . (2008, Feb.). Diversity and educational policy in Canada: Contemporary issues. Invited talk at the Zakir Hussain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi, India.
- . (2008, March). What does a gender gap in Indian society mean? Invited talk at the Shastri-McGill Conference, McGill University, Montreal.
- (Naseem. A., & Ghosh, R.) (2008, March). Textbooks and curricula as sites for peace education. Paper presented at the Annual Meeting of the Comparative and International Education Society (CIES), Columbia University, New York.
- Ghosh, R. (2008, April). Education and social policy in Canada: The special case of Quebec. Invited talk at the University of Geneva, Faculté de psychologie et des sciences de l'éducation.
- . (2008, November). Hear her out: A discourse. Invited talk for South Asian Women's Aid, McGill.

Michael HOECHSMANN

- Hoechsmann, M. (2008, October). "Jovenes, Identidad y Aprendizaje en los Redes Virales." Presentation at the Congreso de las Americas II, Mexico City.
- . (2008, June). Update your status: Identity and learning in youth viral networks. Paper presented at the Canadian Society for the Study of Education Annual Conference.
- Hoechsmann, M., & Taylor, L. (2008, March). Integrating multicultural literacy across the subject areas: Results of national survey. Paper presented at the AERA Annual Conference, New York.
- (Hoechsmann, M., & Low, B.) (2008, Oct). CBC Montreal Matters panel: "Shoot First, Answer Questions Later: Youth Media, Youth Voice."
- . (2008, Oct). "Teaching digital literacies. Lecture given at TDSB Professional Development day, Earl Haig Secondary School, Toronto.
- . (2008, Oct). "Nuevas Alfabetizaciones, Educacion y la Juventud." Lecture given at Escuela Normal Superior de Michoacan, Morelia, Mexico.
- . (2008, Oct). "Medios masivos, nuevas tecnologias, culturas juveniles y educación." Lecture given at Instituto Michoacano de Ciencias de la Educación, Morelia, Mexico.
- . (2008, Oct). "Nuevas Alfabetizaciones cultural y mediatica." (Workshop) Sindicato Nacional de Trabajadores de la Educacion, Morelia, Mexico.

- . (2008, Oct). "Practicas dispersas: Medios masivos, nuevas tecnologias, culturas juveniles y educación." Seminar at Departamento de Educacion, Universidad de Guadalajara, Guadalajara, Mexico.

Steve JORDAN

- (Choudry, A., Hanley, J., Jordan, S., Shragge, E., and Stiegman, M.) (2008, December). Adaptation and resistance: Immigrant workers and learning. Paper presented at the Australian Sociological Association annual conference: Re-imagining Sociology, Melbourne University.
- Jordan, S. (2008, March). Presentation to faculty in School of Education, Trent University, Ontario.
- Jordan, S. (2008). Challenging our Own Limits. Proceedings of the World Indigenous People's Conference on Education. Melbourne, Australia.

Joe KINCHELOE

- Kincheloe, J. L. (2008, November). Keynote Address at the Changing Connections, Communities and Context Symposium: Department of Art Education, Concordia, the Canadian Society for Education Through Art--Société Canadienne d'Éducation par l'Art (CSEA-SCÉA), McGill, and The Montreal Museum of Fine Arts, Montreal.
- . (2008, November). Criticity in 2008: Democratic education. Helen Devitis Jones Annual Lecture to Texas Tech University.
- . (2008, October). The bricolage: Building a rigorous research agenda. Keynote Speaker, Middlesex University, Department of Workplace Learning, UK.
- . (2008, October). Rethinking the bricolage. Keynote Speaker, University of Iceland Faculty of Education, Reykjavik.
- . (2008, October). Introducing the Freire International Project. Keynote Speaker, University of Iceland Faculty of Education, Reykjavik.
- . (2008, May). Indigenous knowledge in critical research. Keynote Speaker, University of Barcelona Graduate Students and Faculty.
- . (2008, May). Introducing The Paulo and Nita Freire International Project for Critical Pedagogy. Keynote Speaker, University of Barcelona Graduate Students and Faculty.
- . (2008, May). Rigour and bricolage. Keynote Speaker, University of Utrecht/Hogeschool, Utrecht, The Netherlands.

Cathrine LE MAISTRE

- Le Maistre, C. (2008, May). Faculty structure and governance at McGill University. Invited presentation to Indonesian university administrators, McGill.
- . (2008, March). Professional learning to professional action. Invited Seminar to professors and fourth year Honours students. University of Technology, Sydney, Kuring-gai campus.
- . (2008, March). Chimo! Invited Seminar for professors and third year Aboriginal and Torres Strait Islander students, University of Technology, Sydney.
- . (2008, Feb). "There's a lot to learn:" The transition from university to workplace. Invited Seminar to professors and researchers, University of Technology, Sydney.
- . (2008, Jan). Transitioning from university to workplace: Knowledge and experience in shared university and school responsibility. Invited Seminar, National Institute of Education, Singapore.
- . (2008, Jan). Round table discussion on mathematics education and teacher preparation. National Institute of Education, Singapore.

Bronwen LOW

- (Low, B., & Hoechsmann, M.) (2008, October). Shoot first, answer questions later: Youth as media producers," Chaired panel, Montreal Matters, McGill University.
- (Low, B., Sarkar, M., and Winer, L.) (2008, July). Creoles in the mix: Caribbean influences in Toronto and Montreal Hip Hop. Paper presented at the Crossroads International Cultural Studies Conference, Jamaica.
- Low, B. (2008, June). Says who? Video, voice, and youth self-representation. Paper presented at the Canadian Association for Curriculum Studies Conference, Vancouver.
- (Sarkar, M., & Low, B.) (2008, May). Montreal Hip-Hop and the rewriting of national belonging. Paper presented at the Cultural Studies Association, NY.
- (Low, B., & Trimble, L.) (2008, March). Freirian pedagogy, street-involved youth, and a media production program: From voice to learning. Paper presented at the AERA Annual Conference, New York.
- (Low, B. and Celemencki, J.) (2008, March). "Keeping it real": The discourse of authenticity and the challenge for Hip Hop pedagogies. Paper presented at the Education Graduate Student Society Conference, McGill.

Denise LUSSIER

- Lussier, D. (2008, December). A common conceptual framework: a myth or a reality? International Colloquium on Multicultural education, McGill.
- . (2008, July). Développer un référentiel univoque pour le développement d'une compétence de communication interculturelle. Symposium at the Colloque international de la Fédération internationale des professeurs de français, Québec.
- . (2008, July). Évaluer la compétence de communication interculturelle : un défi à relever. Symposium at the Colloque international de la Fédération internationale professeurs de français, Québec.

Roy LYSTER

- Lyster, R. (2008, October). La pédagogie de l'immersion : défis et solutions. Invited Plenary at Passeport pour le plurilinguisme : les mécanismes de l'apprentissage (4^{ième} Colloque de l'Association pour le Développement de l'Occitan). Mende, France.
- . (2008, October). Counterbalancing form-focused and content-based instruction in immersion pedagogy. Invited Plenary at Immersion Education: Pathways to Bilingualism and Beyond (Center for Applied Linguistics & Center for Advanced Research on Language Acquisition), St. Paul, MN.
- (Collins, L., Lyster, R., & Ballinger, S.) (2008, June). Learning each other's language: A bilingual reading project. Paper presented at the Meeting of the Association for Language Awareness, University of Hong Kong.
- (Lyster, R., Collins, L., & Ballinger, S.) (2008, June). Cross-curricular and cross-linguistic collaboration in a bilingual reading project. Paper presented at the Meeting of the Canadian Association of Applied Linguistics (ACLA), Congress of Social Sciences and Humanities, University of British Columbia. Vancouver, BC.
- Lyster, R. (2008, March). The effects of prompts versus recasts in dyadic interaction. Paper presented at the Meeting of the American Association for Applied Linguistics (AAAL). Washington, DC.
- . (2008, February). The role of form-focused instruction and corrective feedback in L2 teaching. Invited Plenary at the SPEAQ Campus 2008 Conference. Concordia University, Montreal.
- (Ballinger, S., Collins, L., & Lyster, R.) (2008, October). Promoting cross-linguistic awareness and peer learning in French immersion. Presentation at Immersion Education: Pathways to

Bilingualism and Beyond (Center for Applied Linguistics & Center for Advanced Research on Language Acquisition), St. Paul, MN.

- Lyster, R. (2008, June). Immersion education and content-based instruction. Forum of Foreign Language Teaching in Northeast China, Northeast Normal University. Changchun, China.
- . (2008, October). Vers une pédagogie de l'immersion qui fait le contrepois entre forme et contenu. Invited lecture at École Normale Supérieure. Lyon, France.
- . (2008, June). *Interactional feedback in content-based instruction*. Invited lecture at School of Foreign Languages, Northeast Normal University. Changchun, China.
- . (2008, June). *Noticing, awareness, and practice in form-focused instruction*. Invited lecture at School of Foreign Languages, Northeast Normal University. Changchun, China.
- . (2008, June). *A bilingual reading project in immersion classrooms*. Invited lecture at School of Foreign Language Education, Jilin University. Changchun, China.
- . (2008, June). *Form-focused instruction and corrective feedback in second language teaching*. Invited lecture at Foreign Languages College, Beihua University. Jilin City, China.

Claudia MITCHELL

- (Mitchell, C., Stuart, J., deLange, N., Macentee, K., Tanner, C., & Tao, R.) (2008, November). Using visual arts-based methodologies to address youth and sexuality in the age of AIDS. Paper presented at the Canadian Society for Education through Art (CSEA) National Conference, Concordia.
- Mitchell, C. (2008, September). What difference does this make? Paper presented at the HESA conference on Teacher Development in the age of AIDS. Pretoria, South Africa.
- . (2008, April). Researching things, objects and gendered consumption in childhood and youth studies. Paper presented at the Consuming childhood Conference, Trondheim, Norway.
- . (2008, April). Youth as knowledge producers: Through our eyes in addressing adolescent sexuality. Paper presented at the Adolescent Sexuality Conference, McGill.
- (Mitchell, C., Weber, S., & Pithouse, K.) (2008, March). Self-study and teacher education in changing times. Paper presented at the AERA Annual Conference, New York.
- (Mitchell, C., De Lange, N., & Bhana, D.) (2008, March). If we can all work together' in the age of AIDS. Paper presented at the AERA Annual Conference, New York.
- (Mitchell, C., De Lange, N., Moletsane, R., Stuart, J., Wedekind, V., Pillay, D., Balfour, R., & Buthelezi, T.) (2008, March). Every voice counts: Challenges facing teachers and schools in rural communities addressing children's vulnerabilities in the age of AIDS. Paper presented at the AERA Annual Conference, New York.
- (Mitchell, C., Bhana, D., N. & De Lange, N.) (2008, March). Zulu Men demand respect! What does rural male teachers' account of violence mean for working with youth in the context of HIV? Paper presented at the AERA Annual Conference, New York.
- (Mitchell, C., Stuart, J., Pattman, R., Delange, N., & Moletsane, R.) (2008, March). Youth as knowledge producers in addressing HIV and AIDS in South Africa. Paper presented at the AERA Annual Conference, New York.
- (Mitchell, C., Islam, F., Balfour, R., Moletsane, R., & Pithouse, K.) (2008, March). Disrupting assumptions: Mapping new boundaries for self-learning in rural South African schools. Paper presented at the Conference of American Association for the Advancement of Curriculum Studies.
- (Mitchell, C., De Lange, N., & Park, E.) (2008, March). Working with digital archives: Giving life (to data) to save lives in the age of AIDS. Paper presented at the AERA Annual Conference, New York.

Ron MORRIS

- Morris, R. W. (2008, Feb). The Ethics and Religious Culture Course: Content and Controversy. Guest lecture for Anne Peacock's Professional Seminar course, Faculty of Education.

(Morris, R. W., Trimble, L.) "Health and Wellness in the Doctoral Journey." Guest lecture for Teresa Strong-Wilson's Doctoral Pro-Seminar.

Anthony PARÉ

- Paré, A. (2008, June). Supervising disciplinary membership through the dissertation. Paper presented at the annual meeting of the Canadian Association of Teachers of Technical Writing Conference, Congress of the Humanities and Social Sciences, University of British Columbia.
- . (2008, June). Talking to change. Invited keynote address for the Supervisors' Retreat, Office of Student Teaching, Faculty of Education, McGill.
- . (2008, June). Interdisciplinarity: Rhetoric, reasonable accommodation, and the Toto effect. Invited keynote address for the Canadian Association of Teachers of Technical Writing, Congress of the Humanities and Social Sciences, University of British Columbia, June 1-3.
- . (2008, May). What writing centres? Invited panel presentation for the Association of Canadian College and University Teachers of English, Congress of the Humanities and Social Sciences, University of British Columbia.
- . (2008, April). Genre for social action: Genre analysis as faculty development. Paper presented at the Conference on College Composition and Communication, New Orleans, LA.
- . (2008, April). The dissertation genre: Forming disciplinary identities. Paper presented at the Conference on College Composition and Communication, New Orleans, LA.
- . (2008, April). Strengthening the research culture within the Conference on College Composition and Communication. Invited panel contribution at the Conference on College Composition and Communication, New Orleans, LA.

Caroline RICHES

- Riches, C. (2008, June). From far to near: Creating online learning communities in a TESL microprogramme. Paper presented at the Canadian Association of Applied Linguistics Annual Conference, Vancouver, B.C.
- (Riches, C., & Benson, F.) (2008, May). Ten Canadian teacher education programs in dialogue: Assumptions, challenges and innovations. Paper presented at the Canadian Society for the Study of Education / Canadian Association for Teacher Education Annual Conference, University of British Columbia, Vancouver, B.C.
- (Riches, C., & Benson, F.) (2008, May). Courses and practicum do not an honest program make. Paper presented at the Canadian Society for the Study of Education / Canadian Association for Teacher Education Annual Conference Annual Conference, University of British Columbia, Vancouver, B.C.
- (Riches, C., & Benson, F.) (2008, May). Courses and practicum do not a confident teacher make: Mitigating the dissonance between preparation and early teaching. Paper presented at *L'AFORME Colloque*, Chicoutimi, Quebec.
- (Riches, C., & Benson F.) (2008, April). Nothing new under the sun: Mitigating the lament of betrayal in teacher education. Paper presented at the International Society of Teacher Educators Annual Conference, University of New England, Armidale, NSW, Australia.

Joan RUSSELL

- Russell, J. (2008, October). Myths and values in music lyrics and musical games: The polar bear, the seal, and the politics of curricular choice. Paper presented at the Canadian Arts & Learning Symposium, UNESCO, Queen's University, Kingston, Ontario.
- . (2008, July). Arts integration in a mixed gender community group in Brazil. Presentation at Practice & Research in Integrated Music Education, Solothurn, Switzerland: Hochschule für Musik.

- . (2008, July). Integrating music across the curriculum. Presentation at Practice & Research in Integrated Music Education, Solothurn, Switzerland: Hochschule fur Musik.
- (Russell, J. & Ilari, B.) (2008, July). Field experience in a university-NGO partnership in Brazil. Presentation at the International Society for Music Education Bologna, Italy.
- (Russell, J. & Evelein, F.G.) (2008, July). Four talking points about arts integration. Presentation at the International Society for Music Education. Bologna, Italy.
- (Russell, J., Mateiro T. & Westvall, M.) (2009, April). Student music teachers' perceptions of professional knowledge: An international comparative analysis. Presentation at the International Conference for Research in Music Education, Exeter, England.

Mela SARKAR

- (Low, B., Sarkar, M., & Winer, L. 2008, July). Creoles in the mix: Caribbean influences in Toronto and Montreal Hip Hop. Paper presented at the Association for Cultural Studies (ACS) Crossroads Seventh International Cultural Studies Conference, Kingston, Jamaica.
- (Sarkar, M., & Low, B.) (2008, May). Montreal Hip-Hop and the rewriting of national belonging. Paper presented at the Cultural Studies Association Conference (USA), New York.

Annie SAVARD

- Savard, A. (2009, May). Teaching citizenship education through the mathematics course. Paper presented at Mathematics and its connections to the Arts and Science International symposium (MACAS 3), Moncton, New-Brunswick.
- . (2009, May). *L'évaluation diagnostique au service de la formation: de la théorie à la pratique*. Paper presented at the ACFAS colloquium: Formation des enseignants de mathématiques: Quels modèles, quels équilibres? Discussions et débats entre la relève et l'expérience. Association Francophone pour le Savoir, Ottawa.
- . (2009, April) *Nos richesses naturelles et culturelles : sources d'inspiration pour l'enseignement des mathématiques*. Paper presented at the 19th Conférence en éducation des Premières Nations. Hôtel Delta, Montréal.
- . (2009, April). *Intégrer les dimensions culturelles dans le cours de mathématiques : Et si la culture était déjà là?* Paper presented at the Colloque Espace mathématique francophone, EMF 2009, Dakar, Sénégal.
- . (2008, July). From "real life" to mathematics: a way for improving mathematical learning. Paper presented at the International Congress on Mathematical Education (ICME 11), Monterrey, Mexico.

Gale SEILER

- Seiler, G. (2008). Pathways to new possibilities: Creolized science, solidarity, and hybrid identities. Symposium at the annual meeting of the National Association for Research in Science Teaching, Baltimore MD.

Shaheen SHARIFF

- Shariff, S. (2008, July). Cyber-bullying: Battle or opportunity? Keynote Speech at the Conference on Cyber-Citizenship. Queenstown, New Zealand.
- . (2008, June). Empathy, respect and responsibility. Presentation on behalf of Quebec English School Boards Association (QUESBA): Task Force on Cyber-bullying
- . (2008, May). Cyber-bullying: Battle or opportunity. Keynote presentation at *Annual General Meeting of the Quebec English Teachers Association (QUPAT)*.
- . (2008, May). Lord of the e-flies: Cyber-dilemmas and the policy vacuum for schools. Proceedings of the first annual PREVNet conference: *Intervening and preventing bullying problems*. Networks of Centres of Excellence/Réseaux de centres d'excellence (NCE-NI)

- Annual general meeting: Addressing bullying through partnerships: Canadian and international perspectives, Carleton University, Ottawa.
- . (2008, April). Cyber-bullying: Battle or opportunity: Keynote presentation at *John Abbott College*, St. Anne de Bellevue, Quebec.
- . (2008, April). Cyber-bullying: Battle or opportunity: Keynote presentation at Lauren Hill Academy, West Island Montreal, Quebec.
- . (2008, April). Cyber-bullying: Battle or opportunity: Keynote presentation at *John Abbott College*, St. Anne de Bellevue, Quebec.
- (Shariff, S. & Churchill, A.) (2008, April). Cyber-bullying: Battle or opportunity? Paper presented at the AERA Annual Conference, New York.
- Shariff, S. (2008, March). Cyber-bullying: Battle or opportunity: Keynote presentation at Bishops College, Lennoxville, Quebec.
- (Shariff, S., Talwar, V., Large, A. and Harvey, J.) (2008). Challenges of the Internet. Homecoming Alumni Education, Faculty of Education, McGill.

Donna-Lee SMITH

- Smith, D-L. (2008, March). Reclaiming the learning spirit: Learning from our experience. Invited Roundtable Participant, Aboriginal Learning Centre / Canadian Council on Learning Conference, Saskatoon, Saskatchewan.
- (Smith, D-L, & Metallic, J.) (2008, January) The legacy of the residential school system. Invited participant, Sociolinguistics Department, McGill.
- Smith, D-L. (2008, February). Come teach in an indigenous school. Invited Participant, Career Fair, McGill.
- . (2008, February). New beginnings. Invited Participant, Council of Commissioners, Cree School Board, Waskaganish, James Bay.
- (Smith, D-L., & Peck, J.) (2008, February). The Mi'kmaq Kindergarten Curriculum Map. Invited participant, Eskasoni, Cape Breton.
- Smith, D-L. (2008, March). What makes a 'good' children's book? Invited Participant, Faculty of Education, McGill.
- Smith, D-L., & Peck, J. (2008, April). The Mi'kmaq Kindergarten Curriculum Map. Invited participant, Membertou, Cape Breton.
- Smith, D-L. (2008, April). What makes a 'good' children's book? Invited Participant, Kativik School Board, Kuujuaq, Nunavik.
- . (2008, April). What makes a 'good' short story? Invited participant, Kativik School Board, Kuujuaq, Nunavik.
- . (2008, September). Why not be a teacher? Invited Participant, First Peoples' House Pow Wow, McGill.
- Smith, D-L. (2008, September) What makes a 'good' short story? Invited Participant, Sheshitsiu, Labrador.
- . (2008, October). McGill University and you, Invited Participant, Kanesatake Education Centre, Kanesatake.

Doreen STARKE-MEYERRING

- Starke-Meyerring, D. (2008, November). Cross-boundary knowledge making in Globally Networked Learning Environments. Keynote address at the 2nd Conference of the SUNY Center for Collaborative Online International Learning. Purchase, NY.
- . (2008, August). Entering disciplinary conversations: Scientific writing strategies for new researchers. Le Regroupement québécois étudiant sur les matériaux de pointe (*RQÉMP*; a graduate student organisation of a Québec Association of Physics Researchers) Summer Institute, Jouvence, QC.

- . (2008, June). "I'm just not cut out for this:" Genre, disciplinary identity, and doctoral researchers. Conference of the Canadian Association of Teachers of Technical Writing, University of British Columbia.

Shirley STEINBERG

- Steinberg, S. (2008, December). Dear Prudence, respecting boundaries. Invited Speaker, National Day of Remembrance and Action on Violence Against Women.
- . (2008, November). Teaching in a gangsta's paradise: Stereotypes of urban education. Invited Speaker, Indiana University Northwest Faculty, Gary, Indiana.
- . (2008, November). Critical media literacy: Media for empowered citizenship. Helen Devitis Jones Annual Lecture to Texas Tech University.
- . (2008, November). Canadian Conference-Imperialist Wars and Liberal Peace: "Imperialist "Obsession with Hate: A Critique of the film, *Obsession: Radical Islam's War Against the West*. "Opening Plenary Speaker, AMSS (Association of Muslim Social Scientists of North America) .
- . (2008, October). Why critical pedagogy? Invited Speaker, Global Citizenship Education and Post-Secondary Institutions: Policies, Practices and Possibilities.
- . (2008, October). The bricolage: Building a rigorous research agenda. Keynote Speaker, Middlesex University, Department of Workplace Learning, UK:
- . (2008, October). Critically conceptualizing research; Critically reframing our urban settings: Examining immigration patterns in Europe. Invited Speaker, University of Iceland Faculty of Education, Reykjavik.
- . (2008, July). Christotainment: Selling Jesus through popular culture. Keynote Speaker, University of British Columbia Noted Scholars Series, UBC, Vancouver, BC.
- . (2008, May). Framing indigenous knowledge in critical pedagogy.; Introducing The Paulo and Nita Freire International Project for Critical Pedagogy. Invited Speaker, University of Barcelona Graduate Students and Faculty.
- . (2008, May). Critical research methodology and the bricolage. Invited Speaker, University of Utrecht/Hogeschool, Utrecht, The Netherlands.
- . (2008). Reading formations: Freirean pedagogy and new literacies. Invited Discussant, AERA Annual Meeting, New York.
- . (2008). Taboo: The journal of culture and education. Presenter, Journal Talks: Session Two. AERA Annual Meeting, New York.
- . (2008). Nita Freire and the legacy of Paulo. Introductory Speaker, AERA Annual Meeting, New York.
- . (2008). Interrogating Empire and Education. Invited Discussant, Canadian Society for the Study of Education (CSSE) Annual Conference, Vancouver, British Columbia

Teresa STRONG-WILSON

- Strong-Wilson, T., Mitchell, C., & Reid-Walsh, J. (2008, June). Re-Configuring the archive. Invited Roundtable of the *Association for Research in Young Peoples' Cultures & Texts, Congress of the Social Sciences and Humanities*, Vancouver, British Columbia.
- Sassi, K., Tanaka, M., Strong-Wilson, T. & Hermes, M; (2008, March). Prompting teacher education change: Transformation through listening deeply to Indigenous ways of knowing. Discussant, Indigenous Peoples of the Americas Special Interest Group, AERA Annual Conference, New York, NY.
- Strong-Wilson, T. (2008, July). Teaching as "inside my head": The contribution of the reading of literature to pre-service teachers' conceptualizations of themselves as teachers. Paper presented at Teacher: Image, Icon, Identity Conference, University of Glasgow, Scotland.
- (Johnston, I., Wiltse, L., Bainbridge, J., Shariff, F., Ward, A., Courtland, M-C., Hammett, R., Strong-Wilson, T., & Burke, A.) (2008, June). Interrogating issues of place and identity in

- Canadian multicultural picture books with preservice teachers across Canada. Paper presented at Teacher Language & Literacy Researchers of Canada, CSSE, Congress of the Social Sciences & Humanities, Vancouver, Canada.
- (Strong-Wilson, T., Harju, M., Ryan, K., Pasinato, M., Bonneville, P., Tetrault, M-C., & Mitchell, B.) (2008, May). Turning to one another: Changing literacies one world at a time. Paper presented at Teacher Language & Literacy Researchers of Canada Pre-Conference, CSSE, Congress of the Social Sciences & Humanities, Vancouver, Canada.
- (Strong-Wilson, T., & Rudd, C.) (2008, June). Ethnographic stories of “being there”: The role of the visual in preservice teachers’ construction of professional portfolios. Paper presented at Teacher CSSE, Congress of the Social Sciences & Humanities, Vancouver, Canada.
- (Strong-Wilson, Harju, M., & Mongrain, N.) (2008, March). Moving forward, circling back: Using teacher action research to reflectively engage with new technologies. Paper presented at the AERA Annual Conference, New York.
- (Islam, F., Mitchell, C., Moletsane, R., Balfour, R., Strong-Wilson, T., Mongrain, N., Rudd, C., & Pithouse, K.) (2008, March). Provoking curricular formation and re-formation: “Curriculum-as-lived” by teachers in challenging contexts. Paper presented American Association for the Advancement of Curriculum Studies Annual Conference, New York.
- (Strong-Wilson, T., with Harju, M., Mongrain, N., Thomas, B., & LWL teachers). (2008, Feb.). *Learning with Laptops and Changing Literacies, Changing Formations: Report*.
- (Strong-Wilson, T., & Thomas, B.) (2008, May). *Learning with Laptops and Changing Literacies, Changing Formations: Report*. New Frontiers School Board Council of Commissioners.

Carolyn TURNER

- (Laurier, M. D., Turner, C. E., & Isaacs, T.) (2008, November). Devising an L2 oral interaction scale for Quebec nurses: An instrument development project. Presentation at the Second Language Acquisition/Psycholinguistics Research Group, Concordia University.
- (Turner, C.E. (2008, November). Mixed method research (MMR). Methodology Series: Research Exchange Forum, McGill.
- (Colby-Kelly, C. & Turner, C.E.) (2008, October). AFL research in the L2 classroom and evidence of usefulness. Continuing Education Language Institute, Concordia University.
- Turner, C.E. (2008, June). The specificity of the “research approach” in classroom studies: Probing the predictability of washback through teacher conceptual and instrumental evidence in Quebec high schools. Paper in symposium – The ‘teacher factor’ in washback contexts: Evidence from mixed methods research in Canada, China, and Canada. Presented at the Language Testing Research Colloquium, Hangzhou, China.

Boyd WHITE

- White, B. (2008, November). Self teaching and research. Paper presented at the Canadian Society for Education Through Art (CSEA) Annual Conference, Montreal.
- . (2008, April). A beauty contest(ed). Paper presented at the AERA Annual Conference, New York.
- . (2008, April). The use and uselessness of aesthetics in art education. Paper presented at the National Society for Education through Art (NAEA) Conference, New Orleans.

Lise WINER

- (Low, B., Sarkar, M. & Winer, L.) (2008, July). Creoles in the mix: Caribbean influences in Toronto and Montreal Hip Hop. Panel participant, Hip Hop Hybridity at the Transnational Crossroads: New Directions and Implications, Session II: Caribbean Influences in Transnational Hip Hop, CROSSROADS Conference, Jamaica.

Elizabeth WOOD

Wood, E. (2008) Social Justice, Education, and the Arts: Values for a Sustainable World. Paper presented at the Australian Sociological Association, Brisbane, Australia.

----. Values & Social Justice Education: Legitimizing Agency for a Sustainable World.

Presentation at the Music and Social Justice Conference, McGill Faculty of Music.

----. Teaching for the Planet: What's justice got to do with it? Paper presented at the 5th World Environmental Education Conference, Montreal.

----. "The Bog Project: Cross-Curricular Teacher Education in Community". 5th World Environmental Education Conference, Montreal.

----. Re-imagining Social Justice Learning Through Critical Arts Education (conference proceedings). The Australian Sociological Association (TASA), Brisbane, Australia.

APPENDIX 4: CONSULTING ACTIVITIES

Name	Title, Client	Location	Days
Amoriggi, H.	None reported		
Benson, F.	Consultant (team-building and connecting with youth), RCMP	Montreal/Quebec City	2 days
Boudreau, S.	Consultant, MELS	Montréal / Québec	3 days
Bradley, J.	Various Quebec First Nations Groups	Quebec	20 days
Butler-Kisber, L.	Consultant, LEARN	Quebec, Qc	20 days
Caplan, E.	None reported		
Choudry, A.	Immigrant Workers Centre Global Justice Ecology Project	Montreal USA	ongoing ongoing
Dillon, D.	None Reported		
Doxtater, M.	None reported		
Ghosh, R.	None reported		
Hoechsmann, M.	Consultant – conflict resolution Atwater Library Digital Literacy Project	Mtl	2 days
Hussey, C.	Creativity Coach	Private Practice	1 day per week
Jordan, S.	Immigrant Workers Centre	Montreal	1 day
Le Maistre, C.	None Reported		
Low, B.	None Reported		
Lussier, D.	Educational Psychologist and Docimologist, Council of Ministers of Education, Canada	Toronto	30 days
Lyster, R.	Expert consult re: La progression des apprentissages en FLS au primaire	MELS	2 days
Maguire, M.	None reported		
McDonough, K.	None reported		
Milligan, C.	None reported		
Mitchell, C.	Long Term Expert	HESA (European Union) Pretoria, RSA	30 days
Morris, R.	None reported		
Pare, A.	External Academic Advisor	BA in English for the Professions, College of Humanities and Social Sciences, City University of Hong Kong	ongoing
	Consultant	National Institute for Literacy/National Institute of Child Health and	ongoing

		Human Development (U.S.): Expert Working Group--Writing Research	
	External Reviewer	Athabasca University	4 days
Riches, C.	None reported		
Russell, J.	None reported		
Sarkar, M.	None Reported		
Savard, A.	Consultant—Review of QEP	Montreal	18 days
Savoie, L.	None reported		
Seiler, G.	Consultant	Tyndale Community Center	25 days
	Consultant	Black Communities Demographic Study	5 days
Shariff, S.	Policy Advisor Consultant/Speaker on Cyberbullying	United Nations seminars on combating intolerance (cyber-hate), New York	4 days
	Policy Advisor/consultant	International Education Development, CIDA and UNESCO, Committee to develop a global toolkit for Teacher Codes of Conduct.	ongoing
	Consultant on Cyberbullying	Canadian Teachers' Federation, Toronto	ongoing
	Speaker on Cyberbullying	The Study School, Montreal	1 day
	Consultant/Speaker on Cyberbullying	Ontario School Boards Insurance Exchange	1 day
	Consultant/Advisory member on Cyberbullying task force	Groupe-relais montréalais en prévention de la violence	2 days
	Consultant/Speaker on Cyberbullying Coordination équipe d'animation scientifique Centre jeunesse de Québec - Institut universitaire	Universite de Montreal	1 day
	Consultant on Cyberbullying	Media Awareness Network, Ottawa	Ongoing
Sklar, S.	Consultant-McGill/Indonesia Social Equity Project (CIDA) IAIN-Ar-Raniry University	Banda Aceh, Indonesia	5 days
Smith, D.-L.	-Consultant, Kativik School Board -Consultant, Innu School Board -Consultant, Innu School Board -Consultant, Mi'kmaq Kina'matnewey	Kuuujuaq, Arctic Quebec Sheshitsui, Labrador Happy Valley/Goose Bay Cape Breton, Nova Scotia	5 days 5 days 5 days 10 days
Starke-Meyerring, D.	None reported		
Steinberg, S.	None reported	Chisasibi, Quebec	10 days
Strong-Wilson, T.	Consultant, Children's Literature, Cree School Board		
Turner, C.	None reported		
Wall, S.	None reported		
White, B.	Ontario College of Art & Design	Toronto	1 day
Winer, L.	Linguistic consultant on Caribbean entries, <i>New Oxford English Dictionary</i>	England	1994-
Wood, E.	None reported		

APPENDIX 5: ACADEMIC STAFF 2008-2009

Professors Emeritus/Emerita

DIAS, Dr. Patrick
GILLET, Dr. Margaret
HALL, Dr. C. Wayne
HENCHEY, Dr. Norman
REBUFFOT, Dr. Jacques
SMITH, Dr. David

Full Professors

BUTLER-KISBER, Dr. Lynn
DILLON, Dr. David
GHOSH, Dr. Ratna

William C. Macdonald Professor of Education and
James McGill Professor
Canada Research Chair in Critical Pedagogy

KINCHELOE, Dr. Joe
LUSSIER, Dr. Denise
LYSTER, Dr. Roy
MAGUIRE, Dr. Mary
MITCHELL, Dr. Claudia
PARÉ, Dr. Anthony

James McGill Professor
Director, Centre for the Study and Teaching of
Writing
Professor, Principal Emeritus of McGill University

SHAPIRO, Dr. Bernard

Associate Professors

AMORIGGI, Dr. Helen
BEER, Dr. Ann
BRADLEY, Prof. Jon

Director, Centre for Educational Leadership

CAPLAN, Dr. Eric
DONIN, Dr. Janet
DOXTATER, Dr. Michael
HOECHSMANN, Dr. Michael
JORDAN, Dr. Steven

Director, ISERT

Department Chair; Associate Member, Department
of Oncology.

KELEBAY, Dr. Yarema
LE MAISTRE, Dr. Cathrine
McDONOUGH, Dr. Kevin
MILLIGAN, Dr. Christopher
MORRIS, Dr. Ronald
RIGGS, Dr. Howard
RUSSELL, Dr. Joan
SARKAR, Dr. Mela
SEILER, Dr. Gale
SHARIFF, Dr. Shaheen
STEINBERG, Dr. Shirley

Co- Graduate Program Director

Director, Paulo and Nita Freire Project for Critical
Literacy

TURNER, Dr. Carolyn
WHITE, Dr. Boyd

WINER, Dr. Lise
WOOD, Dr. Elizabeth

Assistant Professors

BOUDREAU, Dr. Spencer
CHOUDRY, Dr. Aziz
LOW, Dr. Bronwen
SAVARD, Dr. Annie
SKLAR, Prof. Sylvia

STARKE-MEYERRING, Dr. Doreen

STRONG-WILSON, Dr. Teresa

Associate Dean (Academic)

Associate Dean, Teaching, Learning, and Students

Associate Director, Centre for Educational
Leadership

Associate Director, Centre for the Study and
Teaching of Writing

Adjunct Professors

CHOWN DEANS, Patricia
DUSZARA, Walter
KIRK, Dr. Jackie
LA FRANCE, Leo
LANKSHEAR, Colin
MacKINNON, James
PASQUIN, Lesley
REID-WALSH, Dr. Jacqueline
SMITH, Dr. Ann L.
TAYLOR, Donald
WINN, Susan

Faculty Lecturers(All Faculty Lecturers, excepting Dr. Caroline Riches, Fiona Benson, and Louise Savoie, are staff members in the Centre for the Study and Teaching of Writing.)

BENSON, Fiona J.
PITTENGER, Carolyn

Director, Office of Student Teaching
Associate Director, Centre for the Study and
Teaching of Writing
Director, Undergraduate Programs

RICHERS, Dr. Caroline
SAVOIE, Louise
SMITH, Donna-Lee
ANDERSON, Dr. Linda J.
EYRE, Diane
GREENFIELD, Kathleen
HEGINS, Mark
HUSSEY, Dr. Charlotte
WALL, Sharron

Director, First Nations & Inuit Education Programs

Department Associate Members

ALTERS, Dr. Brian

HARRIS, Dr. Dik
McALPINE, Dr. Lynn

Tomlinson Chair of Science Education, Faculty of
Science (from September 1, 2005)
Department of Physics
Director, Centre for Excellence in Preparing for
Academic Practice, Oxford Learning Institute,
University of Oxford, UK

Visiting Scholars

Dr. Paul Carr

Ohio State University

Dr. Michael Grimley	Education Studies and Human Development, University of Canterbury, Christchurch, New Zealand
Dr. Karen Mundy	Canada Research Chair, OISE, University of Toronto
<u>FNIE Adjunct Professors</u>	
See Appendix 12	
<u>Other Adjunct Professors</u>	
BORDONARO, Tino	The Sacred Heart School of Montreal
BURKE, Noel	Assistant Deputy Minister, Ministère de l'Éducation, du Loisir, et du Sport, Québec (new appointment, Concordia University ??)
CHAMBERS, Gretta	Chair, Advisory Board on English Education
COBB, Dr. Thomas	Département de linguistique et didactique des langues, Université du Québec à Montréal
CONROD, G. Scott	Director of College Faculty / College Coordinator, Centennial College, Montreal, QC
CORRIGAN, William	Science Education, Integrated Science Institute
KEE, Dr. Kevin	Professor and Canada Research Chair, Brock University
LEVY, Charley	Executive Director, Association of Jewish Day Schools, Montreal, and former Director General, English Montreal School Board
MARTIN, Howard G.	former Executive Director, Constance Lethbridge Rehabilitation Centre
MASON, Daniel	Superintendent of Schools, Carleton Regional Board of Education
ROBERTSON, Dr. J. Kenneth	Director General, New Frontiers School Board; now Director General, Champlain College
SIMPKIN, Howard	former Director General, New Frontiers School Board
ZACK, Dr. Vicki	Retired teacher, St. George's Elementary School, Montreal, Elementary Language Arts, Mathematics and Computer Education

Other Teaching Staff of the Centre for the Study and Teaching of Writing

BALLINGER, Susan	Course lecturer
BEVAN, Ryan	Course lecturer
CAMPBELL, Mary Miranda	Course lecturer
CHURCHILL, Andrew	Course lecturer
DARRIGAN, Dan	Course lecturer
MENON, Nirmala	Course lecturer
LANGDON, Jonathan	Course lecturer
PASCARELLA, John	Course lecturer
ROEMMELE, David	Course lecturer
RUDD-DOUGHERTY, Christina	Course lecturer
SALTER, Dana	Course lecturer
TSOULOS, Konstantina	Course lecturer

Course Lecturers--Teacher Education

ABRILE, Juan	
AMSDEN, David	
BAKER, Beverly A.	
BENNETT-STONEBANKS, Melanie	
BENSON, Fiona	
BERNIER, Richard	
BEVAN, Ryan	
BIGGS, Kathleen	
BORDONARO, Tino	
BUCKLEY, Bernard	
BUTTINO, Pasquale	
CELEMENCKI, Jacqueline	
COLE, Amy	
COMMINIS, John	
CONROD, G. Scott	
CRUMP, Alison	
CUCINELLI, Giuliana	
DIAS, Lisa	
DOYON, Pierre	
EDGE, Laura HUDGIN	
GONSALVES, Allison	
HARJU, Maija-Liisa	
HORLIK, Veronika	
HOWDEN, James	
*HUSSEY, Dr. Charlotte	
IRVING, Donal	(Retired) Executive Assistant, Quebec Provincial Association of Teachers
JACKSON, Phoebe	
KAMANOS-GAMELIN, Dr. Anastasia	
KENNEDY, Sara	
KENWORTHY-GRANT, Judith	
KERWIN-JONES, Dr. Eileen	
KIM, Myunghee	
KNOTT, Natalie Kay	
KORPIJAAKKO, Maria	
LANGDON, Jonathan	
LORENZINO, Lisa	
MacKINNON, James	Retired school principal, Lester B. Pearson S.B.
MARKUS, Dr. Pamela	
MONGRAIN, Nicole	
NEUMANN, Heike	
PAMBIANCHI, Gabriella	
PASQUIN, Lesley	Retired school principal, Lester B. Pearson S. B.
PEACOCK, Anne Dynevor	
POZZER ARDENGHI, Dr. Lilian	
RICHERS, Dr. Caroline	
ROBERTSON, Dr. Kenneth	Director General, Champlain College
RUDD-DOUGHERTY, Christina	
SAGGERS, Robert	
SAMUEL, Dr. Carolyn	McGill English & French Language Centre

SCHWARTZ, Howard M.
 SEGAL, Celina
 SHAIKH, Kamran
 SHAPIRO, Dr. Bernard
 *SMITH, Donna-Lee
 SMITH-GILMAN, Sheryl
 TAYLOR, Donald
 TENNANT, Gary
 TRIMBLE, Lisa
 WALL, Dr. A.E. (Ted)
 WILCOX, Keith
 WINN, Susan

Former Dean, McGill Faculty of Education

Retired school principal

First Nations and Inuit Education instructors:
See Appendix 12

Support Staff 2007-2008

BROCCOLI, Alina	Undergraduate Program Coordinator
DERRIGAN, Dan	Administrative Officer
FLEMING, Arwen	Graduate Program Coordinator
McCULLEY, Sheila	First Nations and Inuit Education
McELROY, Kathleen	Secretary to Chair and Department
RABEY, Diane	Program Coordinator, Centre for the Study and Teaching of Writing and FNIE support
SAVAGE, Cheryl	Senior Undergraduate Program Advisor
SCHIAVONE, Tina	First Nations Student Advisor
WALLACE, Jennifer	Laboratory Assistant
WALLBRIDGE, Mary Katherine	Graduate Program Coordinator
WILKINSON, Donna	Acting Coordinator, Centre for Educational Leadership
WONG-McALLISTER, Grace	Undergraduate Program Advisor
BAYLIS, Daniel	Casual Assistance
O'Donnell, Chantal	Casual Assistance
Rennalls, Steve	Casual Assistance

APPENDIX 6: SERVICE TO PROFESSIONAL COMMUNITY

Contributions to Professional Journals and Newsletters

Editors

Helen AMORIGGI

Founding Editor and Editor-in-Chief, *The.MBE.PONS Newsletter*: International Mind, Brain, and Education Society (IMBES).

Jon BRADLEY

Editor, *Insights* (the John Dewey Society.)

Lynn BUTLER-KISBER

Founding Editor, *LEARNing Landscapes*

Anthony PARE

Editor, *McGill Journal of Education*

Shirley STEINBERG

Senior Editor, *Taboo: The Journal of Culture and Education*
Interim Editor, *International Journal of Critical Pedagogy*

Associate Editors

Helen AMORIGGI

Associate Editor, *The International Journal of the Book*
Associate Editor, *The International Journal of Learning*

Jon BRADLEY

Associate Editor, *Canadian Social Studies Journal*, (2008 – 2011).

Claudia MITCHELL

Founding co-editor of *Girlhood Studies: An Interdisciplinary Journal*

Joan RUSSELL

Co-Editor: *PRIME Newsletter* (International Society for Music Education)

Annie SAVARD

Co-Editor, *McGill Journal of Education* (MJE)

Carolyn TURNER

Associate Editor and Co-Founder, *Language Assessment Quarterly*

Guest Editors

Jon BRADLEY

Guest Co-Editor, *Journal of Men's Studies*, (2008 – 2011).

Lynn BUTLER-KISBER

Editor of two *LEARNing Landscape* Journal issues:

Butler-Kisber, L. (Ed.), (2008). Education and the arts: Blurring boundaries and creating spaces *LEARNing Landscapes*, 2(1). (November, 283 pp).

Butler-Kisber, L. (Ed.), (2008). Leadership in an era of change. *LEARNingLandscapes*, 1(2). (June, 229 pp).

Aziz CHOUDRY

Guest Editor, *McGill Journal of Education* special issue (Knowledge production in social movements), Winter 2009

Teresa STRONG-WILSON

With Alison Preece (University of Victoria), co-guest editors, Children's Stories and Social Issues (Special Issue: *English Quarterly*)

Editorial Board Members**Lynn BUTLER-KISBER:**

Invited member, Editorial Board, *International Journal of Qualitative Methods*

Ratna GHOSH

Member, Editorial Board, *Journal of Contemporary Issues in Education*

Member, Editorial Board, *Teachers College Record*

Member, Editorial Board, *Caribbean Educational Research Journal*

Member, Editorial Board, *Journal of Women's Studies*, Women's Studies Research Centre, University of Calcutta

Michael HOECHSMANN

Member, Editorial Board, *Nordic Journal of Digital Literacy* (new)

Member, Editorial Board, *International Journal of Critical Pedagogy*

Member, Editorial Board, *McGill Journal of Education*

Bronwen LOW

Member, Working Editorial Board, *International Journal of Critical Pedagogy*

Member, Editorial Board, *Journal of the Canadian Association for Curriculum Studies*

Member, Editorial Board, *McGill Journal of Education*

Roy LYSTER

Member, Editorial Board, *AILA Review* (continuing).

Advisory Committee Member, *Canadian Modern Language Review* (continuing)

Advisory Committee Member *Studies in Second Language Acquisition* (new)

Kevin McDONOUGH

Member, Editorial Review Board, *Educational Theory*

Claudia MITCHELL

Member, Editorial Board, *International Journal of Learning and Media*

Member, Editorial Board, *Changing English*

Ron MORRIS

Member, Editorial Board, *Canadian Journal of Human Sexuality*
Member, Editorial Board, *Sex Education Journal*

Anthony PARE

Member, Editorial Board, *Scottish Educational Review*
Member, Editorial Board, *Written Communication*

Joan RUSSELL

Member, Editorial Advisory Board, *Journal for Learning Through the Arts*
Member, Editorial Board, *International Journal of Music Education*
Member, Editorial Advisory Board, *LEARNing Landscapes*
Member, Editorial Board, *Arts & Learning Research Journal*
Member, Editorial Board, *McGill Journal of Education*
Member, Editorial Advisory Board, *International Journal of Education and the Arts*

Shaheen SHARIFF

Editorial Board Member, *The International Journal of Critical Pedagogy*
Book editor, *International Journal of Cyber Criminology*

Shirley STEINBERG

Member, Editorial Board, *Journal of Critical Education Policy Studies*.
Member, Editorial Board, *Educational Studies*
Member, Editorial Board, *Girlhood Studies: An Interdisciplinary Journal*
Member, Editorial Board, *The International Journal of Critical Pedagogy*
Member, Editorial Board, *Cultural Studies<>Critical Methodologies*
Member, Editorial Board, *Power and Education* (new)
Member, Editorial Board, *Research and Practice in Social Sciences* (new)
Member, Editorial Board, *Journal of Thought*

Doreen STARKE-MEYYERING

Member, Editorial Board, *Technical Communication Quarterly* (new)
Member, Editorial Board, *Journal of Writing Research*

Teresa STRONG-WILSON

Member, Editorial Board, *McGill Journal of Education*

Reviewers for Professional Scholarly Journals, Publishers, Granting Agencies**Helen AMORIGGI**

Reviewer, SSHRC

Fiona BENSON

Reviewer, SSHRC
Reviewer, FQRSC
Reviewer, CSSE
Reviewer, L'AFORME
Reviewer, *Queer Issues in the Study of Education and Culture*

Spencer BOUDREAU

Reviewer, *McGill Journal of Education*

Aziz CHOUDRY

Reviewer, *McGill Journal of Education*

David DILLON

Member, SSHRC Standard Research Grants Adjudication Committee 12

Ratna GHOSH

Reviewer, SSHRC

Reviewer, Shastri Indo-Canadian Institute

Reviewer, *UNESCO Quarterly Journal of Comparative Education*

Reviewer, *Comparative Education Review*

Reviewer, *Teachers College Record*

External reviewer for full professor, University of Windsor and University of Toronto

Book Reviewer, Routledge, UK

Michael HOECHSMANN

Reviewer, *Curriculum Inquiry* (new)

Reviewer, *Teaching Education* (new)

Reviewer, *LEARNing Landscapes* (new)

Reviewer, *Nordic Journal of Digital Literacy*

Reviewer, *McGill Journal of Education*

Reviewer, *Pedagogies*

Reviewer, *International Journal of Critical Pedagogy*

Steve JORDAN

Reviewer, SSHRC

Reviewer, CDC

Book Reviewer, Sense Publishing

Cathrine LE MAISTRE

Reviewer, SSHRC McGill

Bronwen LOW

Reviewer, *Girlhood Studies Education*

Reviewer, *Canadian Journal of Education*.

Denise LUSSIER

Reviewer, *Language Learning Journal*

Reviewer, *McGill Journal of Education*.

Roy LYSTER

Reviewer, *Studies in Second Language Acquisition*

Reviewer, *Language Learning*

Reviewer, *TESOL Quarterly*

Reviewer, *Canadian Modern Language Review*

Language Teaching Research

Reviewer, *Modern Language Journal*

Mary MAGUIRE

Reviewer, *Canadian Journal of Education*
Reviewer, *Canadian Modern Language Review*
Reviewer, *Teachers College Press*
Reviewer, *Heritage Language Journal*
Reviewer, *Journal of Psycholinguistics*
Reviewer, *Canadian Journal of Education/Revue des sciences d'éducation*
Reviewer, SSHRC and Fonds de recherche sur la nature et les technologies

Kevin McDONOUGH

Reviewer, *Social Theory and Practice*
Reviewer, *Curriculum Theory*

Ron MORRIS

Reviewer, SSHRC
Reviewer, *Sex Education Journal*

Anthony PARE

Reviewer, *Pedagogies: An International Journal*
Reviewer, *English for Specific Purposes*
Reviewer, *International Journal of Inclusive Education*
Reviewer, *Technical Communication Quarterly*
Reviewer, *Teaching Education*

Caroline RICHES

Reviewer, *Alberta Journal of Educational Research* (new)
Reviewer, *Canadian Modern Language Review*
Reviewer, *System: An International Journal of Educational Technology and Applied Linguistics*
Reviewer, *International Journal of Inclusive Education*

Joan RUSSELL

Reviewer, International Science Committee (International Conference for Music Education in Greece)
Reviewer, *Sociolinguistic Studies*
Reviewer, *the British Journal of Music Education*
Reviewer, Cambridge Scholars Publishing
Reviewer, *Advances in Music Education Research*
Reviewer, Arts & Learning SIG/AERA

Mela SARKAR

Reviewer, *Canadian Modern Language Review*
Reviewer, *Diasporic, Indigenous, and Minority Education: An International Journal*

Annie SAVARD

Reviewer, SSHRC
Reviewer, FQRSC/FQRNT
Reviewer, Imperial Oil Academy for the Learning of Mathematics, Science, and Technology

Gale SEILER

Reviewer, Science Education
Reviewer, Cultural Studies of Science Education

Reviewer, Pearson Publishing Co.
Reviewer, National Association for Research in Science Teaching, conference proposals

Shaheen SHARIFF

Reviewer, SSHRC
Reviewer, AERA
Reviewer, *Urban Education Journal*
Reviewer, *Education & Law Journal*
Reviewer, *Canadian Journal of Education*
Reviewer, *McGill Journal of Education*
Reviewer, *International Journal of Learning*
Reviewer, *Alberta Journal of Education*
Reviewer, *Journal of Educational Psychology*
Reviewer, *Journal of International Migration*
Reviewer, *Atlantis: A Women's Issues Journal*
Book Reviewer, Ashgate Press
Book Reviewer, Willan Publishing

Donna-Lee SMITH

Reviewer, *McGill Journal of Education*.
Reviewer, *Canadian Journal of Education*

Doreen STARKE-MEYERRING

Reviewer, SSHRC
Reviewer, *Written Communication*.
Reviewer, Conference on College Composition and Communication 2008
Member, Review Board, Writing in Digital Environments, Michigan State University
Reviewer, Association of Internet Researchers Conference
Reviewer, IEEE Transactions on Professional Communication
Reviewer, *Technostyle*

Shirley STEINBERG

Reviewer, AERA several divisions and Paulo Freire SIG

Teresa STRONG-WILSON

Reviewer, AERA
Reviewer, *Children, Youth and Environments*
Reviewer, *Children's Literature in Education*
Reviewer, *LEARNing Landscapes*
Reviewer, *McGill Journal of Education*

Carolyn TURNER

Reviewer, *Language learning and Technology*
Reviewer, *System*
Reviewer, *TESOL Quarterly*
Reviewer, *Language Testing*
Reviewer, *Canadian Modern Language Review*
Reviewer, *TESL Canada Journal*
External Assessor: Research Grants Council of Hong Kong (University Research Grants)
Reviewer, SSHRC
Reviewer, proposals for the Language Testing Research Colloquium (LTRC 2009, Denver).

Reviewer, Vetting Committee for proposals for the American Association of Applied Linguistics (AAAL 2009, Denver, USA)

Boyd WHITE

Reviewer, *LearningLandscapes (new)*

Reviewer, *Arts & Learning Journal*

Reviewer, Arts & Learning SIG proposals (AERA)

Reviewer, SSHRC

Reviewer, *Canadian Review of Art Education*

Lise WINER

Reviewer, *System*

Reviewer, *Journal of Pidgin & Creole Languages*

Involvement in Professional Organizations

Helen AMORIGGI

Charter Member and Newsletter Editor, International Mind, Brain, Education Society (IMBES), Harvard University.

Member, Association for Surgical Education (ASE)

Member, International Reading Association (IRA)

Member, Phi Delta Kappa (PDK)

Member, Brain Injury Association of Rhode Island (BIARI)

Fiona BENSON

Member, McGill Association of University Teachers

Member, Canadian Association of Teacher Educators

Member, Canadian Society for the Study of Education

Member, Queer Issues in the Study of Education and Culture

Member, CSSE Working Conference on Research in Teacher Education

Spencer BOUDREAU

Member, Board of Directors, Newman Association of McGill University

Member, Board of Directors, English-Speaking Catholic Council, Montreal, QC

Member, Table de reflexion sur le fait religieux, Comité des affaires religieuses (MELS)

Jon BRADLEY

Member of Board of Directors, Quebec Association of Adult Learning

Member, conference planning committee, American Men's Studies Association

Lynn BUTLER-KISBER

Member, National Council of Teachers of English (NCTE)

Member, American Educational Research Association (AERA)

Member, American Society for Curriculum Development (ASCD)

Member, Phi Delta Kappa (PDK)

Member, McGill Centre for Teaching and Research on Women (MCTRW)

Eric CAPLAN

Board member, Jewish Reconstructionist Federation

Member, Grinspoon-Steinhardt Award, Bronfman Jewish Education Council

Chair, Zipper Education Award, Jewish Public Library
Member, Association of Institutes of Higher Learning in Jewish Education
Member, Association for Jewish Studies
Member, Network of Research in Jewish Education

Aziz CHOUDRY

Member, Researchers and Academics of Colour for Equality
Member, British International Studies Association
Member, Society for Socialist Studies
Member, Canadian Association for Studies in Development (CASID)

Michael DOXTATER

Member, Society for Professionals in Dispute Resolution
Member, Aboriginal Research Health Networks
Member, Action Learning Association

Ratna GHOSH

Member, Comparative and International Education Society (U.S.)
Member, Comparative and International Education Society (Canada)

Michael HOECHSMANN

Member, Educational Advisory Committee, Media Awareness Network, Ottawa
Member, Steering Committee, Association of Media Educators of Quebec (AMEQ)

Charlotte HUSSEY

Member, League of Canadian Poets
Member, Creativity Coaching Association

Steve JORDAN

Member, CSSE
Board Member, London NGO, Alternative Links

Cathrine Le MAISTRE

Member and Canadian representative for Nominating Committee, National Council of Teachers of Mathematics (NCTM)

Bronwen LOW

Member, AERA
Member, McGill Association of University Teachers (MAUT)
On-site Committee Member, Canadian Association of Cultural Studies
Canadian Educational Association for Studies in Education

Denise LUSSIER

Member, AQEFLS- Association québécoise des enseignants de français langue seconde
Member, Comité thématique , Planning of the Annual Convention, AQEFLS
Member, ALTE- Association of Language Testers in Europe
Member, Fédération internationale des professeurs de français (FIPF)
Member, ADMEE- Association pour le Développement de la Mesure et de l'Évaluation en Éducation

Roy LYSTER

Past President, L'Association canadienne de linguistique appliqué/Canadian Association of Applied Linguistics
Member, American Association for Applied Linguistics
Member, Association for Language Awareness
Member, Association internationale de linguistique appliquée

Kevin McDONOUGH

Chair, Hospitality and Site Committee, Philosophy of Education Society (PES)
Member, Philosophy of Education Society of Great Britain

Claudia MITCHELL

Member, American Educational Research Association

Ron MORRIS

Member, American Academy of Religion (AAR)

Anthony PARÉ

Member, AERA
Founding Member, Doctoral Education Across the Disciplines (AERA SIG)
Member, Writing and Literacies (AERA SIG)
Member, Conference on College Composition and Communication (CCCC)
Member, Canadian Association of Teachers of Technical Writing (CATTW)
Member Canadian Association for Studies in Language and Learning (CASLL)
Member, Canadian Writing Centres Association (CWCA)
Chair, Research Committee, Canadian Association for Studies in Discourse and Writing

Caroline RICHES

Member, Canadian Association of Applied Linguistics (CAAL)
Member, McGill Association of University Teachers (MAUT)
Member, Contract Academic Staff (CAS) subcommittee (in MAUT)
Member, Canadian Society for Studies in Education (CSSE)
Member, Canadian Association of Teacher Educators (CATE)
Member, International Society for Teacher Education (ISTE)

Joan RUSSELL

Founding member & Executive Advisory Board: Practice and Research In Music Education (PRIME) A special interest group of the International Society for Music Education (ISME)
Member, Canadian Music Educators Association (CMEA)
Member, Arts and Learning SIG, AERA
Member, Music Education SIG, AERA

Mela SARKAR

Member, Canadian Association of Applied Linguistics (CAAL)
Member, International Society for Language Studies (ISLS)
Member, Association internationale de linguistique appliquée (AILA)

Annie SAVARD

Executive Member, Quebec Association of Mathematics Teachers (QATM)
Member, Association pour la Recherche en Didactique des Mathématiques (ARDM)
Member, National Council of Teachers of Mathematics (NCTM)

Member, Groupe de Didactique des Mathématiques du Québec (GDM)
Member, Center for the Study of Learning and Performance (CSLP)
Member, Centre de Recherche sur l'Enseignement et l'Apprentissage des Sciences (CREAS)
Member, Centre de Recherche et d'Intervention sur la Réussite Scolaire (CRIRES)
Member, Canadian Mathematics Education Study Group (CMESG)
Member, High Ability and Inquiry Research Group (HAIR)

Louise SAVOIE

Présidente sortante (elected 2004), Commission Amérique du nord (CAN) de la Fédération internationale des professeurs de français (FIPF)
Member and CAN (Commission Amérique du nord) representative, Board of Directors, Fédération internationale des professeurs de français (FIPF)
Membre du Comité thématique du congrès annuel, Association québécoise des professeurs de français langue seconde (AQEFLS)
Fond mondial pour l'enseignement du français : Membre de la section Québec –Canada du Fond et élue à l'unanimité présidente du BE du FMEF à la réunion du CA le 22 juillet 2008

Gale SEILER

Member, AERA
Member, National Association for Research in Science Teaching (NARST)
Member, National Association of Multicultural Educators

Shaheen SHARIFF

Member, Canadian Association for the Practical Study of Law in Education (CAPSLE)
Member of Law and Education SIG, AERA
Member, Education Law Association (ELA)

Sylvia SKLAR

Associate Member, Association of Administrators of English Schools of Quebec (AAESQ)
Member, National Council of Teachers of English (NCTE)
Member, The Centre for Literacy of Quebec

Doreen STARKE-MEYERRING

Member, AERA
Member, Council for Programs in Scientific and Technical Communication
Member, Association of Teachers of Technical Writing
Past President, Canadian Association for the Study of Discourse and Writing (CASDW)
Member, Canadian Society for the Study of Rhetoric
Member, Rhetoric Society of America
Member, CCCC Committee on Globalization of Postsecondary Writing Instruction and Research, National Council for Teachers of English.
Member, Research Committee, Association for Business Communication

Shirley STEINBERG

Member CSSE, CACS, AERA, ICA, NCA

Teresa STRONG-WILSON

Member, AERA, AERA Self-study SIG; Narrative & Research SIG; Portfolios & Reflection in Teaching and Teacher Education SIG
Member, American Association for the Advancement of Curriculum Studies (AAACS)
Member, Canadian Society for the Study of Education (CSSE)

Member, Canadian Association for Curriculum Studies (CACS)
Member, Language & Literacy Researchers of Canada (LLRC)
Member, Canadian Association of Teacher Education (CATE)
Member, International Research Society for the Study of Children's Literature
Member, National Council for the Teachers of English (NCTE)

Carolyn TURNER

President, Executive Board, International Language Testing Association
Member, TESOL (Teachers of English to Speakers of Other Languages)
Member, AAAL (American Association of Applied Linguistics)
Member, CAAL/ACLA (Canadian Association of Applied Linguistics)
Member, SPEAQ (Société pour la promotion de l'enseignement de l'anglais, langue seconde au Québec)
Member, AERA

Boyd WHITE

Member, Executive Board, Canadian Society for Education through Art (CSEA-SCEA)
Member, Arts & Learning SIG; AERA
Member, Dewey Society SIG, AERA
Member, National Society for Education through Art
Member, National Society for Education through Art (USA)

Lise WINER

Member, SPEAQ (Société pour le promotion de l'enseignement de l'anglais langue seconde au Québec)
Member, TESOL (Teachers of English to Speakers of Other Languages)
Member, AAAL (American Association of Applied Linguistics)
Member, SCL (Society for Caribbean Linguistics)
Member, SPCL (Society for Pidgin & Creole Linguistics)
Member, DSNAL (Dictionary Society of North America)
Member, ADS (American Dialect Society)

Conferences/Symposia/Seminars/In-Service Teacher Training Organized

Spencer BOUDREAU

With Concordia, UQAM, University of Sherbrooke, Bishop's, Laval, and U. De M. to participate in a visit by the Dalai Lama to McGill in October 2009.

Lynn BUTLER-KISBER

Preparation and delivery of Indonesian Science and Mathematics Program (4 weeks, fall 2008)
Bhutan/Montreal Conference (3 days, fall 2008)
Indonesian Leadership and Graduate Studies Program (2 weeks, Spring 2009).
With Sylvia Sklar, designed and managed the 2008-2009 Distinguished Educators Seminar Series. Almost 900 participants, representing every English school board and schools in the Quebec Association of Independent Schools, as well as educators from across Canada, attended 20 different seminars in this year's series.

Aziz CHOUDRY

Principal McGill organizing committee member for the 9th Annual Critical Race and Anti-Colonial Studies Conference "Compassion, complicity and conciliation: The politics,

cultures and economies of “doing good”, June 5-7, 2009, Concordia and McGill, and principal organiser for the hosting at McGill.
Member, organizing committee, *Education, Imperialism and Resistance Conference* organized and hosted by International Center for Taiwan Social Studies and *Taiwan: A Radical Quarterly in Social Studies*. Shih Hsin University, Taipei, Taiwan, August 2009.
“Meet The Neighbours” seminars on community education, research, knowledge production and social change
Seminar series on Globalization Education and Change, McGill University

Ratna GHOSH

Organized a two day conference with Denise Lussier, DISE, on *Diversity and Education: Challenges for the Next Decade*

Denise LUSSIER

Organized a two day conference with Ratna Ghosh, DISE, on *Diversity and Education: Challenges for the Next Decade*--International colloquium on Multicultural education.
Contributions to Congrès international 2008--Fédération internationale des professeurs de français : Expert and moderator, Round table moderator, and End of Convention- Synthesis and « Déclaration du Québec » (with Monique Lebrun-Brossard, UQAM).

Roy LYSTER

Bush, P., Garcia, E., & Lyster, R. (2008, November). *What's the best match for your research? Choosing data collection tools*. Research Exchange Forum, McGill.
Garcia, E., Lyster, R., Stocck, C., & Nessel, V. (2008, March). *What's the best fit? Deciding how to collect data*. Research Exchange Forum, McGill.
Calvé, P., Jean, G., & Lyster, R. (2008, January). *Table ronde sur la grammaire*. Department of French Conference Series, Carleton University. Ottawa.

Claudia MITCHELL

Conference Organization: Back to the future (SSHRC), McGill University, Oct 22-24 (with T. Strong-Wilson, K. Pithouse and S. Allnutt)
Conference Organization: Every Voice Counts (NRF) Univ of KwaZulu Naatal, Feb 26-27 (With N. DeLange)
Conference Organization: What Difference Does this Make? (European Union) Second National Colloq. on Teacher Education and HIV&AIDS, Sept 22-23, Johannesburg.
Conference Organization: Voices of the Institutions. (European Union) Third National Colloq. on Teacher Education and HIV&AIDS, May 4, Johannesburg.
Symposium Organisation: Institute of Gender, Sexuality and Feminist Studies, one day symposium on Feminist Visual Methodologies, Sept 25, with Myriam Gervais

Ron MORRIS

Morris, R. (2008, December). What is ethics? From theory to practice. Full day workshop for the facilitators of the Ethics and Religious Culture Program, sponsored by the MELS Laval, Quebec.
Responsible for the organization and coordination of a special panel on Quebec's Ethics and Religious Culture Program for The American Academy of Religion Conference to be held in November, 2009.

Anthony PARE

- Paré, A. (2008, Sept). Strategies for Supervising Graduate Student Writing: Humanities and Social Sciences. Leader, faculty workshop on supervising graduate student writing. Graduate and Postdoctoral Studies, McGill.
- Paré, A. (2008 Sept). Strategies for Supervising Graduate Student Writing: Sciences, Engineering, and Medicine.
- Paré, A. (2008, April). Best practices in graduate supervision. Co-leader, faculty workshop on supervision of graduate students. Graduate and Postdoctoral Studies, McGill.
- Paré, A. (2008, February). Authorship and your Supervisor - How to make the most of it. ABC's of the PhD Seminar, Faculty of Education, McGill.
- Paré, A. (2008, January). Solving supervision: Interpreting feedback. Seminar for McGill PhD students. Career and Placement and Counselling Services, McGill.

Caroline RICHES

Organized day-long annual retreat for DISE faculty and part-time instructors; included a group session on professional portfolios and showcased innovations in course delivery

Annie SAVARD

- Savard, A. (2009, April). Gambling prevention and mathematical competencies in elementary school: When probability + chance = critical thinking. Research Exchange Forum, McGill.
- Savard, A. (2009, January). Les rendez-vous pédagogiques : Science et technologie et science et technologie de l'environnement. Le Collège Regina-Assumpta, 23 janvier 2009. Montréal.
- Savard, A. (2008, August). Les compétences mathématiques au primaire. L'École Arménienne Sourp Hagop, 26 juin et 26 août 2008, Montréal.
- Provincial representative: Canadian Mathematics Education Forum 2009 (CMEF), Vancouver.
- Coordinator of the study group: Dimensions linguistique, historique et culturelle dans l'enseignement des mathématiques. International Research Colloquium, Espace Mathématique Francophone (EMF) Dakar, Sénégal 2009.

Louise SAVOIE

Vice President, Québec 2008 Organizing Committee, Fédération internationale des professeurs de français (FIPF). Responsable des communications avec les revues spécialisées, des relations publiques et des liaisons avec la presse écrite et parlée pendant le congrès.

Sylvia SKLAR

With Lynn Butler-Kisber, Designed and managed the 2008-2009 Distinguished Educators Seminar Series. Almost 900 participants, representing every English school board and schools in the Quebec Association of Independent Schools, as well as educators from across Canada, attended 20 different seminars in this year's series.

Shirley STEINBERG

Organizer of a Mini-Congress for Critical Discussion at the University of Barcelona, September 2009, with The Friends of Paulo and Nita Freire for the Development of Critical Pedagogy, Spain; The Centre of research in Theories and Practices that overcome Inequalities at the University of Barcelona; and The University of Granada.

Teresa STRONG-WILSON

Coordinator, Research Exchange Forum sub-committee, Spring 2005-Winter 2009 (within Faculty of Education)

Organized & Chaired AERA 2009 panel (for SIG—Portfolios and Reflection in Teaching and Teacher Education), The Emperor's New Clothes: Changing the Story through Alternative Framings for Portfolio Construction in Teacher Education Programs.

Organized & co-led CLCF-NFSB Research dissemination workshop: Sustaining teachers in change, held in the Faculty of Education, McGill (April 29, 2009)--45 participants from McGill, Concordia, Bishops, local school boards, RECIT, MELS]

Carolyn TURNER

As member of H-CALM (Research team component of the McGill University Training and Human Resources Development Project, Health Canada), jointly hosted a symposium with CIHR, CHSSN, and Jeffery Hale Hospital: Setting themes, building momentum: Bringing researchers and community organizations together. Montreal, March 26/27, 2009.

Boyd WHITE

Co-organizer, Canadian Society for Education through Art Conference, Concordia University, November 6 & 7, 2008.

Lise WINER

Conference Organiser, 2011, DSNA (Dictionary Society of North America)

Research Exchange Forum



Research Exchange Forum:

Fostering Interdisciplinary Dialogue

Fall 2008 (DISE CONTRIBUTIONS IN BOLD)

Date	Speaker and Presentation
Tues, Sept 16	Dr. Colin Lankshear (Visiting Scholar) <i>Framing Learn 2.0: Prospects, Challenges and Tasks</i>
Tues, Sept 23	Dr. Paula Charbonneau (Senior Advisor, Learning Development and Technologies, Canada School of Public Service) <i>Undiscovered Territory: Web 2.0 Technologies and Video-based Web Conferences: What Discourses will Prevail?</i>
Wed., Oct. 1	Dr. Pontso Moorosi (University of KwaZulu-Natal, South Africa; A post doctoral fellow in the Centre for Developing Area Studies, McGill University) Women lead, men support: Are the rules of the game finally changing in South Africa?
Fri, Oct 3	John Pascarella (PhD Candidate, DISE) Blogging as liberatory practice: Pre-service teachers and the possibilities for HIV/AIDS education in the age of participatory cultures
Thurs, Oct 9	Anjali Abraham (PhD Candidate, DISE) <i>Science Stories in Critical Territories: Presentation of Initial Findings of Cross-Cultural Research (Canada & India) on Science Teachers' Identities in the Context of Educational Reform</i>
Tues, Oct 14	Dave Amsden (PhD student, DISE) <i>Critical Narrative Research: Teaching and Learning that Reflects, Constructs, and Liberates</i>
Tues, Oct. 21	Souad Bouhid (MA student, DISE) <i>A Computer-aided Investigation of Cultural Representations in Media Discourse</i>
Fri, Oct 24	Shareen Holly (PhD Student, ECP) <i>On the Cutting Edge: Social Influence and Non-Suicidal Self-Injury in Youth</i>
Tues, Oct 28	Yusuke Ishimura (PhD student, SIS) <i>Research for Success: How can Academic Libraries Improve International Students' Research Experience?</i>
Tues., Nov. 4	Methodology Series: Which approach to choose? Research and methodological frameworks Co-hosts: Alison Crump & Heike Neumann (DISE) Panel: Dr. Carolyn Turner (DISE), Dr Steven Jordan (DISE), Dr. Robert Bracewell (ECP)

Monday, Nov 10	Methodology Series: What's the best match for your research? Choosing Data Collection Tools Co-hosts: Alison Crump & Juan Abrile (DISE) Panel: Dr. Roy Lyster (DISE), Dr. Enrique Garcia (KPE), Paula Bush (PhD Candidate, KPE)
Wed, Nov19	Methodology Series: What's the best match for your research? Choosing Data Collection Methods Co-hosts: Heike Neumann (DISE) & Jillian Tomm (SIS) Panel: Dr. France Bouthillier (SIS), Dr. Tara Flanagan (ECP), Jon Pascarella (DISE)
Friday, Nov 21	Methodology Series: How to work with different data sources: Data Analysis Techniques Hosts: Emily Kerner (ECP) & Jillian Tomm (SIS) Drs. Carl Fredrickson (ECP), Claudia Mitchell (DISE), Eun Park (SIS)
Tues, Nov 25	Methodology Series: Ethics in Research: Practices, Issues, Questions Host(s): Juan Abrile (PhD student) & Dr. Teresa Strong-Wilson (DISE) Dr. Andrew Large (SIS), Dr. Lilian Pozer-Ardenghi (Post-Doctoral Fellow, DISE), Mai Hui Tan (PhD candidate, DISE), Shuhua Chen (PhD student, DISE)
Tues, Dec 2	Dr. Carlos Alberto Torres, Visiting Scholar (Professor of Social Sciences and Comparative Education Director of the Paulo Freire Institute, UCLA) Social Justice Education: Democracy, Citizenship and a Social Critique of Neoliberalism
Thurs, Dec 4	Dr. Joan Russell (DISE) Reflections on teaching in an NGO-sponsored program for "invisible" children in Curitiba, Brazil

Winter & Spring 2009

Date	Speaker and Presentation
Mon Jan 19	Multilingual Series Dr. Mela Sarkar (DISE) Juan Abrile (PhD student, U de Montreal)
Thurs, Jan 22	Dr. Wendy Cumming-Potvin (Murdoch University, Australia) (Visiting Scholar, DISE) Diversity for pre-service teachers and classrooms: 'Multiliteracies' and multiple identities
Wed, Jan 28	Health Series: HIV/AIDS Dr. Nathan Smith (ECP) Mechanisms of action of a group therapy intervention for HIV-positive individuals coping with AIDS-related bereavement George Carani (PhD candidate, ECP) Men living with HIV/AIDS acquiring expertise in medical adherence: A qualitative approach Ran Tao (PhD student, DISE) Photographing HIV and AIDS: Using photovoice as a tool for analysis and activism in the context of AIDS becoming the disease of young people Dr. Claudia Mitchell (DISE) (discussant)
Fri, Jan 30	Seong Park (PhD candidate, DISE) Korean immigrant students, Korean language and cultural identity

	maintenance in Montreal: The role of Korean immigrant churches
Wed, Feb 4	Drs Anthony Pare, Claudia Mitchell, Elizabeth Wood, Teresa Strong-Wilson (DISE); Enrique Garcia (KPE); Catherine Guastavino (SIS); Carl Frederikson (ECP) Educational research and the arts and humanities: McGill Institute for the Public Life of Arts and Ideas (iPLAI): Panel Discussion
Tues Feb 10	Beverly Baker (PhD candidate, DISE) A critical analysis of university writing tests for teacher certification
Wed, Feb 18	Health Series & Multilingual Series Drs. Carolyn Turner (DISE) & Michel Laurier (Dean of Education, Université de Montreal) & Talia Isaacs (PhD candidate, DISE) The development of a second language oral interaction scale for nurses in Quebec
Wed, March 4 (tentative)	Methodology Series Drs. Claudia Mitchell (DISE), Eun Park (SIS), & Carl Frederiksen (ECP) How to work with different data sources? Data analysis techniques
Tues March 10	Health Series: Emotions and Health Sandra Mansour (PhD student, ECP) The relationship of autonomous and controlled motivation to treatment outcome in Bulimia Nervosa Dr. Catherine Sabiston & Jennifer Brunet (PhD student) (KPE) Self-conscious emotions motivate physical activity behaviour: A focus on the physical self
Wed, March 18	Paula Bush (PhD student, KPE) Building capacity to promote physical activity to underserved teenagers
Thurs, March 26	Multilingual Series Dr. Patricia Lamarre (Universite de Montreal) Dr. Victor Armony (UQUAM)
Wed, April 1	Dr. Aziz Choudry (DISE) Power, knowledge and struggle - Bridging academic and activist worlds: Challenges and reflections
Thurs April 9	Health Series: Health and Children & Youth Shohreh Rezazadeh (PhD student), Sarah Glaser (MA student) & Dr. Steven Shaw (ECP) Genetics and medical factors in education: Controversial and critical aspects Lisa Trimble (MA student, DISE) "You're not scaring them enough, and no talk about anal sex!": Exploring the tensions between formal and community activist sex education Courtney Dowd (MA student, KPE) Sexual health education in Quebec within the context of curricular reform: Perspectives from students, teachers, and student teachers
Wed, April 22	Multilingual Series Dr. Michael Doxtater (DISE) Decoding the four Mohawk kings Elma Moses (PhD student, DISE) Dancing with Chikapesh
Mon, April 27	Health Series: Prevention Through Information and Intervention Practices Lorie Kloda (PhD student, SIS) Exploring rehabilitation therapists' information needs for evidence-based patient care Dr Annie Savard (DISE)

	Gambling prevention and mathematical competencies in elementary school: When probability + chance = critical thinking Emily Kerner (PhD candidate, ECP) Graphic novel writing as a method of motivating adolescents for career exploration: Development of an intervention
Thurs, April 30	Heike Neumann (PhD Candidate, DISE) Do we assess grammar “correctly” in second language academic writing?
Tues, May 5	Dana Salter (PhD Candidate, DISE) What’s Pong got to do with it? Using an inclusive theoretical framework in the analysis of youth participation in virtual spaces
Thurs May 7	Multilingual Series Kazuya Saito (PhD Student, DISE) Alicia Piechowiak (MA Student, DISE)
Mon May 11	Louise Morand (PhD Candidate, DISE) Play with your students? Why and how?: A case study in music education
Thurs, May 14	Dr. Brad Sweet (Post-doctoral Fellow) A Pastoral Role For Acadian And Mi’kmaq Catholic Laity, 1790-1850? How did that happen?

REF Sub-Committee of the Student Committee for Doctoral Studies in Education: Faculty: **Dr. Teresa Strong-Wilson (Coordinator, DISE)**; Dr. Andrew Large (Advisory Member, SIS). Graduate students: **DISE: Alicia Piechowiak (MA), Alison Crump, Heike Neumann, Dana Salter, Dawn Rouse (PhD)**; ECP: Emily Kerner, Jessica Toste (PhD); SIS: Jillian Tomm (PhD); KPE: Courtney Dowd (MA).

ABC’s of the PhD sessions

A panel discussion of the qualities that make a good conference presentation April 16, 2008

This two-person panel aims to discuss the production of successful conference presentations graduate student involvement at conferences. Topics will include: how to choose a conference (what factors are important to consider?), presentation formats (what's the difference between a poster and a paper presentation?), preparing for a successful poster session or talk, and opportunities/expectations for publishing that stem from conference presentations. The session is timed to be useful for students who have just completed presentations (to reflect) and to provide guidance for those about to present at conferences. This discussion will be led by **Dana Salter (PhD student, DISE)**, and Jessica Toste (PhD student, ECP), and organized and moderated by **David Roemmele, (PhD student, DISE)**

Human Subject Research: Ethics, Principles, and Current Practices

This session will discuss the ethical considerations involved when conducting human subject research. What are the basic ethical principles and how do these apply to current research practices. Issues to be discussed will include the informed consent process, confidentiality, power over relationships, use of recording devices, electronic submission of theses.

Discussion led by Lynda McNeil (Research Ethics Officer Human Subjects) and Jacqueline Celemencki (Ph.D. Student). **Session Organizer:** David Roemmele (Ph.D. Student)

Authorship and your Supervisor - How to make the most of it.

Wednesday, February 13, 2008

The supervisory relationship is an important dynamic in doctoral studies. Good working relations with your supervisor and your committee members can make the PhD experience enriching and sustaining; bad relations can lead to frustration and even failure. This is particularly true where the dissertation is concerned, since supervisors and committee members are usually the first and most critical readers of your work. In fact, supervisors play such a central role in the writing of your dissertation that they might almost be considered co-authors. This **ABCs** seminar will begin with a look at some research into the supervisory relationship – including consideration of recorded conversations between students and their supervisors – and move on to a discussion of how students might get the most out of sessions with their supervisor and committee members.

This discussion will be led by Dr. Anthony Paré (DISE)

Session Organizer: David Roemmele B.A., M.A., DISE (Ph.D. Student)

Education Graduate Student Society (EGSS) 8th Annual EGSS Conference

“Education for a Diverse World: Addressing Equity & Human Rights”

March 13-14, 2009

Involvement of DISE Faculty and Students:

PAPER PRESENTATIONS

· Susan Ballinger, DISE, McGill

“Reciprocal learning in French immersion through peer language use strategies”

· Allison Gonsalves, Ph.D. Candidate, DISE, McGill

“Keeping it complex: Epistemological and representational considerations in identity research”

· Donald Nikkel McGill University

“Menno Simons eats Tarte au Sucre: Minority Education and the Value of Culture”

· Sarah DesRoches, DISE, McGill

“Curriculum & respons/ability: identity construction through the discourse of discomfort”

· David Dillon and Kevin O'Connor DISE, McGill

“Fostering the development of a teacher identity in teacher education students”

· Alicia Piechowiak, M.A. student, DISE, McGill

*“French immersion and French second language teachers attitudes towards different accented French in Quebec”
experiences and perceptions”*

· Dana Salter and Rodney Handelsman DISE, McGill

“Can separate be “inclusive”? Outreach schools and the question of inclusion”

· Liz Airtton, MA Student

“Gender diversity? The uses and abuses of a ‘new’ concept”

· Manal Zahreddine, DISE, McGill

“Girls’ science education and gender differences: A comparative study”

· Melanie Wilson, PhD Student, DISE, McGill

“Addressing the challenges of educational research in online learning environments”

· Dana Salter, Ph.D. Candidate, DISE, McGill

· Sandra Chang-Kredl, Ph.D. Candidate, DISE, McGill

“Method in the madness: stories about collecting data from emerging researchers”

· Nguyen Thi Xuan Thuy, DISE, McGill

"On the history of inclusion: Making sense of our past, present, and future"

· Alison Crump & Masatoshi Sato, DISE, McGill

"Benefits of including non- 'standard' Englishes and collaborative activities in EFL classrooms: Integrating sociocultural and second language acquisition perspectives"

· Sahar El-Hakim, McGill University

"Lost generation: Which languages to learn?"

· Kazuya Saito DISE, McGill University

"The importance of expert judgment: Suggestions for teaching intelligible pronunciation"

· Kyung-Hwa Yang, Ph.D student, DISE, McGill University

"The Influx of Globalization and the Birth of Neo-intellectuals in South Korea"

· Carmen Sicilia, McGill University

"Tracing actions to understand changing teaching practices: A CHAT Perspective"

· Kevin O'Connor, Ph.D. Candidate, Office of First Nations and Inuit Education

"Experiential learning in an Indigenous context: Praxis of place, experience and criticality"

WORKSHOPS:

"Unconditional love: Building critical relationships with students" Dave Amsden, PhD student
McGill University, Katie Elizabeth Decker

"Narrative and peace education: Nicole Fiore

"Challenges of transitioning school leadership practices" Juel Chouinard, Ph. D. Candidate

"The doctoral journey: What can we learn from reflecting on our experiences?" Marian Jazvac
Martek, ECP, Shuhua Chen, DISE, Allison Gonsalves, DISE, Dr. Lynn McAlpine, DISE, Dr.
Anthony Paré, DISE, Dr. Doreen Starke-Meyerring, DISE

POSTER PRESENTATIONS

· Maya Chivi, McGill University

"Environmental education"

· Lavanya Sampasivam, Dr. Ratna Ghosh, and Dr. Jaswant Guzdar

"The educational and mental health concerns of immigrant youth: A study of immigrant Tamil youth"

· Claudia Mitchell, Faculty of Education, McGill University

· Caitlin Tanner, International Development Studies

"Challenging and transforming contested identities: Addressing gender and HIV and AIDS in a postharvest management curriculum in Ethiopia"

APPENDIX 7: EXAMPLES OF COLLABORATION

All examples of collaboration are too numerous to mention here. As well as the information contained in this appendix, please refer to Program and Centre Directors' Reports (Appendices 8-14 inclusive) for an overview of collaboration in various University and Interuniversity Teaching Programs. For examples of intradepartmental and interdepartmental collaboration, see Appendices 2 and 3. For additional information on DISE members' collaborative efforts, their Individual Annual Reports are on file in the Department.

INTRAUNIVERSITY COLLABORATION

Collaboration - University Teaching Programs

Fiona BENSON

As Director, Office of Student Teaching, collaboration with Departments, program directors, and Associate Deans-Academic and -Teaching, Learning, and Students, Student Affairs Office, etc. in developing and supervising field experience courses.

With Caroline Riches on design and coordination of *Journey's End, Journey's Start: workshops for graduating B. Ed. students*.

With C. Riches (Dir. Undergraduate Programs) on a McGill Teaching and Learning Improvement Fund (MTLIF) –funded project entitled “We are Listening! Shoulder to Shoulder with Teachers.”

With C. Riches (Dir. Undergraduate Programs), Organized day-long annual retreat for DISE faculty and part-time instructors

Spencer BOUDREAU

As Associate Dean (Teaching, Learning, and Students), cooperation with Student Affairs Office, Faculty Departments.

Lynn BUTLER-KISBER

As Director, Center for Educational Leadership, and of Graduate Leadership Certificates I and II, collaborates with Department Graduate Program Co-directors regarding off-campus graduate course offerings .

Eric CAPLAN

Director, Jewish Teacher Training Program, Faculty of Education
Chair, Department of Jewish Studies in the Faculty of Arts.

David DILLON

With T. Strong-Wilson and C. Mitchell on SSHRC-funded project “Partnerships for a change: Becoming teachers in changing times.”

Steve JORDAN

Teaches EXMD 628, Qualitative Research Methodology for Department of Experimental Medicine.

Kevin McDONOUGH

As Co-Director, Graduate Programs, with Departmental colleagues re course offerings and all matters affecting the operation of departmental graduate programs.

Claudia MITCHELL

With the Faculty of Agriculture, McDonald College on the Tier 1 CIDA project “Postharvest Management and Rural Livelihoods in Ethiopia.”

Anthony PARÉ

As Director, Centre for the Study and Teaching of Writing, collaboration with Associate Directors and teaching staff.

With Dr. Teresa Strong-Wilson on development of Ph.D. seminar for new DISE Ph.D. program of record.

Caroline RICHES

As Director, DISE Undergraduate Programs, collaborated with departmental colleagues in all aspects of Undergraduate Program administration, revision and development, especially with Fiona Benson (Director, Office of Student Teaching), members of Undergraduate Curriculum Committee, and Associate Dean Academic Elizabeth Wood.

Developer and Coordinator for the 15 credit Graduate Certificate in TESL.

With Fiona Benson on design and coordination of *Journey's End, Journey's Start*: workshops for graduating B. Ed. students.

With F. Benson (Office of Student Teaching) Antonella Nizolla, Career Placement Officer, Student Affairs Office, on the development and implementation of professional portfolios.

With Second Language Education Friends group of departmental colleagues (DISE)

Organized day-long annual retreat for DISE faculty and part-time instructors; included a group session on professional portfolios and showcased innovations in course delivery

Mela SARKAR

As Co-Director, Graduate Programs (from July 1, 2007), with Departmental colleagues re course offerings and all matters affecting the operation of departmental graduate programs.

Member of McGill's Interdisciplinary Ph.D. program in Language Acquisition (LAP) executive committee.

Gale SEILER

As Co-Director - Concurrent B.Sc. and B.Ed. Program, Review and revision of Concurrent B.Sc. and B.Ed. program to create better alignment with the Quebec Education Program curricula in Science, Mathematics, and technology, in collaboration with the Faculty of Science and the Faculty of Engineering.

With Engineering: Mastering Math and Science outreach program, 2 staff, 30 students.

With Sumitra Rajagopalan in Engineering: Mastering Math and Science outreach program, 2 staff, 30 students.

Developed new ways to use the Student Response System in EDEE 270, in collaboration with Teaching and Learning Services of McGill.

Donna-Lee SMITH

As Director, First Nations and Inuit Education, Teacher Education Programs, collaborate with Departments, program directors, and Associate Dean Academic, Office for Student Teaching, Student Affairs Office, etc. in developing, revising and delivering programs and courses.

With Professor Marianne Stenbaek, Faculty of Arts, on revision of policies for Circumpolar Programs;
With Professor Oonagh Aitken (School of Social Work Aboriginal Unit) on setting up foundation year in Nunatsiavut / Nunavik; D-L Smith consulted on program.

Lise WINER

Prepared and supervised all testing for applicants to the B.Ed. TESL program and TESL 5-pack program. Collaborated with Department colleagues and graduate students to administer and correct tests.

Language Testing

English Language Testing Committee for Applicants to the B.Ed. TESL/TFSL program: **Faculty:** Lise Winer (coordinator), Caroline Riches, Mela Sarkar, Carolyn Turner, Louise Savoie.
Other staff: Beverly Baker, May Tan, Carolyn Samuel, Melanie Walkty, Dina Tsoulos, Heike Heumann, Sara desRoches.

English Language Requirement (EDEC 215): Development of the **EETC (English Exam for Teacher Certification)**, a MELS-approved English proficiency test in programs leading to teacher certification in all English Quebec universities (McGill, Concordia and Bishop's): Carolyn Turner (Faculty Consultant); Beverly Baker (McGill test administration development); Candace Farris (test development/administration assistant); and graders: Heike Neumann, Sara DesRoches, Melanie Walkty, May Tan, Corinna Langer.

Collaboration - Research and Community Education

Fiona BENSON

With Dr. Caroline Riches, Undergraduate Program Director on MTALIF funded project: *We are Listening: Shoulder to Shoulder with Teachers.*

Spencer BOUDREAU

With the Centre for Research on Religion (CREOR)

Lynn BUTLER-KISBER

With Sylvia Sklar, DISE, on a project funded by the Chagnon Foundation entitled Home Instruction for Parents of Preschool Youngsters (HIPPY).

Michael DOXTATER

- Instructor, Onkwehonwe Tsiyonteriweinstakwa
- Advisor, Iroquois Caucus
- Advisor, Tsi Tyonnheht Okwawenna
- Board Member, Weengushk Institute

Ratna GHOSH

Member, Scientific & Policy Advisory Committee, McGill Institute for Health and Social Policy.

Organized a two day conference with Denise Lussier, DISE, on Diversity and Education: Challenges for the Next Decade

Steve JORDAN

With Mela Sarkar, Anthony Paré and Teresa Strong-Wilson (Departmental colleagues) on SSHRC Aboriginal Research Grant funded research project “Mi’gmaq in Listuguj: A Community-based Language Revitalization Initiative.”

With Dept of Experimental Medicine, core member of Programs in Whole Person Care

With Dept of Family Medicine, Member of PRAM

Bronwen LOW

With Departmental colleagues Drs. Mela Sarkar and Lise Winer, in SSHRC-supported research project “A comparative case-study of Canadian hip hop: Language mixing identity, and Caribbean connections in Montreal and Toronto.”

Mary MAGUIRE

With Dr. Jeffrey Wiseman, Faculty of Medicine, et al. on the MUHC & Department of Internal Medicine-funded “McGill Initiative for Interprofessional Patient Centered Practice.”

Collaboration with Paul Yachnin on the SSHRC Major Initiatives Grant “Making Publics.”

Claudia MITCHELL

With Eun Park, School of Information Studies, on SSHRC grant, “Giving life (to data) to save lives (in the age of AIDS).”

Anthony PARÉ

As Editor of McGill Journal of Education, with Departmental and Faculty colleagues re article submission and review, book reviews, etc.

With Mela Sarkar, Steve Jordan, and Teresa Strong-Wilson (Departmental colleagues) on SSHRC Aboriginal Research Grant funded research project “Mi’gmaq in Listuguj: A Community-based Language Revitalization Initiative.”

Caroline RICHES

With Fiona Benson (Director, Office of Student Teaching) on MTALIF funded project: *We are Listening! Shoulder to Shoulder with Teachers.*

Mela SARKAR

With Bronwen Low and Lise Winer (Departmental colleagues) on SSHRC-funded research project “A comparative case study of Canadian Hip-Hop: Language mixing, identity, and Caribbean connections in Montreal and Toronto.”

With Steve Jordan, Anthony Paré and Teresa Strong-Wilson (Departmental colleagues) on SSHRC Aboriginal Research Grant funded research project “Mi’gmaq in Listuguj: A Community-based Language Revitalization Initiative.”

Annie SAVARD

With Bruce Shore, Department of Educational and Counselling Psychology, Faculty of Education, McGill on the High Ability and Inquiry Research Group (HAIR)

Gale SEILER

With Sociology Department: Collaboration in Participatory Research Project on Education involving African-Canadian Youth in Montreal, 2008-9.

With Educational Counseling and Psychology Department: Collaboration in two research projects (funded by FQRSC and SSHRC) examining student and teacher conceptions and enactments of inquiry, 2008-9.

Shaheen SHARIFF

With Victoria Talwar, Dawn Zinga, Tanya Beron, and France Bouthillier (Dept of Educational and Counseling Psychology) on the SSHRC-funded project “Developing an interactive virtual forum to study children’s on-line interactions and stakeholder responsibilities to promote cyber-safety for Canada’s youngest technology users.”

Sylvia SKLAR

With Lynn Butler-Kisber (DISE), on a project funded by the Chagnon Foundation entitled Home Instruction for Parents of Preschool Youngsters (HIPPY).

Donna-Lee SMITH

With R. Gruber & Gail Somerville, Psychiatry McGill, on the CIHR-funded project “Sleep for Success: Sustained Improvement of Youths’ Health & Learning Capacity by Rapid Translation & Dissemination of Sleep Research through School-Board Partnerships.”

Teresa STRONG-WILSON

Promoter of graduate student leadership in the Research Exchange Forum through expansion of membership and of the scope of activities of the REF sub-committee graduate student members.

With Mela Sarkar, Steven Jordan, and Anthony Paré (DISE) on SSHRC Aboriginal Research Grant funded research project “Mi’gmaq in Listuguj: A Community-based Language Revitalization Initiative.”

With David Dillon and Claudia Mitchell (DISE) on SSHRC-funded research project, “Partnerships for a Change.”

With other resident research fellows and international visiting scholars at McGill’s Institute for the Public Life of Arts and Ideas (IPLAI)

Carolyn TURNER

Vice Chair and Member, Advisory Committee for Training and human resources development project (language training for health care professionals, THRDP – funded by Health Canada funding), Office of International Research, McGill

Lise WINER

Collaboration with Mela Sarkar and Bronwen Low on SSHRC-funded research project “A comparative case-study of Canadian hip hop: Language mixing, identity, and Caribbean connections in Montreal and Toronto.”

INTERUNIVERSITY COLLABORATION

Collaboration - Teaching Programs

Fiona BENSON

Membre du Comité de concertation du Programme conjoint du B.Ed de français langue seconde avec l’Université de Montréal-- Collaboration with U de M staff.

A Memorandum of Understanding with the Teacher Education Office of the University of British Columbia has been proposed to facilitate services to students from each university doing field experiences in the territory of the other university.
With Dr. Georges Terroux and Dr. Isora Enríquez O'Farrill, Dean of the School of Foreign Languages, Enrique José Varona Pedagogical University, Havana, Cuba, regarding possible field experience opportunities

Spencer BOUDREAU

Co-Chair, Joint FSL program with the Université de Montréal

Michael DOXTATER

Member, Aboriginal Advisory Council, Ontario College of Art and Design (OCAD)
Advisor, Weengushk Institute program, Laurentian University.

Bronwen LOW

with Maryse Potvin (UQUAM), Marc-Andre Ethier (U de M), and Emmanuelle Sontag (Montreal Holocaust Memorial Centre) to create joint curriculum development research project, in which our students in our Fall 2009/Winter 2010 courses will all be asked to develop a pedagogical activity using one of the life stories from the CURA project (from Montrealers who have survived war, genocide, and other human rights violations)

Denise LUSSIER

Responsible (Academic Component) of FSL B.Ed. Program; Member of the Joint B.Ed. Program Committee (McGill and University of Montreal)

Ron MORRIS

With Dr. N. Bouchard, Dept. of Religious Studies, UQAM scholarly dialogue on moral education and new Ethics and Religious Culture Program

Member of L'observatoire des Réformes en Éducation, Axe Éthique (LORÉ, see www.ore.uqam.ca), a research center at UQAM.

With L. Roy Bureau, Faculty of Education, Laval University: scholarly dialogue on moral education

Anthony PARE

External Academic Advisor, BA in English for the Professions, College of Humanities and Social Sciences, City University of Hong Kong

Louise SAVOIE

Membre du Comité du Programme conjoint du B.Ed. de français langue seconde avec l'UdeM et répondante pour le programme auprès des étudiants et du DISE

Coordination des stages 2, 3 et 4 de français langue seconde pour le programme conjoint de FLS UdeM/McGill auprès du STUDENT TEACHING OFFICE : (Placement; Mise à jour des Formulaires d'évaluation de stage, etc.)

Gale SEILER

With Dawson College: Examining the continuum of science learning experiences from secondary school through CEGEP in Quebec. Coordinator, Silvia d'Apollonia.

With Jrene Rahn at University of Montreal: Initiated Science Education Research Group (SERG).

With University of KwaZulu Natal: Coordinated the Rural Teacher Education Project (RTEP) in Vulindlela, KZN, South Africa.

Donna-Lee SMITH

With Marguerite McKenzie, Memorial University, on SSHRC-funded work with Innu teachers in Labrador to write children's books in Innu.

Doreen STARKE-MEYERRING

Member, Advisory Board to Senate Committee on Dawson Writing Policies, Dawson College
Member, Advisory Board, Centre for Online International Learning, SUNY

Collaboration - Research and Other Educational Involvements**Helen AMORIGGI**

Invited to participate in the Launch of the Jean Augustine Chair in Education in the New Urban Environment, Faculty of Education, York University

Fiona BENSON

With Tara Flanagan (ECP) and Nathan Grant Smith on the the Mary H. Brown Endowment Fund project "Easing the transition for for queer student teachers from program to field."

Michael DOXTATER

With Laurence Kirmeyer on the CHIR-funded project, "Network Native Aboriginal Mental Health Research."
Advisor, Researchers and Academics of Colour for Equity (RACE), Concordia University

Ratna GHOSH

With Cecille Rousseau and Jaswant Guzder on FRSQ-funded project « Ecoles, culture et sante mentale : une articulation a repenser dans une societe en transformation. »
With Basabi Khan, Ayaz Naseem, Deepa Nair, and Georg Stöber on the Alexander von Humboldt-Stiftung, TransCoop-Programme-funded project "Exacerbating Conflicts – Promoting Peace? The Role of Social Science and Language Textbooks in South Asia (Bangladesh, India, Pakistan, Sri Lanka)."
With Paromita Chakravarti on the Shastri Indo Canadian Institute-funded-project "Women's Empowerment and Education: Panchayats and Women's Self Help Groups in India."
With Paromita Chakravarti on the Shastri Indo Canadian Institute-funded-project "The National Knowledge Commission Report, 2006; Its Implications for Women's Education in West-Bengal."

Steven JORDAN

With Professor Eric Shragge (Concordia University) and Professor David Livingstone (OISE/UofT) on the Immigrant Workers Project.

Bronwen LOW

With Dr. Steven High (Concordia) and others on CURA (community-university research alliance)-funded project "Life Stories of Montrealers Displaced by War, Genocide, and other Human Rights Violations."

Denise LUSSIER

Researcher – Domain of social psychology - Inter-University Research Centre on Immigration et Metropolis funded by SSRHC, Université de Montréal.
With Monique Lebrun-Brossard, UQAM on a Commission scolaire de Montréal-funded project, «Développement du Programme d'étudesProjet Héritages -Carrefour linguistique, culturel et communautaire».

With Réjean Auger, UQAM, Monique Lebrun, UQAM, and Richard Clément, (U Ottawa) on SSHRC-funded research project « Représentations culturelles, identité ethnique et communication interculturelles chez les jeunes adultes » .

With Michel Laurier & Virginie Doubli, Université de Montréal) on research project funded by the Ministère des Communautés culturelles et de l'Immigration, entitled « Mise à jour de l'échelle de compétence pour les immigrants adultes ».

Roy Lyster

Adjunct Professor at Universidad Juárez Autónoma de Tabasco, Mexico, and Northeast Normal University, Changchun, China.

Claudia MITCHELL

With Jean Stuart, R Pattman, N. De Lange, T. Buthelezi, R. Moletsane (University of KwaZulu-Natal) on National Research Foundation grant “Youth as Knowledge Producers.”

With Naydene De Lange, V. Wedekind, R. Balfour, R. Moletsane, D. Bhana (University of KwaZulu-Natal), on NRF grant “Every Voice Counts.”

With N. De Lange, J. Stuart, M. Taylor, R. Moletsane, and E. Park on NRF-funded project “Social uses of digital images in the age of AIDS.”

With S. Flicker, R. Travers, and L. Binder on CIHR-funded project “Ethics in Community-Based Research in Canada.”

With J. Larkin and S. Weber on SSHRC-funded project “What difference does this make? Studying youth as knowledge producers.”

With B. Low and C. Brushwood Rose on SSHRC-funded project “Community based media pedagogy and production in a globalized world: documentation, transnational and transitional subjects, self-representations and spaces.”

With M. Gervais and E. Ubalijoro on SSHRC-funded project “Through the eyes of rural Rwanda girls and women.”

With S. Flicker and J. Larkin on 2 CIHR-funded projects: “Community based ethics” and “Taking Action.”

With T. Strong Wilson, K. Pithouse and S. Allnutt on SSHRC-funded project “Back to the Future.”

With J. Larkin and S. Flicker on CANFAR-funded project “Performed ethnography in addressing HIV&AIDS with aboriginal youth.”

With T. Astiacke, N. Pitt and S. Hoshlami on CIDA-funded project “Postharvest management and rural livelihoods.”

Ronald MORRIS

Collaboration with Blake Polland, Director of the Public Health Program, Department of Public Health Science, University of Toronto, Faculty of Medicine.

Anthony PARÉ

With D. Starke-Meyerring, McGill; M. Horne, Concordia; R. Graves, University of Alberta; H. Graves, University of Alberta. The state of research writing in Canadian doctoral education: A cross-disciplinary study of practices, challenges, and resources.

With N. Artemeva, Carleton University & J. Fox, Carleton University. Learning the genres of teaching: New faculty acculturation to the pedagogical practices of Canadian universities.

With L. McAlpine, C. Amundsen, & D. Starke-Meyerring on the SSHRC-funded project “Reframing Canadian social science doctoral programs: A learning perspective.”

As Editor of McGill Journal of Education, with colleagues from other Universities and Faculties of Education

Caroline RICHES

With F. Benson and Virginia Stead (OISEUT) on the Working Conference on Research on Teacher Education in Canada (*November 2007 – ongoing*)--participation in the CSSE/CATE pre-conference, “Programme Reform and Design” group; intention submitted to present and participate in the 3rd Annual Working Conference, November 2009.

Mela SARKAR

Visiting Scholar at University of Technology, Sydney, November-December 2008.

Associate member, Centre for the Study of Learning and Performance (interdisciplinary, based at Concordia University)

Member of ongoing Concordia-McGill Research Group on Second Language Acquisition (15-20 active members, lots of collaborative work and informal consulting among members).

Principal co-ordinators: Drs Walcir Cardoso and Pavel Trofimovitch, Dep’t of Education, Concordia University

Annie SAVARD

With François Larose (CRIE-CREAS), Johanne Bédard (CRIE), Yves Couturier (CRIE), Louis-Charles Lavoie (CRIE), Johanne Lebrun (CRIE-CREAS), Marie-Pier Morin (CRIE-CREAS), and Laurent Theis (CRIE-CREAS), Université de Sherbrooke, on the FQRSC *Action concertée sur les impacts socioéconomiques des jeux de hasard et d’argent, Volet Études exploratoires*, pour la période 2008-2010 : Project Title : « L’apprentissage des probabilités en contexte ludique : transfert de compétences et impact sur la pratique des jeux de hasard et d’argent chez des élèves à risque du 1^e cycle du secondaire. »

With François Larose (CRIE-CREAS), Johanne Bédard (CRIE), Marie-Pier Morin (CRIE-CREAS), Laurent Theis (CRIE-CREAS) (Université de Sherbrooke), and Thierry Karsenti (Université de Montréal) on MELS—funded project for creating a website about teaching mathematics : « *L’apprentissage des probabilités en contexte ludique : transfert de compétences et impact sur la pratique des jeux de hasard et d’argent chez des élèves à risque du 1^e cycle du secondaire.* »

With Larose, F., Bédard, J., Bourque, J., Freiman, V., Karsenti, T., Morin, M.P., and Theis, L. on SSRC-funded project « *Impact du recours à un contexte virtuel à caractère ludique sur l’enseignement et l’apprentissage des probabilités dans deux provinces francophones.* »

With colleagues from Laval, Sherbrooke and UQAM: Dominique Lefebvre, Bernard Marcos, Nancy Dumaïs, Claudine Mary, Hassane Squalli, Laurent Theis, Patricia Marchand, Marie-France Morin, and Abdelkrim Hasni, on the FQRSC-funded project *Compétences professionnelles en enseignement des sciences, technologies et mathématiques.*

Shaheen SHARIFF

Collaboration with Tanya Beron (U. Calgary), Faye Mishna (U.Toronto), and Ross Heatherington (Toronto Hospital for Sick Children) on SSHRC-funded research project “The impact of cyber-bullying.”

With Dr. Colin Lankshear (James Cook University, Australia); Dianne Hoff (U. Maine, U.S.A.); Dr. Dawn Zinga (Brock University); Dr. Roland Case (UBC); on SSHRC International Opportunities Fund grant sponsored research project “Cyber-bullying: A project to address the policy vacuum and develop international policy guidelines.”

Donna-Lee SMITH

With Valentina de Krom and Blane Harvey on the Canadian Council on Learning-funded project “Integrating online distance learning into teacher education programmes in Arctic Quebec: A collaborative investigation.”

Doreen STARKE-MEYERRING

With Anthony Pare, Roger Graves, and Heather Graves on the SSHRC-funded study entitled “The state of research writing in Canadian doctoral education: A cross-disciplinary study of practices, challenges, and resources.”

With A. Paré, L. McAlpine, and C. Amundsen (Simon Fraser) on SSHRC-funded research “Reframing Canadian social sciences and humanities doctoral programs: A learning perspective.”

Teresa STRONG-WILSON

With Ingrid Johnson (U of Alberta), Joyce Bainbridge (U Alberta), Mary Clare Courtland (Lakehead University), Roberta Hammett (Memorial University), Angela Ward (University of Saskatchewan), and Lynne Wiltse (Thompson Rivers University) on SSHRC-Funded project “Preservice teachers’ perspectives on Canadian identity and their understandings of ideology in multicultural picture books.”

Carolyn TURNER

Collaboration with researchers from McGill, Concordia, Université de Montréal, and Université du Québec à Montréal in McGill University's Training and Human Resources Development Project (THRDP) (housed in the Faculty of Arts, English and French Language Centre) a Health Canada-funded research project: Interdisciplinary approaches to cross-linguistic communication in health care delivery to minority language populations. The inter-institutional research team is entitled Health-Care Access for Linguistic Minorities (H-CALM).

With N. Segalowitz, E. Gathbonton, & E. Kehayia, Concordia, in SSHRC-funded research project, “Talking about Pain: Healthcare communication in a second language.”

Member, Centre for the Study of Learning and Performance/Centre d’Études sur l’Apprentissage et la Performance (CSLP/CEAP) – multi-institutional research centre (established in 1988 and based at Concordia University)

*Collaboration – Ministère de l’éducation, du loisir et du sport (MELS)***Fiona BENSON**

Member, Advisory Committee on English Education, organized by MELS

Member of the Tables de Concertation (Laval, Montreal and South Shore) – MELS, school boards, universities.

Member of the Table de Concertation sub-committee on codes of professional ethics

One-day MELS workshop on Fine Arts (elem and sec) and the subject-specific competencies; school boards, school administrators

Spencer BOUDREAU

Member, Table de réflexion sur la religion, Secrétariat des affaires religieuses (MELS)

Member of Comité de gestion for development of MELS-approved English proficiency test in programs leading to teacher certification in all English Quebec universities (McGill, Concordia and Bishop’s): the EETC (English Exam for Teacher Certification).

Lynn BUTLER-KISBER

With Michael Canuel and Laurent Trudel on the MELS/LEARN Foundation project “The Quebec/Dominican Republic International Professional Learning Community Project.”

Cathrine LE MAISTRE

Chair of Advisory Board on English Education

Denise LUSSIER

Comité des experts – Programme de français langue seconde au secondaire. Direction de la formation générale des jeunes/Programmes d'études, Ministère de l'Éducation du Québec.
Membre, Comité des Programmes de FLS, MELS.

Ron MORRIS

Morris, R. (2008, December). "What is Ethics? From Theory to Practice," Full day workshop for the facilitators of the Ethics and Religious Culture Program, sponsored by the MELS
Laval, Quebec.

Caroline RICHES

Quebec Education Program, Competencies and Assessment Workshop Series: In collaboration with MELS consultants, a number of workshops were organized: Science and Technology (January 2009); General (March 2009); Music, Drama and Fine Arts (March 2009).
Additional workshops, both general and relating to specific subject areas are planned for the upcoming academic year.

Louise SAVOIE

Consultante, Révision du dossier sur la progression des apprentissages en FLS (core french)
Comité interministériel du MELS,MRI,MCC,MICC : Consultante-- Sélection pour la mission québécoise au congrès des SEDIFRALE en Argentine
Collaboration with Bruno Dufour on a project funded by Ministère de l'Éducation, Ministère des Communautés culturelles et des Communication et Ministère des Relations internationales du Québec : Commission Amérique du Nord et Commission du français langue maternelle de la Fédération internationale des professeurs de français (FIPF)
Commission Amérique du Nord(FIPF), avec 8 Membres chercheurs, Ministère de l'Éducation, Ministère des Communautés culturelles et des Communication et Ministère des Relations internationales du Québec : Projets de la CAN

Shaheen SHARIFF

Invited member of task force to study violence in Quebec schools, Groupe-relais montréalais en prévention de la violence, ministère de l'Éducation, du Loisir et du Sport

Donna-Lee SMITH

First Nations and Inuit Education Representative, Kativik School Board/MELS/McGill Joint Committee

Teresa STRONG-WILSON

Organized & co-led CLCF-NFSB Research Dissemination Workshop, *Sustaining Teachers in Change*, held in the Faculty of Education, McGill (April 29, 2009)--45 participants from McGill, Concordia, Bishops, local school boards, RECIT, and MELS]

Carolyn TURNER

Faculty advisor/representative, English Exam for Teacher Certification (EETC), MELS mandate across McGill, Bishops and Concordia for test development project. EETC comité d'experts - Beverly Baker (McGill), Anne Hetherington (Concordia), Avril Aitken (Bishops); EETC Comité directeur -MELS: Julie Bouffard, Denis Royer; Bishops: Catherine Beauchamps (Dean of Education, Bishop's); Concordia: Dominic Martini (Executive Director, Concordia

Teacher Education Council); McGill: Spencer Boudreau (Associate Dean, Faculty of Education).

With Elyse Deschambault, the “Responsable de l'évaluation de l'anglais, langue seconde, Ministère de l'Éducation, du Loisir et du Sport” – Learning and evaluation situations, and end of cycle ESL exams (for the Quebec Education Reform in the French sector)

Collaboration – Other Quebec, Provincial and Canadian Ministries & Agencies

Fiona BENSON

With Claudia Mitchell (DISE), Canadian International Development Agency (CIDA), various University and NGO partner organizations: *Canadian Global Campaign for Education*, An international initiative to implement curricular materials on global education around annual themes. Drs. Mitchell and Benson successfully lobbied to have McGill become an institutional member of this organisation.

Michael DOXTATER

Member, Aboriginal Education Advisory Board, Ontario College of Art and Design

Board member, First Nations Technical Institute

With Laurence Kirmeyer on CIHR-funded project, “National Native Aboriginal Mental Health Network.”

Ratna GHOSH

Membre: Comité national d'éthique sur le vieillissement et les changements démographiques, Government of Quebec.

Michael HOECHSMANN

Associate, Centre for Culture, Identity and Education, University of British Columbia

Steven JORDAN

Invited to chair annual meeting of Inter-Faculty Technology Education Council of Ontario (ITEC; June, 2009).

Bronwen LOW

Collaboration with the Montreal Holocaust Memorial Centre to create joint curriculum development research project, in which students will be asked to develop a pedagogical activity using one of the life stories from the CURA project (from Montrealers who have survived war, genocide, and other human rights violations)

Denise LUSSIER

Comité thématique, Planning of the Annual Convention: Fédération internationale des professeurs de français à Québec (AQEFLS-- Association québécoise des enseignants de français langue seconde)

Développement du Programme d'études, Projet Héritages--Carrefour linguistique, culturel et communautaire, Commission scolaire de Montréal (with Monique Lebrun-Brossard, UQAM)

Ron MORRIS

Appointed by Minister of Education to CAPFE, the body which evaluates and accredits all teacher education programs in Quebec.

Shaheen SHARIFF

Executive member, Task Force on Cyberbullying, Quebec English School Boards Association (QUESBA).

Donna-Lee SMITH

Member, Kativik School Board / McGill University / UQAQ Joint Committee
 McGill University / DISE representative with FNIE Partners: Kativik School Board, Arctic Quebec (Inuit); Cree School Board, James Bay (Cree); Kahnawake Education Centre (Mohawk); Kanesatake Education Centre (Mohawk)

Louise SAVOIE

With Bruno Dufour on project with the Commission Amérique du Nord et Commission du français langue maternelle de la de la Fédération internationale des professeurs de français (FIPF), funded jointly by: Ministère de l'Éducation, Ministère des Communautés culturelles et des Communication et Ministère des Relations internationales du Québec.

With 8 associates affiliated with the Commission Amérique du Nord et Commission du français langue maternelle de la de la Fédération internationale des professeurs de français (FIPF), on a project funded jointly by: Ministère de l'Éducation, Ministère des Communautés culturelles et des Communication et Ministère des Relations internationales du Québec.

Donna-Lee SMITH

With Josephine Peck, Mi'kmaq Elder, on a Longitudinal Study of the Mi'kmaq Language in Band-operated Schools / Creation of Online Curriculum Map for Mi'kmaq Language Classrooms.

Teresa STRONG-WILSON

With New Frontiers School Board, on SSHRC funded-project "Changing Literacies, Changing Formations" and in a new project, "Sustaining Teachers in Change."

Collaboration with International Governmental and Non-Governmental Agencies

Fiona BENSON

Received funds from a private donor (Bernadette Hsu) to develop an international field teaching experience in Hong Kong.

Aziz CHOUDRY

Advisory Board member, Action, Research and Education Network of Aotearoa (ARENA) (NZ).

Lynn BUTLER-KISBER

With Sylvia Sklar on the CIDA-funded Indonesian Social Equity Project: Mathematics and Science Program.

With Sylvia Sklar on the CIDA-funded Indonesian Social Equity Project:

Management Training for Graduate Program leaders
With Michael Canuel and Laurent Trudel on the MELS/LEARN Foundation project “The Quebec/Dominican Republic International Professional Learning Community Project.”

Ratna GHOSH

External Committee member, Faculty of Education, la commission de nomination du poste professoral “Relations interculturelles en éducation », University of Geneva, Switzerland
With Georg Eckert Institute in Braunschweig, Germany, Basabi Khan, Ayaz Naseem, Deepa Nair, and Georg Stöber on the Alexander von Humboldt-Stiftung, TransCoop-Programme-funded project “Exacerbating Conflicts – Promoting Peace? The Role of Social Science and Language Textbooks in South Asia (Bangladesh, India, Pakistan, Sri Lanka.”
With Jadavpur University, Kolkata, India, and Paromita Chakravarti on the Shastri Indo Canadian Institute-funded-project “Women’s Empowerment and Education: Panchayats and Women’s Self Help Groups in India.”
With Paromita Chakravarti on the Shastri Indo Canadian Institute-funded-project “The National Knowledge Commission Report, 2006; Its Implications for Women's Education in West-Bengal.”

Denise LUSSIER

External (and only one non-European) expert on the scientific committee of the
“Test de connaissance de français, ” Centre international de recherche pédagogique, Sèvres/Paris.

Anthony PARE

Consultant, National Institute for Literacy/National Institute of Child Health and Human Development (U.S.): Expert Working Group on Writing Research

Joan RUSSELL

As visiting professor at Universidade Federal do Paraná, she collaborated with Dr. Beatriz Ilari in Projetos Integrados, analyzing investigating how student teachers experienced their field experience in a Brazilian NGO.

Gale SEILER

Team leader; Student Teacher Supervisor, University of KwaZulu Natal Rural Teacher Education Project (RTEP)

Sylvia SKLAR

With Lynn Butler-Kisber (DISE) on the CIDA-funded Indonesian Social Equity Project: Mathematics and Science Program.
With Lynn Butler-Kisber (DISE) on the CIDA-funded Indonesian Social Equity Project: Higher Education Management and Leadership.

Shaheen SHARIFF

With Institute for Ismaili Studies, London, England: joint program on Muslim Civilizations and MA in Education (supervisor for 2 Quebec Candidates).
With Ismaili National and Quebec Councils (Aga Khan institutions) on Quality of Life (Ageing) Project: Lead for Quebec research team and academic advisor
As part of the SSHRC International Opportunities Fund cyberbullying project (“International Cyberbullying project”):
-Japan: Ongoing collaboration with Professor Hasegawa of Kinjo-Gakuin Univ.

- US: Ongoing collaboration with Dianne Hoff at the University of Maine; Patricia Ehrensall; Ellen Kraft at Richard Stockton College in New Jersey. Also working with Patrick Pauken at Bowling Green University and Jacqueline Stevkovich at University of Pennsylvania.
- Australia: Collaborating with Colin Lankshear at James Cook University, Donna Cross at Edith Cowan University and Judge Alastair Nicholson
- Collaborating with Dawn Zinga at Brock University in Ontario and Ed Brown, at University of New Brunswick.
- Britain: with Steven Carrick Davies and Will Gardner of ChildNet, a non-profit organization on internet use.
- New Zealand: With John Fenaughty and Martin Cocker of NetSafe, a non-profit organization on internet use. Piggybacked on their conference on cyber-citizenship incorporating the International Cyberbullying Project's conference (July 28 – 31, 2008). With Dr. Claudia Mitchell and UNESCO, CIDA and Institute of Educational Development (IED) to develop a toolkit on teacher codes of conduct at the international level.
- With National Film Board of Canada, Canadian Teachers' Federation, Citizenshift, Quebec English School Boards Association and Eastern Townships School Board, and Media Awareness Network on cyber-bullying and internet issues.

Shirley STEINBERG

With Marta Soler and Lidia Puigvert at the University of Barcelona: 65 Faculty and Grad Students

With the Faculty of Education at the University of Iceland: to assist them on Media Literacy Program

With Middlesex University: Centre for Lifelong Learning Freire Project collaboration
Collaboration on Critical Pedagogy Global Network and Website (freire.mcgill.ca)

Collaboration with Local Colleges, School Boards, Schools, Teacher Associations

Helen AMORIGGI

President, Board of Directors, and Chair, Executive Committee and Strategic Planning, Sacred Heart School of Montreal

Representative of Sacred Heart School of Montreal on Canadian Association of Independent Schools (CAIS)

Fiona BENSON

With Lester B. Pearson, Sir Wilfrid Laurier, and English Montreal School Boards on *We are Listening! Shoulder to Shoulder with Teachers Project* (with Dr. Caroline Riches, Undergraduate Programs Coordinator)

As Director, Office of Student Teaching, with Quebec English and French school boards, private schools and other groups.

Ron MORRIS

With L. Roy Bureau, Faculty of Education, Laval University: Scholarly dialogue on moral education and Ethics and Religious Culture program.

With Dr. N. Bouchard, Dept. of Religious Studies, UQAM: Scholarly dialogue on moral education and new Ethics and Religious Culture Program.
Joined L'observatoire des Réformes en Éducation, Axe Éthique (LORÉ, see www.ore.uqam.ca), a research center at UQAM.

Caroline RICHES

With Fiona Benson (Office of Student Teaching) and the Lester B. Pearson, Sir Wilfrid Laurier, and English Montreal School Boards on *We are Listening! Shoulder to Shoulder with Teachers*.

Gale SEILER

Québec Educational Mathematics and Science Alignment Project (QEMSAP) Advisory board Member

Doreen STARKE-MEYERRING

- Asked to serve on the CCCC Committee on Globalization of Postsecondary Writing Instruction and Research.
- Invited member on Scientific Committee for the 2011 Writing Research Across Borders Conference at George Mason University

Collaboration with, and Contributions to, the Wider Community

Lynn BUTLER-KISBER

Member, Board of Directors and Education Committee, St. Georges' Schools
Member, Communication Committee, The Priory School

Aziz CHOUDRY

Editor, team member, Bilaterals.org (international), a collaborative critical trilingual website resource for social movements, academics and media practitioners in relation to bilateral free trade and investment agreements.

Board of Directors, Global Justice Ecology Project (USA)

Fundraising subcommittee member, Immigrant Workers Centre research group (Montreal)

Resource person, La Via Campesina and International Migrant Alliance

Advisory board member, ARENA (Action, Research and Education Network of Aotearoa)

Organizer/member of core group, Rad School/L'Ecole Radicale

Non-refereed articles

Choudry, A. (2008, August). Making a Killing: Military-Industrial Complex and Impacts on the Third World. *Bulatlat*, VIII (28), republished in *Toward Freedom*, 20 August 2008, and *ZNet*, 13 September 2008.

Choudry, A. (2008, July-August). "Free trade," neoliberal immigration & the globalization of guestworker programs. *Education for Development Monthly* 7 (4) (July-August 2008). Reprinted in *Asian Labour Update*, 68, (July 2008 – September 2008).

Choudry, A. (2008, 27 August). "Vrijhandel," neoliberale migratie en de mondialisering van gastarbeiders-programma's" GlobalInfo. <http://www.globalinfo.nl/content/view/1664/1/>.

Choudry, A., Mahrouse, G., & Shragge, E. (2008, May-June). Neither reasonable nor accommodating. *Canadian Dimension*.

Media:

Contributed short article for alternative university yearbook produced by QPIRG McGill: Paying the rent: Juggling activism and academia. *School Schmool: The Organizer*.

2 radio interviews with CKUT Radio on breakdown of WTO negotiations and social movements, July, 2008
McGill Daily interview on education and development (Fraught laptop project takes aim at digital divide and poverty <http://www.mcgilldaily.com/article/4532>), 22 September 2008
Interview subject for Rabble.ca: Bilateral accords quietly push neoliberal agenda, June 16 2008, <http://www.rabble.ca/news/bilateral-accords-quietly-push-neo-liberal-agenda>

David DILLON

Member representing Faculty of Education, McGill University, Coalition of Education, Health, Social Work, and Community Service.

Michael DOXTATER

Iroquois Knowledge Encyclopaedia Project: Iroquois Caucus: a videographic DVD encyclopaedia to teach adult learners Iroquoian languages by the documentary production of Iroquois culture.

Ratna GHOSH

Member Titulaire, European Academy of Sciences, Arts and Letters
Consultancy work with the Royal Society of Canada and with the Comparative and International Education Society

Michael HOECHSMANN

Consultant, Board of Advisors, Media Project (St. Raymond's Community Centre)
Conducted a number of media interviews on issues around youth, media and new technology: *The Globe and Mail*, *Montreal Gazette*, *Vancouver Sun*, *CanWest newservice*; *CBC National*, *CBC Montreal* (local), *CHML* (Hamilton), *Radio Canada* (national); *CBC Radio* (Quebec – English & French), *AM 940 Radio* (Montreal); *AM 640* (Toronto); *Western Living Magazine*, *Flare Magazine*, *Montreal Parent*.

Charlotte HUSSEY

Organiser, Westmount Library Arts Group: Sednas
Poetry readings at the League of Canadian Poets' (W)rites of Spring fundraiser, The Arts Café, Montreal.

Bronwen LOW

Board member, Elephriends
Board member, Maison des Jeunes, Cote des Neiges

Chris MILLIGAN

Collaboration with David Mearns (Project Manager) England; Capt. John Foley (co-author) to locate the wreckage of Australian Hospital Ship Centaur that was torpedoed and sunk off the coast of Brisbane in May 1943

Anthony PARE

Judge for the English Montreal School Board's English Montreal Public Speaking Competition

Gale SEILER

Program Evaluation Co-Chair, Tyndale St. Georges Community Centre.

Shaheen SHARIFF

- Shariff, S. (2009, March). Cyber-bullying and the Policy Vacuum. Online symposium with the *First Amendment Center*. www.firstamendmentcenter.org
- . (2009, March). Cyber-bullying Advice for Students. Live web-cast and Interview on “Ask Katie Koestner.” *Reach to Wellness*. www.campusoutreachservices.com
- . (2008, September). Panelist, with President of Canadian Teachers’ Federation, Emily Noble, Lawyer, Eric Roher and Faye Mishna, University of Toronto. Should cyber-bullying be criminalized? Live web-cast and interview. Television Ontario (TVO). Toronto, Ontario.
- . (2008, July). Interview on preventing cyber-bullying. Pre-taped pod-cast interview to be presented on Citizenshift Website, an affiliate of the National Film Board of Canada, Montreal, Quebec.
- . (2008, June). Live and taped web-cast of my book launch, *Cyber-bullying: Issues and Solutions*. . .
- . (2008, November). Interview on social networking and anti-authority expression. *The Current* with Anna Maria Tremonte. [Radio broadcast]. CBC Radio.
- . (2008, July). Interview on Canadian Teacher’s Federation resolution on criminalizing cyberbullying. CTV Evening News with Lloyd Robertson. Interviewed by Genevieve Beauchemin. [Television broadcast]. CTV Television.
- . (2008, June). Interview on Cyber-bullying book launch at McGill. Interviewed by Anne Marie-Legasse. CBC Noon Hour. [Radio broadcast]. CBC Radio.
- . (2008, January). Joint interview with David Birnbaum, Executive Director of The Quebec English School Boards Association on Cyber-bullying task force and research in Quebec. Quebec A.M. Tim Belford and Susan Cambell. [Radio broadcast]. CBC Radio.
- . (2008, January). Interview on Cyber-bullying. Evening show with Jim Duff. Radio broadcast]. Radio 940.
- Shimo, Alexandra (June 1st, 2009). That’s Not Funny!: The website behind those cute cat photos has a darker side. *McLeans*. 42-43. (Interview)
- Gibson, E. (2008, August 2). Why kids don’t tell on cyber-bullies. *New Zealand Herald*. Auckland, New Zealand. <http://www.nzherald.co.nz/section/1>. (Interview)
- Fitzpatrick, M. (2008, August 12). Teachers urged to be careful on cyber-bullying. New policy likely to be ratified today. *Canada.com*. <http://canada.com.network>. (Interview)
- Morris, H. (2008, July 12). Online bullying should be a criminal offence: teachers. *National Post*. <http://www.nationalpost.com/story>. (Interview)

Sylvia SKLAR

Member, Board of Directors, Operation Respect Canada

Donna-Lee SMITH

Member, Urban Aboriginal Strategy Committee, Aboriginal Women’s Shelter

Doreen STARKE-MEYYERING

Member, Advisory Board Centre for Online International Learning, SUNY

Member, Advisory Board to Senate Committee on Dawson Writing Policies, Dawson College

Shirley STEINBERG

Executive Board Member, Maison des Jeunes

Panel expert for the CBC Show “Test the Nation”

Radio Interviews: 6 Television Interviews: 4

Teresa STRONG-WILSON

Invited University representative Member, Quality Assurance Board, LEARN [Leading Education and Resource Network]

Lise WINER

Podcast for “The Link”, together with Carolyn Samuel, about problems, pitfalls and strategies in learning English as a second language. Two 7-minute segments per program; one program every two weeks. CBC Radio International.

For “Taste of the Caribbean,” a Caribbean community-based food fair, held May 31, 2009 at Place Bonaventure, Montreal. Edited menus; prepared a glossary of food items and an essay on the history of Caribbean cuisine for the programme. Essay also published as an article in *Community Contact*.

APPENDIX 8: UNDERGRADUATE PROGRAM DIRECTOR'S REPORT

**Submitted by Dr. Caroline Riches,
Undergraduate Program Director**

The overarching mandate and goal the direction of the DISE undergraduate programs is to strive for innovation and excellence in our teacher education programs with the overarching goal of international recognition as a centre for excellence in teacher preparation. To this end, attention is paid to ongoing assessment of our practices as well as to program revision, development, innovation and research. This document describes the key activities undertaken in relation to the DISE undergraduate programs in the 2008-9 academic year in achieving this goal. The DISE Undergraduate Program Director is responsible for the following programs: B.Ed. K/Elementary, B.Ed. Secondary, Concurrent B.Sc./B.Ed., TESL, TFSL, B.Ed. Music, Concurrent B.Mus/B.Ed, B.Ed Vocational) as well as the Graduate Certificate in TESL. For reference, program enrollment figures are included in Appendix 0.1.

The Undergraduate Program Director (UPD) served on the committees listed below. A summary of work accomplished in the Undergraduate Curriculum Committee and various subcommittees is selectively provided.

Departmental Committees

Steering Committee, DISE

Undergraduate Curriculum Committee (UCC) – DISE, chair

Second Language Education Friends (SLEF) UCC subcommittee, DISE

Faculty of Education Committees

Academic Policy Committee (APC)

Undergraduate Student Affairs Committee (USAC)

Advisory Committee on Teacher Education and Professional Development (ACTE)

Master of Teaching Subcommittee

Service Learning Initiative Subcommittee

CREPUQ/McGill Academic Program Review Subcommittee

English Language Proficiency Exam Revision Subcommittee

McGill University Committees

Subcommittee on Teaching Programs (SCTP)

Undergraduate Curriculum Committee Summary of Issues

Committee members included Caroline Riches (chair), Elizabeth Wood, Donna-Lee Smith, Fiona Benson (OST, ex-officio), Annie Savard (newly elected), David Dillon (newly elected), Anne Peacock (teacher representative), Mitch Miller and Kelly Tams (co-vice presidents academic, EDUS).

A number of new course proposals and course and program revisions were proposed and recommended by UCC. See Appendix 0.2 for a list of proposals and revisions approved at the

subsequent university levels and implemented. Various initiatives were discussed and carried forward, as outlined below.

NEW and ONGOING INITIATIVES:

Merged Model Implementation (Fall 2004 – ongoing)

- Based on the successful “Shoulder to Shoulder” pilot project, the Merged Model was approved (DISE meeting, March 2008) for implementation program-wide (B.Ed. K/Elementary, B.Ed. Secondary, Concurrent B.Sc/B.Ed., B.Ed. TESL, B.Ed. Music, Concurrent B.Mus/B.Ed. programs) effective August 2009
- Consists of revision/redesign of 3rd Year Fall field experience/coursework connections to address key issues identified by stakeholders in teacher education: extended time in schools; experience of planning and start-up of a new school year; and a clearer link between theory and practice. B.Ed. students benefit from a blend of actual classroom practice in host schools (4 days a week) and coursework in cohort groups at the Faculty of Education (5th day)
- Planning this year consisted of communication with school boards to facilitate student placements, information to students, and support of instructors in the redesign/ coordination of courses
 - November 2008: Mass email to all B.Ed. students informing them of revised model and providing link to information website www.mcgill.ca/ost/students/dates/fe32009
 - January – March 2009: Presentations to English Montreal, Lester B. Pearson, Sir Wilfred Laurier and Riverside School Boards. Follow-up email communication in March 2009
 - March – April 2009: In-class presentations to B.Ed. Year 2 students
 - May – June 2009: Planning, redesign and coordination meetings for all courses involved (EDEE 353, EDEE 355, EDES 350, EDEC 351, EDSL 447, EDSL 315, EDSL, EDEA 442)
- A grant from the McGill Teaching and Learning Fund Initiative (MTLFI) has funded research into the effectiveness of the merged model as well as our B.Ed. program delivery in general. Through interviews with final year students and recent graduates in their first and second years of teaching we have investigated the effects of our practices. This research has been reported on in conference presentations and submitted for publication as follows:

Riches, C. & Benson, F. (submitted for publication). Nothing new under the sun: Mitigating the lament of betrayal in teacher education. *International Society of Teacher Educators. 2008 Conference Proceedings.*

Riches, C. & Benson, F. (May 2009) Our canary in the mine: Novice teachers’ indicators of professional wellbeing in relation to teacher preparation program relevance. *Canadian Society for the Study of Education / Canadian Association for Teacher Education Annual Conference.* Carleton University, Ottawa, Ontario.

Coordination of PS2 (April-May 2009)

- Related to planning and implementation of Merged Model (above) new course *EDEC 253/254 Second Professional Seminar - Elementary/Secondary* designed and coordinated to support students in Second Field Experience, and prepare them for expectations of 3rd year merged model

Program Revisioning Committee – Field Experience Sub-Committee (January – May 2009)

- Mandated by Dean Helene Perrault, review of all B.Ed. programs was undertaken, this included the Field Experience sub-committee which researched and identified 6 areas related to student teaching that the faculty should focus on in order to assure McGill’s position as a world leader in teacher preparation:

- Field supervision undertaken by a mix of Faculty members and clinical professionals;
- Professional development program for cooperating teachers and field supervisors;
- International field experience opportunities available for students;
- French immersion and bilingual field experiences to meet the needs of our local community;
- Course/field experience delivery such as our Merged Model in the 3rd year;
- Professional Portfolio as an integral part of the program (see below)

DISE will work with the Office of Student Teaching to successfully implement the recommendations that are made by the Dean as a result of the review process. (See *Appendix 2: Field Experience Sub-Committee Report* in Undergraduate Program Director's Annual Report 2009)

Design and Coordination of 4th Annual Journey's End - Journey's Start, Professional Development for Graduating B.Ed. Students (*August 2008 – April 2009*)

- In keeping with the CAPFE accreditation of our B.Ed. programs, this event is designed to bring closure to the final field experience (FE4) and professional seminar (PS4) by providing our graduating students with professional development
- Theme for this year's one-day event was "Global Education for Peace", dedicated to the memory of our colleague Jackie Kirk, who was tragically killed in Afghanistan in August 2008
- Consisted of a number of workshops related to Global Education, culminated with a Keynote address by Prof. Claudia Mitchell, and a reception attended by students, faculty, field supervisors and workshop speakers. (See *Appendix 3: Journey's End, Journey's Start 2009 schedule* in Undergraduate Program Director's Annual Report 2009)

Development and implementation of Professional Portfolios (*May 2005 – ongoing*)

- Continued promotion and implementation of professional portfolios as a focus through-out the B.Ed. programs generally, and in targeted courses and field experience specifically.
- Professional portfolios focused on at Department Retreat (see below)
- Professional portfolio guidelines revised (See *Appendix 4: Professional Portfolio Guidelines 2009* in Undergraduate Program Director's Annual Report 2009)

International Practicum Placement Opportunities (*Oct 2007 – ongoing*)

- Implemented project and provided support to and supervision of eight B.Ed. TESL students at Pok Oi Hospital Chan schools in Hong Kong (October-November 2008)
- Designed and delivered a series of preparatory workshops at McGill for international student teaching placements in Hong Kong (September-October 2008)
- Contacted and visited three schools in mainland China in regard to TESL student teaching placements (November 2008)

(see *Appendix 5: Hong Kong Trip Report* in Undergraduate Program Director's Annual Report 2009)

- Continued discussion with Richmond School Board (Rob Picard) in regard to TFSL placements in Richmond, B.C., and with Simon Fraser University (Hilary Spicer) in regard to TESL placements in Santa Clara, Cuba
- Contacted, visited and discussed possible TESL student teaching placements with University of Havana (Isora Enríquez) in Cuba (May 2009)

Service Learning Initiative (*September 2008 – ongoing*)

- Motion was accepted at DISE in May 2008 strongly supporting "the introduction of a community learning placement (CLP) to replace second year field experience"

- UCC working group struck to study implementation of Special Opportunities Field Experience (SOFE) - chaired by F. Benson, members include Aziz Choudry, Caroline Riches, Bronwen Low, Steve Jordan, Elizabeth Wood, and upcoming meetings will include representatives of partner community organizations.
- Two pilot alternative 2nd field experience opportunities offered to students in the K/Elementary, Secondary and TESL programs. Both opportunities span the Fall 2009 and Winter 2010 semesters, are supported by a 1-credit professional seminar, and supervised by experts in the field.
 - **Evergreen:** student teachers work in teams to help facilitate the creation of outdoor classrooms to provide students with a healthy place to play, learn and develop a genuine respect for nature. The program has assisted with the greening of more than 3,000 schools across the country (see www.evergreen.ca). Approximately 20 participants are registered for this pilot project.
 - **Community Service Learning:** student teachers work with youth and adults and families in “informal” learning situations in a community organization, involved in an educational activity that meets the goals of that organization (e.g. managing a homework and tutoring program with Maison des Jeunes; creating curriculum material and for youth theatre involving at-risk-youth with for Second Act; developing resources for recent immigrants on how to access services, housing, etc.; teaching ESL to new immigrants and refugees at the House of Friendship). Approximately 20 participants are registered for this pilot project.

McGill University Academic Program Review Group for CREPUQ report – (May 2008 – October 2008)

- Coordination and submission of draft report on the Concurrent B.Sc./B.Ed. program to Faculty of Education’s Academic Program Committee
- Final editing and submission of final report (October 2008)

Working Conference on Research on Teacher Education in Canada (November 2007 – ongoing) Thomas Falkenberg (UManitoba) and Hans Smits (UCalgary) coordinators

- Continued involvement in this Pan-Canadian initiative included participation in the CSSE/CATE pre-conference, “Programme Reform and Design” group (see *Appendix 6: Notes for Group 2 ‘Programme Reform and Design’* in Undergraduate Program Director’s Annual Report 2009)
- Intention submitted to present and participate in the 3rd Annual Working Conference, November 2009, with F. Benson (OST) and Virginia Stead (OISEUT)

Quebec Education Program, Competencies and Assessment Workshop Series with the Ministry of Education Leisure and Sport (MELS)

- In collaboration with MELS consultants a number of workshops were organized. Instructors teaching courses related to the various areas were invited to attend.
 - Science and Technology (January 2009)
 - General (March 2009)
 - Music, Drama and Fine Arts (March 2009)
- Additional workshops, both general and relating to specific subject areas are planned for the upcoming academic year

Master’s of Teaching Subcommittee (September 2008 – ongoing)

- Participated in the development of a 60 credit graduate level Master’s of Teaching degree for teacher certification

- MELS is currently in support of such a program for the certification of individuals currently employed as teachers but without certification
- Eligible profiles are: secondary science & technology, mathematics, English, English as a second language and French as a second language
- Online and other innovative delivery options are being considered as well as both full-time and part-time streams

SPEAQ Campus – Academic Representative

- Served as Academic representative on student run conference organizing committee
- Conference took place on January 31, 2009 (see *Appendix 7: SPEAQ Campus 2009*, in Undergraduate Program Director's Annual Report 2009)

DISE Annual Retreat 2009

- Organized day-long annual retreat for DISE faculty and part-time instructors, included a group session on professional portfolios and showcased innovations in course delivery (see *Appendix 8: DISE Annual Retreat 2009*, in Undergraduate Program Director's Annual Report 2009)

Content updating and website management of advising materials

- Assisted in managing, revising and updating the new and currently registered student advising materials for all B.Ed. programs

Academic Coordinator/Evaluator for English Language Proficiency Test (for B.Ed. TESL, Graduate Certificate in TESL)

- Supported in-house and distance test administration and evaluation during the group testing sessions, as well as individual distance test evaluation

Part-time instructor support

- Supported part-time instructors through group and individual meetings in regard to course design and delivery

MELS Action 7: Support for the Professional Development of School Staff

With F. Benson (OST) and in collaboration with Dominic Martini (Concordia) and Anne Heatherington (Concordia) we have submitted a proposal to develop a series of professional development workshops for cooperating teachers. Project title: Professional Competency Development and Transfer of Knowledge: Preparing the Next Generation of Cooperating Teachers (See *Appendix 1: Application, Support for the PD of School Staff* in Undergraduate Program Director's Annual Report 2009).

Development and Coordination of 15 credit Graduate Certificate in TESL

- Coordinated the delivery of courses
- Organized the addition of a practicum component to the final 2 courses in the certificate, consisting of 6 hours per week of ESL teaching with the House of Friendship (see http://www.maisondelamitie.ca/en_index.html for details)
- Developed and distributed promotional materials to increase enrollment

In the coming year, as well as continuing with a number of the initiatives described above, the following NEW initiatives are planned:

Collaboration with various departments in the Faculties of Arts, Science and Engineering

- In order to achieve a better alignment with the Quebec Education Program. E.g. the B.Ed. Secondary 'Science and Technology' Profile, our subject-specific course lists will be revamped in collaboration with departments offering course options

Part-time Instructors Handbook

- Due to our ever increasing reliance on part-time instructors for the effective and efficient delivery of our B.Ed. programs, a handbook will be compiled and produced from the various existing documents and other sources of communication

Signature _____ **Caroline Riches** _____

Date _____ July 2, 2009 _____

DISE Program Enrolment Figures 2008-9 as of October 17, 2008 With Concentrations

		Year 0	Year 1	Year 2	Year 3	Year 4	Total
BED-KIND	Kindergarten & Elem Jewish St	1	2	3	1	1	8
	Kindergarten & Elem Ed	33	134	166	117	165	615
	Sub-Total	34	136	169	118	166	623
BED-SEC-ONE	Secondary English	18	33	34	31	42	158
	Secondary Mathematics	1	9	5	8	12	35
	Secondary Science & Technology	0	4	9	5	5	23
	Secondary Social Sciences	16	48	34	23	30	151
	Sub-Total	35	94	82	67	89	367
BSC-BED	Biol & Chem for Teachers	0	0	0	0	1	1
	Biology-mc w Chem-mn Teacher	0	5	1	0	3	9
	Biology-mc w Phys-mn Teacher	0	2	0	0	0	2
	Chemistry-mc w Biol-mn Teacher	1	1	0	0	0	2
	Chemistry-mc w Phys-mn Teacher	0	2	0	0	0	2
	Freshman Program	10	1	0	0	0	11
	Mathematics-m Teacher	0	1	0	2	3	6
	Physics-mc w Chem-mn Teacher	0	1	2	0	0	3
	Undeclared	0	4	0	0	0	4
	Sub-Total	11	17	3	2	7	40
BED-MUSIC	Music Elementary & Secondary	0	0	2	4	7	13
BMUS-BED	Music Education	11	8	7	9	16	51
BED-TESL	TESL Elementary and Secondary	1	28	34	32	27	122
BED-TFSL	TFSL-Jt Program U de Montreal	5	11	3	6	7	32
NO-DEG-EDUC	Exchange						3
	QCInterUniversityTransfer						8
	Special						1
	Sub-Total						12
Total		97	294	300	238	319	1,260
		Year 1	Add.Year				
GRAD CERT in TESL		12	1				

Course Revisions, New Courses, Program Revisions

0.1.1 Course revisions:

EDES 334 (Teaching Secondary Social Studies 1)

- *Prerequisite added:* 18 credits of university history courses at or above the 200 level

EDES 335 (Teaching Secondary Science 1)

- *Prerequisite added:* 18 credits of university science courses at or above the 200 level

EDES 361 (Teaching Secondary English 1)

- *Prerequisite added:* 18 credits of university ENGL, COMS or LING courses at or above the 200 level

EDES 353 (Teaching Secondary Mathematics 1)

- *Prerequisite added:* 18 credits of university mathematics courses at or above the 200 level

EDEC 215

- *Description Revised:* The English language proficiency test is a program requirement that must be completed in the first term. Anyone who fails the test must re-take and pass it prior to the third-year field experience. Anyone who is unsuccessful after two attempts must withdraw from the program. *Prerequisite on second attempt:* EDEC 208

0.1.2 New Course Proposals:

EDSL 215 Effective Communication in French for ESL teachers

- *Description:* Intermediate course on effective communication in Quebec French school settings. Exposure to different professional and social situations via role playing and problem-solving and various oral and written interactions in French.
- *Required for B.Ed. TESL program*

EDEC 249: Global Education and Social Justice

- *Description:* A cross-curricular, interdisciplinary approach to teaching/creating learning experiences for students. It will foster critical thinking and nurture lifelong global understanding, active engagement and participation in relation to questions of social, economic, and environmental justice, by infusing these issues in the classroom.
- *Added as complementary to all programs*

0.1.3 Program Revisions

- B.Ed. TESL
 - *addition of EDEC 249 Global Education and Social Justice as a complementary choice with EDEC 248*
 - *addition of EDEC 203 Communication in Education and EDSL 215 Effective Communication in French for ESL teachers as required ; addition of EDEC 249 Global Education and Social Justice as a complementary choice with EDEC 248*
- B.Ed. Secondary and Concurrent B.Sc/B.Ed
 - *addition of EDEC 249 Global Education and Social Justice as a complementary choice with EDEC 248*
 - *English Profile only – addition of EDEC 203 Communication in Education and EDES 366 Literature for Young Adults as required course*
- B.Ed. K/Elementary
 - *addition of EDEC 249 Global Education and Social Justice as a complementary choice with EDEC 248*
 - *addition of EDEE 325: Children's Literature as required course*
- B.Ed. Music and Concurrent B.Mus/B.Ed

- *addition of EDEC 249 Global Education and Social Justice as a complementary choice with EDEC 248*
- Minor in Education (for Arts or Science Students) (revisions in *italics*) (18 credits)
 - Required:
Educational Psychology (EDPE 300)
 - Complementary:
Philosophical Foundations of Education (EDEC 260)
OR Philosophy of Catholic Education (EDEC 261)
 - First Nations & Inuit Education (EDEC 233)
OR Multicultural Education (EDEC 248)
 - Contemporary Issues in Education (EDEM 220)
OR Policy Issues in Education (EDEC 247)
 - Two of:
Media, Technology, and Education (EDEC 262)
Exceptional Students (EDPI 309)
Measurement and Evaluation (EDPE 304)
Methods 1; Teaching Secondary Science 1 (EDES 335); Teaching Secondary Mathematics 1 (EDES 353)

APPENDIX 9: GRADUATE PROGRAM DIRECTOR'S REPORT

**Submitted by
Dr. Mela Sarkar,
Co-Director, Department Graduate Programs**

Graduate Program Co-Directors:

- Mela Sarkar (sabbatic leave July 1 — December 31 2008)
- Kevin McDonough (1 May 2008 — 30 June 2009)

Graduate Program Advisor

- Mary Katherine Wallbridge: MA in CVE; MA in SLE; PhD in Educational Studies (new program of record as of September 2007); Graduate Certificate in TESL (new program as of September 2007)

Graduate Program Coordinators

- Arwen Fleming (from April 21, 2008): MA and Graduate Certificates in Educational Leadership; MA in Curriculum Studies

Graduate Program Committee (GPC)

Committee members 2008-2009

- Mela Sarkar, Kevin McDonough — Committee Chairs
- Bronwen Low
- Gale Seiler
- Elizabeth Wood

Regular Meetings

- October 2, 7, 9, 31
- November 5, 11
- January 21
- January 29
- February 11
- March 11
- April 8
- May 6

Ad Hoc Meetings

- February 19
- June 10

Application Review Sessions

- March 9, 10, 11, 12, 23.

Events: 2008-2009

- Orientation sessions for new students
 - PhD session – August 28, 2008
 - MA session – August 27, 2008
- Seventh Annual Graduate Student Conference – EGSS (Education Graduate Students' Society) – March 13-14

CHANGES/NOTEWORTHY EVENTS ACROSS DISE GRADUATE PROGRAMS 2008-2009

- This year for the first time the Faculty of Education was allocated a Tomlinson and two McConnell Doctoral Fellowships. On the first round of selection, both McConnells (\$10,000 each) went to incoming DISE PhD students.
- The Victor Graduate Fellowship (\$10,000) also went to a DISE PhD student (continuing).
- DISE has made some changes to the graduate funding initiatives put in place last year by GPSO, as follows:
 - This year the DISE portion of the “Principal’s Graduate Fellowship” envelope totalled \$32,500 (up from \$27,500 last year) and was broken up into two packages of \$10,000 and four of \$5000 (the extra \$7,500 needed was made up by the Department from surplus funds). The two \$10,000 awards were reserved for recruitment and offered to entering NEW PhD students, designated as “named” scholarships (although we haven’t yet agreed on what the names will be) and awarded on the basis of outstanding promise in one of two areas: education for diversity and social justice, and preservice/practitioner teacher education. The four awards of \$5000 were reserved for ongoing Ph.D. students in PhD3 or PhD4 who have not previously been eligible for such funding, and awarded on the basis of academic performance.
 - The “Provost’s Graduate Fellowship” monies, totalling \$5000 for each new PhD student and \$1500 for each new MA-Thesis student, will continue to be given directly to students in those categories.
- The annual Grad Dinner was reinstated this year and took place at the Caverne Grecque on April 23rd.
- The 6th floor Graduate Student Lounge was refurbished and made accessible to all graduate students in Education.
- M.A. Program Revisions (begun in 2007-2008) took the entire academic year to go through the approvals process from departmental level up and are now almost ready to put in place. The final approval level before Senate, APC, did not pass the revised programs on May 27, so for September 2009 we will stay with the old programs in Culture and Values in Education and Curriculum Studies. At the request of APC, we re-revised the new program descriptions in June 2009 and

sent them for voting at the September 3, 2009 APC meeting. If they are approved, we will be able to request retro-approval for the programs and put them into place in September 2009. Under the new program layout, the two programs named will be replaced with one umbrella program entitled “M.A. in Education and Society”, with two streams corresponding to the two current programs: Culture and Values in Education and Teaching, Learning and Curriculum. Students will have considerably more elective room. NOTE: because of the uncertainty about when the revised program will be in place, all incoming students will choose courses in accordance with current program requirements; the faculty advising required to complement the new elective room will not be implemented until final approval from the university enables us to put the revised program into the calendar, sometime in fall 2009. All incoming students to whom this change applies MUST switch to the new program. No students enrolled in previous years will be allowed to without a separate application and payment. Everything not required is forbidden. That’s just there to see if anybody’s reading this!

- Graduate and Postdoctoral Studies Office regulations on Time Limitations (see GPSO policy regarding timely completion of degree requirements) is now being much more strictly enforced than in previous years. This has had repercussions for a number of students in or past PhD7 / MA4. Incoming and continuing students are being made aware of the regulations and closely followed.
- Mela Sarkar was on sabbatic leave for the period July 1 through December 31, 2008, during which time program direction was assumed by Kevin McDonough, who also had co-director status from the Spring 2008 term. During M. Sarkar’s second half-sabbatical, July 1 through December 31, 2009, Michael Hoechsmann will be Graduate Program Director Pro Tem.

STUDENT DATA 2008-2009

The remainder of this report presents student data in the following categories:

- Admissions and Enrolment Information (page 4)
- Graduated Students 2008-09
 - By degree and year since 2000 (page 6)
 - By program in 2008-09 (pages 5)

Some of the student data presented in previous reports, notably, the information on Student Fellowships and Funding Held in 2008-2009 and Student Fellowships and Funding Announced to New Recipients in Spring 2009, is no longer needed. See Appendix to 2007-2008 Annual Report.

ADMISSIONS INFORMATION

MA Degrees

Status	2000-	2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-
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Applied	2001	2002	2003	2004	2005	2006	2007	2008	2009
Accepted	132	136	155	227	193	184	184	166	165
Registered	102	101	103	93	85	58	58	99	91
	55	61	71	50	63	55	55	64	57
Ratio:	77.72%	74.26%	66.45%	40.97%	44.04%	31.52%	48.94%	59.64%	55.15%
accepted/applied	53.92%	60.40%	68.93%	53.76%	74.12%	94.83%	84.06%	64.65%	62.64%
Ratio:									
registered/accepted									

Status	2000-	2001-	2002-	2003-	2004-	2005-	2006-	2007-	2008-
Applied	2001	2002	2003	2004	2005	2006	2007	2008	2009
Accepted	30	38	47	46	32	34	40	48	56
Registered	26	22	42	24	20	19	31	27	37
	19	17	35	22	16	16	31	14	25
Ratio:	86.67%	57.89%	89.36%	52.17%	62.50%	55.88%	77.50%	56.25%	66.07%
accepted/applied	73.08%	77.27%	83.33%	91.67%	80.00%	84.21%	100.00%	51.85%	67.57%
Ratio:									
registered/accepted									

PhD Degree

Enrollment as of May 15, 2009	No. of Students
PhD	112
MA (T & NT)	167
TOTALS:	279*

*Does not include Graduate Certificate in Educational Leadership graduate students (86 students; therefore **365** graduate students in total.) Please see the CEL Director's 2008-2009 annual report for further information on this program.**GRADUATED STUDENTS 2008-2009***

MA Culture and Values

Student Name	Grad Term	Program Option	Supervisor
Brian Benoit	Fall 08	M.A. – NT	N/A
Anthony Campbell	Winter 09	M.A. – NT	N/A
Mary Anne Colin	Fall 08	M.A. – NT	N/A
Victor Goebel	Fall 08	M.A. – NT	N/A
Jonathan Granfar	Winter 09	M.A. – NT	N/A
Nicole Mongrain	Summer 08	M.A. – NT	N/A
Teresa Oppedisano	Summer 08	M.A. – NT	N/A
Edward Shostak	Winter 09	M.A. – NT	N/A

Student Name	Grad Term	Program Option	Supervisor
Lara Chaparro	Winter 09	M.A. – T	S. Steinberg
Michael Schapira	Summer 08	M.A. – T	K. McDonough
Jennifer Sweer	Fall 09	M.A. – T	R. Morris

Qian Wang Wilson/B.White	Fall 08	M.A. – T	T. Strong-
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MA Curriculum Studies

Student Name	Grad Term	Program Option	Supervisor
Wenhua Liu	Fall 08	M.A. – NT	N/A

Student Name	Grad Term	Program Option	Supervisor
Tutalik Boychuk Morris	Fall 08	M.A. – T	M. Maguire/R.
A. Desautels Strong-Wilson	Fall 08	M.A. – T	M. Sarkar/T.
M. Doucerain	Winter 09	M.A. – T	G. Seiler

MA Educational Leadership

Student Name	Grad Term	Program Option	Supervisor
Micheline D’Elia	Summer 08	M.A. – NT	N/A
France de la Rochelle	Fall 08	M.A. – NT	N/A
Joseph Desloges	Fall 08	M.A. – NT	N/A
Kelly Fahey	Winter 09	M.A. – NT	N/A
Sabrina Ficca	Fall 08	M.A. – NT	N/A
Roselor Francois	Fall 08	M.A. – NT	N/A
Lindsay Heckersbruch	Winter 09	M.A. – NT	N/A
Benjamin Loomer	Summer 09	M.A. – NT	N/A
Timothy Mahoney	Winter 09	M.A. – NT	N/A
Matthew McCarney	Summer 08	M.A. – NT	N/A
Emily Sheppard	Winter 09	M.A. – NT	N/A
Karen Slouch	Summer 08	M.A. – NT	N/A
Natalie Wakefield	Winter 09	M.A. – NT	N/A
Keisha Young-Gomes	Winter 09	M.A. – NT	N/A
Li Zhou	Winter 09	M.A. – NT	N/A

Student Name	Grad Term	Program Option	Supervisor
Jonathan Lazare	Winter 09	M.A. – T	M. Hoechsmann

MA Second Language Education

Student Name	Grad Term	Program Option	Supervisor
Jacqueline Landry	Winter 09	M.A. – NT	N/A
Myra Lepp	Winter 09	M.A. – NT	N/A
Melanie Marchand	Winter 09	M.A. – NT	N/A
Hong Pei	Summer 08	M.A. – NT	N/A
Viktoria Reuter	Summer 08	M.A. – NT	N/A
Natalya Tomaz-Takamori	Summer 08	M.A. – NT	N/A

Student Name	Grad Term	Program Option	Supervisor
Souad Bouhid	Summer 08	M.A. – T	D. Lussier
Jung-Ok Kim Russell	Fall 08	M.A. – T	M. Maguire/J.

PhD – Educational Studies

Student Name	Grad Term	Program Option	Supervisor
Christopher Alfano	Fall 08	Culture and Values	J. Russell
Susann Allnutt	Fall 08	Ed Administration	C. Mitchell
Hourig Attarian	Winter 09	Curriculum & Instruction	M. Maguire
Fiona Benson	Fall 08	Curriculum & Instruction	L. McAlpine
Sara Collings	Fall 08	Ad Personam	L. Davies/A. Pare
Al Karim Dattoo Kapoor	Winter 09	Culture and Values	S. Jordan/D.
Kimiko Hinenoya	Fall 08	Second Language Ed	R. Lyster
Tony Kelly	Fall 08	Ed Administration	C. Mitchell
Sara Kennedy	Summer 08	Second Language Ed	L. Winer
Constance Lavoie	Winter 09	Second Language Ed	M. Sarkar
Li Ma	Winter 09	Culture and Values	M. Maguire
K. O'Connor	Winter 09	Culture and Values	S. Jordan
Lauren Small	Winter 09	Ed. Administration	C. Le Maistre
Jason Wiles	Summer 08	Curriculum & Instruction	B. Alters
Yingli Yang	Fall 08	Second Language Ed	R. Lyster

*Please note: this list does not include graduated students from our Graduate Certificates in Educational Leadership. For a full list of these students, please see the CEL Director's 2008-2009 annual report for further information on this program.

Number of Graduated Students Since 2000-2001

Degree	2000-2001	2001-2002	2002-2003	2003-2004	2005-2006	2006-2007	2007-2008	2008-2009
M.A.	24	29	37	48	45	48	37	40
Ph.D.	9	6	8	8	10	14	8	16
Gr.C.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	26	32
Total	33	35	45	56	55	62	71	88

APPENDIX 10: CENTRE FOR EDUCATIONAL LEADERSHIP

**Centre for Educational Leadership
Department of Integrated Studies in Education
Faculty of Education
Annual Report 2008-2009**

Submitted by:
Professors Lynn Butler-Kisber & Sylvia Sklar
June 10, 2009

Section I: Description of Unit

The Centre for Educational Leadership (CEL) is situated in the Department of Integrated Studies in Education (DISE). It promotes the continuing professional development of teachers, policy makers and educational leaders by providing them with state of the art credit and non-credit programs. It actively outreaches to the local educational community and beyond by responding to the needs, and by providing flexible, innovative and quality services. CEL makes a concerted effort to link local and international research and development activities associated with leadership, professional development, student engagement, educational change and school success. The underlying principles that guide the work of CEL are:

- Pursuit and development of broad-based notions of leadership
- Activities based on partnerships
- Outreach to the community
- Connection between research and practice
- Attraction of new populations
- Development of innovative initiatives

Lynn Butler-Kisber, is the Director of CEL, and has the programmatic and financial responsibility for CEL with a primary focus on research, off-campus credit programs, and international projects. The Associate Director, Sylvia Sklar, is responsible for the design and implementation of the non-credit professional development programs. Both work closely together to develop new initiatives and links to the educational community locally, nationally and internationally. After holding a temporary position in CEL, Donna Wilkinson became the Administrative Coordinator of CEL last fall (2008). Other staff members are appointed on a part time basis as required to meet the financial, managerial, and programmatic requirements of the activities in the Centre. Hiring is done by CEL within the policies established by the University.

The Centre works with several ad hoc advisory groups from the Quebec educational system to help guide the design of professional development programs. These groups are composed of prominent educational leaders who are operating in school and non-school settings. The Committees are established by the Centre to explore areas of interest and concerns specific to our client groups, and as such includes teachers and administrators.

CEL is a cost recovery unit. It pays 3/4 of the Associate Director's salary, and all of the Administrative Coordinator's salary. The Department of Integrated Studies in Education (DISE) provides 1/4 of the Associate Director's salary. Donna manages the CEL budget and coordinates all the non-credit seminars. She also assists with special research and development projects, and is the back up for the Certificate Programs. The Graduate Certificate Co-ordinator, Arwen Fleming who replaced Catherine Hughes upon her retirement in May 2008, coordinates the off-campus, Graduate Certificates in Educational Leadership courses. Arwen does not work solely for the Graduate Certificate

Programs. She also supports the work done for all other graduate programs in DISE. Arwen's salary is paid by the Department. Additional salaries for casual and temporary staff are generated as required by the projects and programs of CEL. For all CEL's projects, graduate students are hired from the Department. For other office duties, CEL hires work-study students. In 2008-2009, CEL generated a healthy return for the Faculty/Department from the enrolment of the off-campus Graduate Certificates in Educational Leadership (see below). Attendance at the Distinguished Educators Seminar Series was excellent this year. We attribute this to the appeal of the programs and our presenters, and the need for professional development in the educational milieu. As a result, the returns from the seminar series were robust (see below). These were bolstered further by CEL's project initiatives that are described below. CEL continues to operate using a C1 cost recovery budget that allows any surplus to be carried over into the next budget year. This allows CEL at its slowest period of the year to cover the salary encumbrances that take place during the summer. The projected budget for 2008-2009 was prepared using very conservative estimates of the returns for the year. It proved to be a solid projection and covered salaries, benefits and all other expenditures and yielded funds to carry forward into 2009-2010. The 2009-2010 Budget has been submitted with the Department Chair's approval and awaits an expected approval from CEL's financial officer. Because we have become more and more accurate in terms of our estimated expenses and continue to submit conservative estimates of return each year, we expect that we will be able to cover our costs and still carry over some additional monies into 2010-2011.

Section II: Past Year's Activities

A. Projects:

This year CEL's work continued to include ongoing local and international research and development activities and some new initiatives.

Once again at the request of the IAIN Indonesian Equity Project (CIDA funded), CEL provided a three-week, intensive course on Mathematics and Science for a delegation of 20 professors from Aceh, November 3-21, 2008. Professors Helen Osana and Rana Tamin from Concordia taught the program at McGill. Ms. Maria Halladjian an M.A. student in the Department of Integrated Studies in Education, who is studying mathematics teaching, was the research assistant for the professional development program. The participants participated in all-day sessions with the facilitators, heard presentations from other experts from the larger educational community, visited schools, and in a culminating symposium produced interesting action plans based on their lessons learned.

As part of IAIN Indonesian Equity Project (CIDA funded), CEL was invited to give a week-long professional development institute to directors of centres at IAIN Ar-Raniry in Aceh. The focus was on management training for centres. Lynn Butler-Kisber and Sylvia Sklar developed the project, and then Sylvia Sklar delivered it in Aceh (Lynn Butler-Kisber was unable to travel due to a broken ankle). Sylvia Sklar also conducted a needs assessment while she was there to use in developing the spring 2009 project (see below).

At the request of the IAIN Indonesian Equity Project (CIDA funded), CEL provided an intensive, two-week course on Higher Education Leadership Management and Graduate Studies for 20 delegates, 14 were university professors in graduate studies from Aceh, and six were from the Ministry of Religious Affairs (MORA) in Jakarta. CEL developed the two-week course based on these results of a needs assessment conducted by Sylvia Sklar while she was in Aceh in March 2009. Ted Wall acted as the course facilitator and was assisted by Ms. Manal Zaheddrine, a PhD. student in the Department of Integrated Studies in Education. Professor Wall worked with the group on leadership theory and strategies, as well as on the development and refinement of their action plans. Fourteen members of the academic and support staff across McGill presented to the group on topics about graduate studies that were relevant to the themes that emerged from the needs assessment. The course culminated in a symposium of action plans and lessons learned presented by the participants. The participants had high praise for the course, for the caliber of instruction, presentations and material they received in the program, and for the hospitality they received at McGill. While the McGill IAIN Indonesian Equity Project has reached the end of its funding, a meeting held at McGill with the Director General of the Ministry of Religious Affairs, Jakarta, Lina Kalfayan from the McGill Indonesian Equity Project, and Lynn Butler-Kisber, suggests there will be future work that will involve the members of the Equity Project and CEL.



The CEL 2009 Indonesian Higher Education Leadership Management and Graduate Studies Program, McGill University

CEL also continued Phase III, which is the final phase of a 3-year efficacy study of the Home Instruction Program of Parents of Youngsters Program (HIPPY) in Montreal funded by the Chagnon Foundation. This program was developed by Aviva Lombard in the late 1960s. It is currently operating in 13 countries world wide. It prepares home visitors to work with parents who in turn work with children on literacy development and socialization skills for school. The purpose of this qualitative project was to follow 11, three-year-old children as they progress through 3 years in the program before starting school. The multicultural nature of HIPPY, Montreal (16 languages represented in the total group of HIPPY participants and the program is taught in both French and English) makes this research context a particularly interesting one. The principal investigator is Lynn Butler-Kisber, and the co-investigator is Sylvia Sklar. During this phase of the study, two former doctoral students, Joanne Kingsley and Pauline Mesher, and two

current doctoral students, Diane Nyzsitor and Manal Zaheddrine have been involved as research assistants. The research team has spent most of 2009 analyzing the results of the work and the report is in the process of being finalized.

In 2007, Lynn Butler-Kisber, Director of CEL, was invited by Mr. Michael Canuel, CEO of LEARN to be founding editor of what was a new open access, peer-reviewed, online journal that is called LEARNing Landscapes. Her task was to conceptualize the format, content, and audience for the journal and develop the underlying principles guiding the journal which are partnership, collaboration, inclusion, and attention to multiple perspectives and voices. From the outset the intention has been to link theory and practice and to showcase leading educational ideas, research and practices in Quebec, and beyond, by including articles, interviews, visual representations, arts-informed work and multi-media texts. The third issue was on *Education and the Arts: Blurring boundaries and creating spaces*. The fourth issue entitled *Curriculum: Innovations and Issues* will be online by June 30, 2009 and the fifth issue on *Literacy* will be published in November 2009. Eminent commentators for the third issue include Maxine Greene and Elliot Eisner; for the fourth issue they are Michelle Fine, Madeline Grumet, and Nel Noddings. A launch for issues two and three of the journal attracted some 80 educators from the local educational milieu and generated a very positive response. The journal was also exhibited at the Annual Meeting American Educational Research Association in April 2009 and sparked a good deal of interest increasing the response to the calls for papers. Each issue attempts to use the technology in somewhat different ways. In the third issue visual and auditory presentations of music, dance, and poetry were included. For the upcoming issue, a reflective interview with one of the authors about his paper will appear on live stream and all the abstracts of the articles can be heard in authors' voices rather than just read.



A year ago in May, Lynn Butler-Kisber and Sylvia Sklar were hosted by Claudia Defillo, Principal of the Americas Bicultural School (ABC School) in Santo Domingo, Dominican Republic. Claudia originally graduated with an M.A. in Administration and Policy Studies in the late 1980s and has been a member of the Faculty of Education Advisory Board. At that time meetings were held with members of the school administration to initiate a collaborative project to send student teachers to do their intensive field experience semester at the ABC School in winter 2009 using the model that CEL has used to do this in Turks and Caicos. Since that time, a letter of agreement has been drawn up and vetted by McGill and Santo Domingo lawyers, has been signed by Claudio Defillo and is awaiting a signature from McGill. Hopefully, this project will get underway by winter 2010. Plans are also underway to twin the ABC School with a school in Montreal and to build opportunities for exchanges among students and staff. The Quebec/Dominican Republic International Professional Learning Community Project (IPLC), proposed by CEL and funded by MELS and LEARN has just begun. This will involve approximately 8-10 leaders from Quebec schools and their counterparts in Santo

Domingo who will work together next year on developing an IPLC through visits, ongoing electronic communication, and photo inquiry. It will build on the model developed by CEL for the Quebec/UK IPLC school leaders and should result in some interesting learning for all.

In May 2009, Lynn Butler-Kisber met with members of the Bronfman Jewish Education Council who have decided to rekindle the relationship CEL had with them when leaders from their schools were involved as a cohort in the off-site courses in the graduate Certificate in Educational Leadership Programs. They are seeking to use the Certificate Programs as a central facet in leadership development that will be augmented with non-credit work in a community of practice that will be developed and directed by CEL. This promises to be an interesting initiative that will build on insights gained from both our credit and non-credit work to date. The anticipated start-up date is February 2010.

B: Graduate Certificates in Educational Leadership

Since 1999 CEL has been offering graduate off-campus educational leadership courses to school boards in the greater Montreal area. The current number of school boards involved now totals 6 and approximately 90 students. It is the largest graduate program in the Department of Integrated Studies in Education. The rationale for this work has been predicated on the need to outreach into the educational community, to build networks of school leaders, and to develop capacity within the public school system by delivering high quality and relevant course work. To do this, adjunct professors with a minimum of an M.A. in Leadership and extensive experience in the field have been hired to do the teaching. Frequently these instructors have also taught leadership courses at McGill. They know the McGill teaching culture and can bridge these two teaching contexts.

Each of the school boards has assigned a liaison person who is in charge of pedagogical services with whom CEL collaborates in assigning instructors to courses and in choosing electives. This collaboration has increased CEL's communication with the boards and served to heighten its visibility in the school systems. The feedback about these off-site programs is extremely positive. The cohorts have become communities of learners which work together to use their learning to problem solve in their systems. The instructors are continually amazed at the quality of the work, the enthusiasm and the dedication of the groups. The school boards value and appreciate CEL's partnerships with them, and are quick to turn to CEL for ideas and resources as a result.

Over the years, CEL has been approached by some of the more remote English school boards hoping to have their principals and potential principals take the graduate certificates. The problem was always the distance between schools within these boards. While CEL could offer off-site courses in one location, it was too costly for the boards to bring their personnel together, and the technology that existed in the boards was never adequate enough to support other distance possibilities. This changed three years ago. A foundation set up by MELS called the Leading English Education and Resource Network (LEARN) funded by federal entente money is now able to service the newer technology that MELS is providing to boards. For the third year CEL partnered with LEARN, which

provided the technological support, to offer e-learn graduate certificate courses in the fall 2008 and winter 2009. Like last year, the model was a synchronous one where the instructor worked online with the participants for 3 hours each week, and met face-to-face with the group once per month, except with those from Eastern Shores. At least one course per term is offered online, and while there was initially some resistance among the local cohorts, the culture has changed and there is a growing demand for more e-courses. With a solid idea of what works well in these courses and why (the synchronous aspect is particularly important), we are now working with GPSO to try to expand and attract national and international students.

Table 1 below gives an overview of the 8 courses offered this year. The cost to the Department has been \$5000 per instructor and approximately \$24,000 in program operating costs for a total of \$64,000 less a recuperation fee of \$200 per student for the difference between the number registered and an expected class size of 20, an agreement made with the Boards 5 years ago. This year the recuperation amount is \$2200 making the net actual and indirect costs of the off-campus courses to be \$61,800. The course registrations of 161 (159 less 2 independent students taking courses on campus) yield approximately \$700 per student of which approximately 80% returns to the Faculty, therefore we estimate that the annual net gain to the Faculty for 2008-2009 from the Graduate Certificates in Educational Leadership courses is \$27,240. It should be noted that these off-site courses attract a population of students locally and from a distance. Most of these students would not be in the graduate certificate programs if they had to take their courses at McGill.

Table 1: Off-site Courses 2008-2009

Course Location	Term	Course Name	Course Number	Instructor	Registered
EMSB	Fall	Planning & Evaluation	EDEM 646	D. Taylor	10
	Fall	Teacher, Leadership & Change	EDEM 675	T. Wall	22
	Winter	Critical Issues in School Leadership	EDEM 675	J. Mackinnon	24
LBPSB	Fall	Planning & Evaluation	EDEM 646	K. Robertson	19
	Winter	Case Studies in Leadership	EDEM 675	H. Schwartz	23
SWLSB	Fall	Issues in Educational Studies	EDEM 609	S. Conrod	25
	Winter	Fiscal Accountability	EDEM 635	G. Tennant	28
McGill (certificate only)	Fall	The Practicum	EDEM 681	J. Mackinnon	8
Independent	Fall	Certificate students attending courses offered at McGill university			1
	Winter				1
Total					161

*N.B. – course numbers include exceptional enrolment from students in MA program and adjacent school boards.

Table 2 gives an overview of the admissions for the academic year 2008-2009. Table 3 gives a summary of Certificate graduates for this year. Table 4 summarizes the current enrollment. Table 5 gives the anticipated admission numbers for fall 2008. Table 6 provides the projected needs for offsite courses for 2008-2009.

Table 2: Admissions

Fall 2008

School Board	Applications	Number of Admits	Registered
BJEC	1	1	1
EMSB	8	6	5
ESSB	1	1	1
LBPSB	4	4	4
NFSB/RSB	1	1	1
SWLSB	7	6	6
Independents	1	1	1
Total	22	19	19

Winter 2009

School Board	Applications	Number of Admits	Registered
EMSB	8	6	6
ESSB	1	1	1
LBPSB	6	6	6
NFSB/RSB	1	1	1
SWLSB	3	3	1
Total	19	17	15

It should be noted that “independents” are applicants to the Certificate Programs who are not part of a school board cohort and take their courses at McGill. Table 5 shows that our admissions are slightly below the number of students who are graduating from the Certificate Program. This is partially because this year it just happened that a very large cohort of students graduated, and at least a dozen students applied to transfer to the M.A. This is what we hoped would happen. It may also be due to a reduction in the pool of leaders needing/wanting this accreditation. We believe this trend will be offset by a bulge of new leaders who will be entering the field on the wake of retirements, the addition of a new cohort from BJEC, and the potential for increasing numbers with national and international students.

Table 3: Graduates 2008-2009

Last Name	First Name	School Board	Convocation Session
Anwar	Nadia	SWLSB	Winter 2009
Beaulieu	Caroline	LBPSB	Winter 2009
Beebe	Daryl Cecil	ESSB	Winter 2009
Bernucci	Caterina	EMSB	Winter 2009
Blanchette	Gina Marie-Claude	SWLSB	Winter 2009
Campbell-Dell	Alice	ESSB	Winter 2009
Charlebois	Lise	LBPSB	Winter 2009
Cifarelli	Luciana	SWLSB	Winter 2009
Daviau	Jo-anne	NFSB	Winter 2009

Delage	Patrice	LBPSB	Winter 2009
Fraser	Elaine	LBPSB	Winter 2009
Mitchell	Brett Lindsay	ESSB	Winter 2009
Nero	Laura	SWLSB	Winter 2009
Poitras	Elizabeth Ann	RSB	Winter 2009
Spagnolo	Angela	EMSB	Winter 2009
Verrall	Lisa Donna	SWLSB	Winter 2009
Yacoub	Nadia	LBPSB	Winter 2009
Amato	Liboria	EMSB	Fall 2008
Buttars	Robert	NFSB	Fall 2008
Collins Palmer	Joy	NFSB	Fall 2008
Daskalakis	Demetre	EMSB	Fall 2008
Kehyayan	Siranoush	EMSB	Fall 2008
Lazaris	Maria	SWLSB	Fall 2008
Lorenz	Karen	SWLSB	Fall 2008
Monfette	Jacques	EMSB	Fall 2008
Parsons	Aimee-Elizabeth	SWLSB	Fall 2008
Prata	Ana Cristina	LBPSB	Fall 2008
Sacco	Carmela	SWLSB	Fall 2008
Serchuk	Sylvia	EMSB	Fall 2008
Traylen	Scott	SWLSB	Fall 2008
Levy	Jonathan	BJEC	Fall 2008
Ryan	Kelly	NFSB	Fall 2008
Total: 32			

Table 4: Program Enrollment as of May 31, 2009

Enrollment as of May 31, 2009	# OF STUDENTS
EMSB	22
ESSB	6
LBPSB	34
NFSB/RSB	3
SWLSB	16
INDEPENDENTS	5
TOTAL:	86

Table 5: Anticipated Admission Fall 2009

School Board	Applications	Number of
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	I	II	Total	Anticipated Admits
EMSB	12	2	14	13
ESSB	0	0	0	0
LBPSB	1	3	4	8
NFSB/RSB	3	1	4	8
SWLSB	1	1	2	4
Independents	3	0	3	6
Total	20	7	27	26

Table 6: Projected Off-site Courses 2009-2010

SCHOOL BOARD	TERM	COURSE NAME	COURSE NUMBER	INSTRUCTOR
EMSB	Fall	The Practicum (online)	EDEM 681	S. Conrod
	Fall	Education Resource Management	EDEM 628	H. Schwartz
	Winter	Leadership Theory	EDEM 673	T. Wall
	Winter	TBA (course elective)	TBA	Ken Robertson
ESSB	Fall	The Practicum (online)	EDEM 681	S. Conrod
	Winter	TBA (course elective – online)	TBA	Ken Robertson
LBPSB/RSB/NFSB	Fall	Planning & Evaluation	EDEM 646	D. Taylor/P.Deans
	Fall	Issues in Educational Studies	EDEM 609	S. Conrod
	Winter	The Principalship	EDEM 671	S.Winn/J.Touranian
	Winter	Leadership in Theory	EDEM 673	T. Wall
SWLSB	Fall	Leadership in Action	EDEM 610	T. Wall
	Winter	The Practicum	EDEM 681	J. MacKinnon

C: Seminar Series

The Distinguished Educators Seminar Series (DESS) offered by the Centre for Educational Leadership (CEL) provides professional development opportunities for teachers, administrators, school board personnel and other stakeholders in K-12 education. Seminars are held in hotels and participants continue their discussions and engage in networking during the lunch that is included in their registration fee. This successful series has provided the “bread and butter” returns for this cost recovery unit. It has enabled CEL to pay salaries, cover most of the operational costs and seed the development of new projects. The following table provides an overview of the strengths,

weaknesses, opportunities and threats facing the Distinguished Educators Seminar Series as of June 2009.

Table 7: *SWOT* Analysis of Distinguished Educators Seminar Series

<p><i>Strengths</i></p> <ul style="list-style-type: none"> • CEL has an established reputation for high quality and cutting-edge professional development. • The clientele represents all stakeholders in the education community. • The program focus is different from and more attractive than the in-service available from MELS and from the school boards. • Seminars are held in hotel meeting facilities and lunch is included in the registration fee. The aim is to <i>professionalize</i> the professional development.
<p><i>Weaknesses</i></p> <ul style="list-style-type: none"> • The seminar series is presented primarily in English for a decreasing population of educators. • The CEL infrastructure is too stretched to develop adequate marketing procedures to attract clientele from outside Quebec. • The McGill website policies limit the ability of CEL to promote the seminar series within the current departmental web page. • McGill accounting complexities create delays for honorarium payments to presenters • Presenters complain of ‘red tape’ delays in getting reimbursed for expenses. Some say they will not return for further work at McGill. • McGill is not able to provide on-line registration for participants in the seminar series.
<p><i>Opportunities</i></p> <ul style="list-style-type: none"> • The Quebec Education Program (QEP) still requires major professional development and teachers are tired of these required workshops. The CEL offerings are more attractive. • Demographic trends point to a continuing wave of “baby boomer” retirements for teachers and principals. This creates a new population of early career teachers and administrators. • The internet has opened up a potential global market.
<p><i>Threats</i></p> <ul style="list-style-type: none"> • Declining populations in the Anglophone school system in Quebec continues to erode the potential pool of seminar participants. • According to the collective agreement, Quebec’s teachers with an undergraduate degree are under no obligation to participate in voluntary workshops or courses. There is no incentive for such ongoing professional development. • The Anglophone system is becoming a ‘bilingual’ system with a growing number of francophone teachers. • MELS and school board in-service on implementation of the QEP continues to compete with CEL for teachers’ release time and professional development budgets.

- Email broadcasting of publicity material is becoming less effective because of email overload.

Interesting factors

- MEQ regulation requiring all new principals to have 30 credits in leadership within 5 years of their appointment has generated the two Graduate Certificates in Educational Leadership.
- At the same, time, students registered in the 2 Graduate Certificate in Educational Leadership are also part of the clientele targeted for the Seminar Series. CEL needs assessment surveys indicate that this population is too busy with coursework in addition to their school workload to attend any seminars professional development that is not for credit. There are about 350 active school principals who are members of the Association of English School Administrators of Quebec (AAESQ).

The main challenge facing CEL this year continues to be the deluge of “offers of services” from MELS to the school systems. These workshops are offered free of charge by MELS personnel to show teachers how to implement the QEP. Although, the union-supported boycott of any workshop related to implementation of the QEP, during the 2004-2005 school year is over, MELS has increased the pace to make up for lost time. So much professional development has been showered upon the school boards by MELS that many teachers feel overwhelmed and are not interested in seeking additional workshops elsewhere. However, many teachers in Quebec, tired of the professional day “forced marches”, are tempted by the high quality and very professional offerings and turn out for our Seminar Series. The most significant impact on CEL is still the competition for teachers’ time, and the increase in substitution costs to release more teachers to attend MELS workshops. Teachers do not pay to attend MELS workshops (as opposed to CEL’s registration fee of approximately \$185 per day plus taxes) and they are often mandated by their principals to attend. However, CEL continues to offer a highly appreciated program for a growing and loyal clientele. The following table shows the impact of the 2004-2005 boycott of QEP related professional development on the seminar series and its steady recovery.

The Distinguished Educators Seminar Series provides a cost recovery framework that enables CEL to increase the scope of its projects as it builds its place as a leader in professional development locally, nationally and internationally.

Table 8: Distinguished Educators Seminar Series: Financial development over 5 years

Year:	Gross	Net (less taxes	Number of	Number of
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	Revenue:	and expenses):	Registrations:	Seminars
2004-2005	138,100	45,214	570	N/A
2005-2006**	89,390	25,858	432	11
2006-2007	138,770	66,967	538	15
2007-2008	171,615	56,574	690	20
2008-2009	183,072	59,768	804	22

***Year of QPAT collective bargaining and boycott of all professional development

It should be noted that the gross revenue which is made up of registration fees is subject to 14.5% PST and GST taxes. In spite of a steadily increasing number of participants the net revenue is not increasing at the same rate. The net revenue is subject to currency fluctuations, increasing costs of services, office supplies and communication. This year the registration fee was raised by \$10 to \$185 per person per day before taxes. To reduce expenses we stopped providing free copies of the author's book to participants. This was a good decision since the additional 114 registrations only yielded an increase in net revenue of \$3,194 because of rising costs. It should also be noted that the rate of participation in the seminar series has climbed quite steadily despite the decline of our target population of educators in the Anglophone educational community.

The outlook for the coming year looks encouraging. Since MELS continues to focus on implementation of the QEP in high school, CEL will focus on more attractive themes based on general pedagogy, classroom management and teaching an increasingly diverse population of students. CEL is developing strong partnerships with sub-committees of MELS and LEARN to provide professional development programs linked to specific field-based initiatives. An example of this is a series of professional development programs for various stakeholders in the area of special needs. MELS will be providing a number of scholarships to school leaders and school teams to attend specific CEL seminars. In addition LEARN will provide support to pilot a CEL video conference on special needs for educators in remote schools.

While MELS continues to put a strong focus on the implementation of the QEP in the high schools, we will be offering a series based on four major themes that will attract elementary and high school teachers, consultants, and other school staff. These are:

1. Classroom Management
2. Using Practical Approaches to reach Diverse Learners
3. Improving Mathematics Education
4. Improving Literacy

Table 9: Twenty Four Distinguished Educators Seminars Planned for 2009-2010

September 22 & 23	Jonathan Udis	Strengthening Your Presentation Skills: A clinic for experienced workshop leaders
October 15	Anne Lemay	Classroom Management Essentials for New Teachers
October 16	Anne Lemay	Managing the Combined Clas
October 20	Anne Beninghof	Principals' Guide to Implementing and Supporting Differentiated Instruction in the School

October 21	Anne Beninghof	Making Inclusion Work Through Co-Teaching and Differentiated Instruction
October 23	Anne Beninghof	Practical Ideas for Differentiating Instruction at the Secondary Level
October 24	Anne Beninghof	TBA (ALDI) Video Conference
October 29	Sheryl Gilman	Authentic Assessment and Reporting in the Early Years:
November 13	Anna Sanalidro	Competency Based Resources for Teaching Mathematics in Elementary Cycles 1 and 2
November 3	Suzanne Longpré	Understanding the Phenomenon of Religion: Resources for the elementary classroom
November 6	Anne Lemay	Teachers Sharing Learning and Evaluation Situations
November 13	Anna Sanalidro	Competency-Based Resources for teaching elementary mathematics
November 20	Lisa Reisinger	Social Skills Training for Elementary Students with Autism and Communication Challenges
November 27	Laura Malbogot	Improve Student Presentations: Storyboards, Mind Maps and PowerPoint
December 4	MaryAnn Brittenham	Respectful Discipline
January 14 & 15	Ted Wall	Entering a Community of Practice for School Leaders
February 3	Jim Mackinnon	Surviving and Thriving in High School
February 4	Paul Kropp	Boogers, Barf and Bloodshed: Engaging our Boys in Reading and Writing
February	Lori Jamison	Marvelous Mini Lessons for teaching Writing
February 22	Lisa Reisinger	Planning a Complete Social Skills Training Program for Elementary Students with Autism and Communication Challenges
February 12	Pam Markus	Learning in a Visual Age: Integrating Visual Art Into the Curriculum
March 26	Jon Udis	Power Struggles: What to do when a student says "make me!"
April 22	Sheryl Gilman	Multicultural Activities Through the Arts
April 23	Julie Hobbs & Jane Dunant	Enhance Your Role as an Administrative Professional

APPENDIX 11: CENTRE FOR THE STUDY AND TEACHING OF WRITING

Prepared by Anthony Paré, Director
June 2009

Annual Report 2008-2009

Centre for the Study and Teaching of Writing Integrated Studies in Education Faculty of Education

Description of Unit

The Centre for the Study and Teaching of Writing (CSTW) was established in 1978, first as a writing tutorial service and then, in 1980, as a teaching unit. Initially responsible for a single course of 100 students in the MBA program, the Centre has expanded over the years to teach a variety of undergraduate, certificate, and graduate courses in Management, Engineering, Social Work, Science, Education, and Continuing Education. For most of the past 20 years, up to 2006-2007, over 2,000 students a year took courses offered by the Centre. In 2005, the Faculty of Management cancelled the two Writing Centre courses in their core curriculum, and in 2007 the Centre suspended its writing tutorial service after nearly 30 years of operation.

Most of the Centre's courses are designed to help students participate in the written and oral communication practices that are particular to their fields of study. The Centre's approach assumes that knowledge in all academic areas is created through discipline-specific literacy practices, and that students need opportunities to engage in those practices in the critical, informed environment of a communication course. The Centre's curricula are based on current theory and research in writing studies. Although all the

courses attend to both academic and professional writing and speaking, some courses are focused most specifically on communication in the academic discipline: Communication in Management I, Communication in Education, Communication in Social Work, Effective Communication. Others attend primarily to professional and workplace communication, such as Communication in Public Relations. One course is specifically designed for high-level academic and scholarly writing: Advanced Written Communication. Finally, a few specialized courses are occasionally offered: Tutoring Writing, Expressive Writing, Learning to Writing Poetry, and Learning to Write Fiction.

Past Year's Activities

Teaching and Learning

The Centre offered 7 sections of Communication in Education (EDEC 203), 15 sections of Communication in Engineering (EDEC 206), 10 sections of Communication in Management (EDEC 205), 1 section of Communication in Social Work (EDEC 204), 2 sections of Communication in Public Relations (EDEC 207), 3 sections of Expressive Writing (EDEC 208), and 1 section of Effective Communication (EDEC 202).

The Centre has continued to be at the forefront of technology-in-teaching. Beginning with an AT&T sponsored computer-assisted writing lab in 1988, the Centre has always worked to introduce new technologies. In fact, keeping up-to-date with technology has been critical for the Centre, particularly as communication becomes increasingly digital in all disciplines. The great majority of Centre classes rely on WebCT, and many instructors bring the Faculty's new portable laptop lab into their classrooms. IMS staff are well aware of the Centre's heavy investment in technology for teaching, and have offered private tutorials to CSTW staff. In addition, several instructors have introduced emerging technologies, such as wikis for collaborative writing, and have also shared their experience with colleagues in DISE.

Scholarship

Scholarship reports are limited to Paré and Starke-Meyerring, whose positions include an expectation of research, and graduate students associated with the Centre.

1. Research Publications during Calendar Year 2008 (January 1-December 31):

Books

Starke-Meyerring, D., & Wilson, M. (Eds.) (2008). *Designing globally networked learning environments: Visionary partnerships, policies, and pedagogies*. Rotterdam, Netherlands: Sense Publishers.

Beaudet, C., Grant-Russel, P., & Starke-Meyerring, D. (Eds.) (2008). *Research communication in the social and human sciences: From dissemination to public engagement*. Uxbridge, UK: Cambridge Scholars Publishing.

Chapters

- Beaudet, C., Grant-Russell, P., & Starke-Meyerring, D. Introduction. In C. Beaudet, P. Grant-Russell, & D. Starke-Meyerring (Eds.) (2008). *Research communication in the social and human sciences: From dissemination to public engagement*. Uxbridge, UK: Cambridge Scholars Publishing.
- McAlpine, L., Paré, A., & Starke-Meyerring, D. (2008). A shifting landscape for “English” Doctoral Education in the 21st Century? In D. Boud and A. Lee (Eds.), *Changes to doctoral education*. London, UK: Routledge.
- Paré, A. (2008). Activity theory. In the *International Encyclopedia of Education* (pp. 14-15). G. McCulloch & D. Crook (eds.). London: Routledge.
- Starke-Meyerring, D., & Wilson, M. (2008). Learning environments for a globally networked world: Emerging visions. In D. Starke-Meyerring & M. Wilson (Eds.), *Designing globally networked learning environments: Visionary partnerships, policies, and pedagogies*. (pp. 1-17). Rotterdam, Netherlands: Sense Publishers.
- Starke-Meyerring, D., Duin, A. H., Palvetzian, T., & Wilson, M. (2008). Enabling and sustaining globally networked learning environments: Visionary partnerships and policies. In D. Starke-Meyerring & M. Wilson (Eds.), *Designing globally networked learning environments: Visionary partnerships, policies, and pedagogies*. (pp. 19-36). Rotterdam, Netherlands: Sense Publishers.
- Starke-Meyerring, D., & Wilson, M. (2008). Visionary pedagogies in globally networked learning environments: Questioning assumptions and raising new questions. In D. Starke-Meyerring & M. Wilson (Eds.), *Designing globally networked learning environments: Visionary partnerships, policies, and pedagogies*. (pp. 105-113). Rotterdam, Netherlands: Sense Publishers.
- Starke-Meyerring, D., & Wilson, M. (2008). Globally networked learning environments: Shaping visionary futures. In D. Starke-Meyerring & M. Wilson (Eds.), *Designing globally networked learning environments: Visionary partnerships, policies, and pedagogies*. (pp. 218-230). Rotterdam, Netherlands: Sense Publishers.

Refereed articles

- Starke-Meyerring, D. (2008). Genre, knowledge, and digital code in web-based communities: An integrated theoretical framework for shaping digital discursive spaces. *International Journal of Web-Based Communities* 4(4), 398-417.

Editorials

- Paré, A. (2008). *Editorial, McGill Journal of Education*, 43.3: 221-22.
- Paré, A. (2008). *Editorial, McGill Journal of Education*, 43.2: 89-91.

Paré, A. (2008). *Editorial, McGill Journal of Education*, 43.1: 5-6.

2. Research publications (in press, submitted for review, or in an advanced state of preparation.

Books

Starke-Meyerring, D., Paré, A., Artemeva, N., Horne, M., Yousoubova, L., (Eds.) (forthcoming). *Writing (in) the knowledge society*. West Lafayette, IN: Parlor Press and WAC Clearinghouse (<http://wac.colostate.edu/>).

Chapters

Paré, A. (in press). Slow the presses: Concerns about premature publication. In C. Aitchison, B. Kamler & A. Lee (Eds.), *Publishing pedagogies for the doctorate and beyond*. London, UK: Routledge.

Paré, A. (in press). Making sense of supervision: Deciphering feedback. In P. Thomson & M. Walker (Eds.), *The Routledge doctoral student's companion: Getting to grips with research in education and the social sciences*. London, U.K.: Routledge.

Paré, A., Starke-Meyerring, D., & McAlpine, L. (advanced state of preparation). Entering the text: Learning doctoral rhetoric in Education. In D. Starke-Meyerring, et al. (Eds.), *Writing in the knowledge society*. West Lafayette, IN: Parlor Press and WAC Clearinghouse (<http://wac.colostate.edu/>).

Paré, A., Starke-Meyerring, D., & McAlpine, L. (in press). The dissertation as a multi-genre: Many readers, many readings. In C. Bazerman, D. Figueiredo, & A. Bonini, (Eds.), *Genre in a changing world*. West Lafayette, IN: Parlor Press and WAC Clearinghouse (<http://wac.colostate.edu/>).

Starke-Meyerring, D., & Paré, A. (advanced state of preparation). Refiguring the rhetorical tradition, again: Writing (in) the knowledge society. In D. Starke-Meyerring, A. Paré, N. Artemeva, M. Horne & L. Yousoubova (Eds.), *Writing in the knowledge society*. West Lafayette, IN: Parlor Press and WAC Clearinghouse (<http://wac.colostate.edu/>).

Starke-Meyerring, D. (in press). Between peer review and peer production: Genre, wikis, and the politics of digital code in academe. In C. Bazerman, R. Krut, K. Lunsford, S. McLeod, S. Null, P. Rogers, & A. Stansell (Eds.), *Traditions of writing research: Traditions, trends, and trajectories*. New York: Routledge.

Starke-Meyerring, D. (in press). The contested materialities of writing in digital environments: Implications for writing development. In R. Beard, D. Myhill, M.

Nystrand, and J. Riley (Eds.), *Handbook of writing development*. Thousand Oaks, CA: Sage.

Starke-Meyerring, D., & Andrews, D. (in press). Building a culture of intercultural learning: Assessment in a virtual team project. In Hundleby, M., & J. Allen (Eds.), *Assessment in Technical and Professional Communication*. Amityville, NY: Baywood.

Refereed Journal Articles

Paré, A. (in press). What we know about writing, and why it matters. *Compendium 2*, 2(1).

Le Maistre, C. & Paré, A. (in review). Whatever it takes: How beginning teachers learn to survive. *Teaching and Teacher Education*.

Proceedings

Paré, A. (in press). Interdisciplinarity: Rhetoric, reasonable accommodation, and the Toto effect. Proceedings: Canadian Association of Teachers of Technical Writing, Congress of the Humanities and Social Sciences, University of British Columbia, June 1-3.

3. Other scholarly products

Conference Presentations

Paré, A. (2008). Supervising disciplinary membership through the dissertation. Paper presented at the annual meeting of the Canadian Association of Teachers of Technical Writing Conference, Congress of the Humanities and Social Sciences, University of British Columbia, June 1-3.

Paré, A. (2008). Genre for social action: Genre analysis as faculty development. Paper presented at the Conference on College Composition and Communication, New Orleans, LA, April 2-5.

Paré, A. (2008). The dissertation genre: Forming disciplinary identities. Paper presented at the Conference on College Composition and Communication, New Orleans, LA, April 2-5.

Starke-Meyerring, D. (2008). Cross-boundary knowledge making in Globally Networked Learning Environments. Keynote address at the 2nd Conference of the SUNY Center for Collaborative Online International Learning. Purchase, NY, November 14.

Starke-Meyerring, D. (2008). "I'm just not cut out for this:" Genre, disciplinary identity, and doctoral researchers. Conference of the Canadian Association of Teachers of Technical Writing Conference, University of British Columbia, June 1-3.

Starke-Meyerring, D. (2008). Entering disciplinary conversations: Scientific writing strategies for new researchers. Le Regroupement québécois étudiant sur les matériaux de pointe (*RQÉMP*; a graduate student organization of a Québec Association of Physics Researchers) Summer Institute, August 14, Jouvence, QC.

Invited presentations

Paré, A. (2008). Talking to change. Invited keynote address for the Supervisors' Retreat, Office of Student Teaching, Faculty of Education, McGill University, June 12.

Paré, A. (2008). Interdisciplinarity: Rhetoric, reasonable accommodation, and the Toto effect. Invited keynote address for the Canadian Association of Teachers of Technical Writing, Congress of the Humanities and Social Sciences, University of British Columbia, June 1-3.

Paré, A. (2008). What writing centres? Invited panel presentation for the Association of Canadian College and University Teachers of English, Congress of the Humanities and Social Sciences, University of British Columbia, May 31.

Paré, A. (2008). Strengthening the research culture within the Conference on College Composition and Communication. Invited panel contribution at the Conference on College Composition and Communication, New Orleans, LA, April 2-5.

Workshops

Paré, A. (2008). Strategies for Supervising Graduate Student Writing: Humanities and Social Sciences. Leader, faculty workshop on supervising graduate student writing. Graduate and Postdoctoral Studies, McGill University, Sept. 24.

Paré, A. (2008). Strategies for Supervising Graduate Student Writing: Sciences, Engineering, and Medicine. Leader, faculty workshop on supervising graduate student writing. Graduate and Postdoctoral Studies, McGill University, Sept. 26.

Paré, A. (2008). Best practices in graduate supervision. Co-leader, faculty workshop on supervision of graduate students. Graduate and Postdoctoral Studies, McGill University, April 22.

Paré, A. (2008). Authorship and your Supervisor - How to make the most of it. ABC's of the PhD Seminar, Faculty of Education, McGill University, February 13.

Paré, A. (2008). Solving supervision: Interpreting feedback. Seminar for McGill PhD students. Career and Placement and Counselling Services, McGill University, January 9.

4. Research funding

Project Title	Principal Investigator(s)	Co-Investigator(s)	Agency	Start Date of Grant	Amount for year 2008-2009	Amount to Follow	End Year of Grant
Aid to Scholarly Journals Program	A. Paré		SSHRC	2009	\$27,400	\$54,800	2012
The state of research writing in Canadian doctoral education: A cross-disciplinary study of practices, challenges, and resources	D. Starke-Meyerring	A. Paré, R. Graves, and H. Graves	SSHRC	2008	\$43000	\$43000 \$52000	2011
Learning the genres of teaching: New faculty acculturation to the pedagogical practices of Canadian universities	N. Artemeva	A. Paré and J. Fox	SSHRC	2008	\$38,260	\$39,997 \$33,997	2011

Mi'gmaq in Listuguj: Reclaiming a heritage language outside the conventional classroom	M. Sarkar	A. Paré, S. Jordan, and T. Strong-Wilson	SSHRC	2007			2010
Reframing Canadian social science doctoral programs: A learning perspective	L. McAlpine	A Paré, C. Amundsen, & D. Starke-Meyerring	SSHRC	2006	\$54,725	\$0	2009
Decision-making over time in the care of people with end-stage renal disease (ESRD): Communication among health professionals, patients, and families	T. Hutchinson	D. Allen, R. Cohen, M.E. Macdonald, & A Paré	Kidney Foundation of Canada	2009	2009-10 \$44963	2010-2011 \$44963	2011

Staff

There are currently two full-time faculty members in administrative positions with the Centre: the director, Anthony Paré (professor), and the associate director, Doreen Starke-Meyerring (associate professor). Paré and Starke-Meyerring also have duties outside the Centre. The Centre is served by Diane Rabey as secretary. In addition, there are three faculty lecturers – Charlotte Hussey, Donna-Lee Smith, and Sharron Wall – and in 2008-09 one long-serving part-time instructor, Dan Darrigan, and an occasional part-time instructor, Nimi Menon. Finally, the Centre was able this past year to employ eight PhD students as writing teachers: Jonathan Langdon, Christina Rudd, Sandra Chang-Kredl, Dina Tsoulos, Susan Ballinger, David Roemmele, John Pascarella, and Andrew Churchill.

Honours, Awards, Prizes, Publications, and Consulting Activities

In order to keep the Centre well-connected to the field of Writing Studies, Paré and Starke-Meyerring carry a heavy service load. A selected list of reviewing responsibilities for Starke-Meyerring follows:

Reviewer for *Written Communication*.
Member, Editorial Board, *Journal of Writing Research*
Reviewer for Conference on College Composition and Communication 2008.
Reviewer for the 2007 Conference of the Association of Internet Researchers
Member, Review Board, Writing in Digital Environments, Michigan State University
Reviewer, Association of Internet Researchers Conference
Reviewer, IEEE Transactions on Professional Communication
Member, Research Committee of the Association of Business Communication
Reviewer, *Technostyle*
Member, Editorial Board, Technical Communication Quarterly (New)
Reviewer, Social Science and Humanities Research Council (New)
Invited Member of the Scientific Committee for the 2011 Writing Research Across Borders Conference at George Mason University (New)
And for Paré:

Reviewer, *Pedagogies: An International Journal*
Reviewer, *English for Specific Purposes*
Reviewer, *International Journal of Inclusive Education*
Reviewer, *Technical Communication Quarterly*
Reviewer, *Teaching Education*
Editorial Board, *Scottish Educational Review*
Editorial Board, *Written Communication*
Reviewer, Social Science and Humanities Research Council
External examiner, Athabasca University (New)
External examiner, City University of Hong Kong, 2009-2012 (New)
Invited Member of the Scientific Committee for the 2011 Writing Research Across Borders Conference at George Mason University (New)
Consultant, National Institute for Literacy/National Institute of Child Health and Human Development (U.S.): Expert Working Group on Writing Research (New)

Plans for 2009-2010

The Centre's current Director, Anthony Paré, has resigned from the post, effective August 2009, and the decision was taken by Dean Perrault to move some of the Centre's courses to the Centre for Continuing Education, which will now be responsible for Communication in Engineering (EDEC 206), Communication in Management (EDEC 205), and Communication in Public Relations (EDEC 207). Communication in Education will continue to be taught by the Faculty of Education, under the direction of the Department of Integrated Studies, and Communication in Social Work and Expressive Writing will continue to be taught at need for the foreseeable future.

As a result, after a 31-year history, the Centre for the Study and Teaching of Writing will close.

APPENDIX 12: FIRST NATIONS AND INUIT EDUCATION PROGRAMS
Submitted by Donna-Lee Smith, Director

**FIRST NATIONS AND INUIT EDUCATION
TEACHER EDUCATION PROGRAMS
JUNE 1 2008 – MAY 31 2009**

Prepared by
Donna-Lee Smith
Director, First Nations and Inuit Education / Teacher Education Programs
July 7, 2009

Section I

❖ **MISSION STATEMENT**

The principal mandate of First Nations and Inuit Education (Teacher Education Programs) is to coordinate the work which the Faculty of Education carries out in partnership with various Aboriginal communities and institutions. In collaboration with the Kativik School Board, the Cree School Board, the Kahnawake Education Centre, and the Kanesatake Education Centre, and various other Aboriginal communities in Quebec and Eastern Canada, FNIE delivers community-based teacher education programs for initial teacher certification, as well as further professional development. It also works with departments in the Faculty to meet the educational needs of First Nations and Inuit peoples, supports students who study on campus in the Faculty and carries out participatory research providing communities, schools, and the unit with information about issues pertaining to Aboriginal education. Finally, its mandate includes sensitizing non-Aboriginal people to the educational needs of Canada's First Nations and Inuit peoples.

(Please see Appendix I for map of former and current partners.)

❖ **ACADEMIC STAFF**

Donna-Lee Smith, MA, Director, First Nations and Inuit Education (Teacher Education Programs) Faculty Lecturer

Adjunct Professors

Luci Bobbish-Salt; B.Ed.(UQAC)
Jessie Clunas; B.Ed.(McG.)
Scott G. Conrod; B.Sc.(Sir G. Wms.), M.Ed.(McG.)
Deborah House-Cox; B.Ed.(Queb.)
Edward Cross; B.A.(Carl.), M.Ed.(McG.)
Valentina de Krom; B.A.(Ott.), M.A., Dip.Ed.(McG.)
Sarah Grey; B.Ed.(McG.)

James M. Heywood; B.A.(C'dia), M.Ed.(Montr.)
Kanhastasi Howard; B.A.(C'dia), Dip.Ed.(McG.)
Betsy Matt; B.Ed.(McG.)
Alex McComber; B.A.(St. Francis Coll.), M.Ed.(McG.)
Patrick Ryan; B.Sc.(Loyola), B.A.(C'dia), M.Ed.(McG.)

Section II

FIRST NATIONS & INUIT EDUCATION

❖ Who we are:

First Nations and Inuit Education (FNIE), based in the Department of Integrated Studies, Faculty of Education, has been delivering community-based teacher education programs for over 30 years.

❖ Staff:

Director: Donna-Lee Smith
Student Advisor: Tina Schiavone
Program Assistant: Sheila McCulley
Administrative Assistant: Diane Rabey (part-time)
Practicum Coordinator: Ellen Wernecke (as needed)
Summer Student: Morningstar Martin

❖ Programs:

All our programs are for credit and are delivered in partner communities.

- B ED Kindergarten/Elementary: First Nations and Inuit option (120 credit); leads to general certification

Through Continuing Education we offer:

- Certificate in Education for First Nations and Inuit (60 cr.); leads to certification to teach in a First Nations or Inuit school
- B ED for Certified Teachers (90 cr.)
- Certificate in Aboriginal Literacy Education (30 cr.)
- Certificate in Middle School Education in Aboriginal Communities (30 cr.)
- Certificate in Aboriginal Education for Certified Teachers (30 cr.)
- Certificate in First Nations and Inuit Student Personnel Services (30 cr.)
- Certificate in Inclusive Education (30 cr.)

❖ What we do:

- Coordinate community-based and on-line course delivery
- Create and develop programs at the request of our partners
- Revise programs in collaboration with our partners to meet demands of MELS' QEP and the changing needs of the communities
- Conduct research on relevant Aboriginal issues
- Manage FNIE finances – work with a self-financing budget
- Provide academic advising
- Advocate for FNIE through participation in internal and external committees and presentations at conferences
- Seek new partnerships
- Appoint instructors
- Vet course outlines
- Process admissions: paper-based
- Process registrations: paper-based
- Administer course evaluations
- Recommend students for graduation
- Host FNIE Summer Institute every 2nd year
- Host Steering Committees twice / year
- Host social events, such as graduation celebration and Pizza Night

❖ **ACHIEVEMENTS**

Through FNIE programs and summer institutes, our Aboriginal students become skilled in both traditional and mainstream knowledge. Many of the courses are taught in the heritage language by Aboriginal instructors; in fact, all courses delivered in the Kativik School Board are taught in Inuktitut, using qualified Inuit instructors co-teaching with non-Aboriginal instructors. Our graduates become role models in their communities, giving youth hope for a bright future.

The continuous flow of graduates from our community-based programs proves the success of our office and programs. The 2008 – 2009 academic year saw the successful delivery of 73 courses, plus the planning for our intensive Summer Institute. (Please see Appendix II for a complete list of communities, courses, instructors and enrollment.)

Graduations

Included in the overall success are the students who graduate from our various programs. In all we had 27 graduates from the following programs:

- Bachelor of Education for Certified Teachers (10)
- Certificate in Education for First Nations and Inuit (7)
- Certificate in Inclusive Education (2)
- Certificate in Middle School Education (2)
- Certificate in Aboriginal Literacy Education (2)
- Certificate in First Nations and Inuit Student Personnel Services (1)

- Certificate in Educational Leadership (3)

At our Fall graduation luncheon we were pleased to host Principal Heather Munroe-Blum and Provost Tony Masi. Their speeches reflected how proud McGill University is of its Aboriginal students and how the institution is working hard to support both community-based and campus-based programs. They congratulated the graduates, their families and FNIE. Our partners were thrilled to have them attend!

We were pleased to host Dean of Students Jane Everett at our Spring graduation luncheon; it was a wonderful celebration with 20 graduates and 110 attendees!

Revision

Over the year FNIE and its partners continued to revise various programs:

- Bachelor for Certified Teachers
In keeping with MELS' requirements, this program is undergoing revision; FNIE and partners are involved in the process.
- Certificate in Education for First Nations and Inuit
In keeping with MELS' requirements, this program is undergoing continuous revision to better align with the B.ED.
Kindergarten/Elementary, First Nations and Inuit option; FNIE and partners are involved in the process
- Certificate in Aboriginal Literacy in Education
The Cree School Board is planning its 4th delivery of this certificate for Winter 2010; FNIE and partners are involved in the revision process.
- Certificate in Inclusive Education
The Cree School Board began its 2nd delivery of this certificate in Spring 2009; FNIE and partners are involved in the ongoing revision process

Community Teaching

Over the year, FNIE sent instructors to the following communities to teach a variety of courses and conduct student evaluations:

- Waskaganish
- Chisasibi
- Mistissini
- Kahnawake
- Kanehsatake
- Kuujuaq

In total FNIE was responsible for the delivery of 73 courses and 632 registrations, plus 12 students on campus who were completing their Bachelor of Education for Certified Teachers.

Community Visits by Director

The Director visited the following communities teaching courses, leading workshops, conducting research, attending graduations, and presenting at conferences. (60 days)

Kuuujuaq, Nunavik (Inuit)

Chisasibi, James Bay (Cree)

Kahnawake (Mohawk)

Kanehsatake (Mohawk)

Sheshitsui, Labrador (Innu)

Goose Bay, Labrador (Innu)

Wagmatcook, Cape Breton (Mi'kmaq)

Antigonish, Nova Scotia (Mi'kmaq)



❖ INITIATIVES

FNIE undertook the following initiatives in collaboration with its partners:

Winter 2009

- Certificate in Education First Nations and Inuit: Kanehsatake began a full-time community-based delivery

Spring 2009

- Certificate in Inclusive Education: Cree School Board began a new cohort in 2 communities / 60 students
- Certificate in Aboriginal Literacy Education: Cree School Board is planning for a new cohort in 9 communities to begin Winter 2010
- Certificate in Education First Nations and Inuit (Land-based Education): Cree School Board is planning a 2010 delivery
- Summer Institute (McGill Campus): FNIE is planning the delivery of 4 courses

❖ TEACHING AND LEARNING COMMITTEES

Faculty

First Nations and Inuit Education Steering Committee (Teacher Education Programs)

FNIE's staff and partners met Fall and Spring to share successes and concerns about programs, students, issues, and initiatives. The major concern remains funding and FNIE remains committed to pursuing avenues to cut costs charged to its partners.

Chair: Director, FNIE Teaching Education Programs

The Undergraduate Curriculum Committee

Members from across the faculty met regularly to revise undergraduate programs; UCC is a step in the revision for FNIE programs.

Chair: Director of Undergraduate Programs

New Initiative:

First Nations and Inuit Education / Office of Student Teaching Practicum Committee

Members from the Office of Student Teaching and DISE met to discuss practicum issues.

Chair: Director, FNIE Teaching Education Programs

McGill University

Aboriginal Affairs Work Group

Members from across campus met to continue their work on the AAWG mandate: to increase recruitment of Aboriginal students.

Chair: Dean of Students, Jane Everett

Social Work Aboriginal Steering Committee

Members met regularly to discuss concerns about community needs, program delivery, and language issues.

Chair: Director, School of Social Work

Principal's Award for Excellence in Teaching Selection Committee (Continuing Education)

❖ INTEGRATION OF TECHNOLOGY

Through a grant from the Canadian Council on Learning, FNIE Director developed an online fiction writing course in collaboration with the Kativik School Board to be delivered using WebCT in Arctic Quebec. While the WebCT program proved to be unwieldy and the course had to be completed using a hybrid delivery of face-to-face, FAX and email, the stories proved to be excellent.

❖ **STUDENT SUCCESS**

Many Aboriginal students are highly successful in their academic careers at McGill University; they are proud to be McGill students and McGill in turn is proud of them. There are currently two students who are graduates of the FNIE Bachelor for Certified Teachers who are completing Master's programs at University de Montreal and McGill University simultaneously – while teaching full time in Kahnawake's Survival School: Jackie Leclaire and Joyce Diabo. We congratulate them.

McGill University Professor Jack Cram began Native and Northern Education in the early eighties in conjunction with the Kativik School Board, and it is his vision that drives the work of First Nations and Inuit Education today. The Jack Cram Award was established in his honour and is given annually to a Kativik student. The recipient this year is Edward Snowball from Kuujuaq.

❖ **PARTICIPATION IN UNIVERSITY'S MISSION**

FNIE, in its partnerships with Aboriginal communities, advances learning through teaching, scholarship and service to society. We work in close collaboration with our students, giving them the best education available and providing service for which we are well suited by virtue of our academic strengths.

❖ **HONOURS**

Nomination: Teacher Appreciation Award (Education)

Reviewer: *McGill University Journal of Education* (continuing)

Reviewer: *Canadian Journal of Education* (new)

Member: Urban Aboriginal Strategy Committee (new)

Member: Selection Committee: Principal's Award for Excellence in Teaching (continuing)

Chair: First Nations and Inuit Education Steering (continuing)

Chair: First Nations and Inuit Education / Office of Student Teaching Practicum Committee (new)

Director: First Nations and Inuit Education / Teacher Education Programs
(continuing)

❖ RESEARCH

The Director of FNIE's Teacher Education Programs is engaged in several research projects concerning First Nations and Inuit initiatives:

Canadian Council on Learning

Donna-Lee Smith, Principal Investigator

'Integrating online distance learning into teacher education programmes in Arctic Quebec: A collaborative investigation' \$36,745.00

Mi'kmaw Kina'matnewey

Donna-Lee Smith and Josephine Peck (Mi'kmaq Elder) co-investigators

Donald Taylor (Psychology, McGill University) and Esther Usborne

(Psychology, McGill University) contributors

'A Longitudinal Study of the Mi'kmaq Language in Band Operated and Nova Scotia Provincial Schools' \$45,000.00

Canadian Institute of Health Research

Ruet Gruber, PhD Psychiatry McGill University, a collaborative project

'Sleep for Success: Sustained improvement of youths' health and learning capacity by rapid translation and dissemination of sleep research through school board partnership' \$200,000

Reports

Smith, D-L, J. Peck. Mi'kmaw Kina'matnewey Longitudinal Research Project: Report on Second Year of Testing (Spring 2008), December 2008.

Smith, D-L. Integrating Online Distance Learning into Teacher Education Programmes in Arctic Quebec: A Collaborative Investigation, Interim Report, November 2008.

Smith, D-L. Online Courses in Arctic Quebec: A Viable Option? Integrating Online Distance Learning into Teacher Education Programmes in Arctic Quebec: A Collaborative Investigation, Final Report (advanced)

❖ CONCLUSION

FNIE offers its partners and students unique programs and delivery. Few community-based teacher education programs exist across Canada and no other university in Quebec offers one – and there is no other university program offered entirely in Inuktitut or any

other Indigenous language. McGill University is justly proud of its accomplishments and its 30-plus year involvement in Aboriginal education.

Current and former partners



List of Communities / Courses / Instructors / Enrolment

2008-2009 FNIE COURSE DELIVERY Total Courses: 73 Total Number of Registrations: 632

TERM: Summer 2008 (200805)					
PARTNER	COURSE NAME	COURSE #	CRN	INSTRUCTOR	STUDENTS
CREE	Cultural Skills 2	EDEA 243 735	1574	Sophie Shem	7
	Cultural Skills 2	EDEA 243 770	1573	George Kawapit	7
	Middle School Teaching	EDEC 245 770	1617	Lauretta Mackenzie	2
	Special Topics 2	EDEC 301 731	1622	Ooloota Maatiusi	1
	Using Instructional Resources	EDEE 292 735	1572	Giulianna Cuccianelli	7
	Using Instructional Resources	EDEE 292 770	1571	Giulianna Cuccianelli	6
	Aboriginal Education Practicum 4	EDFE 425 770	1523	Mickey Wernecke	2
				TOTAL:	32
KAHNAWAKE	Mohawk Second Language 2	EDEC 236 760	1534	Louie Delisle	8
	Elementary School Math	EDEE 230 760	1252	Tom Fullerton	11
	Mohawk Language 2	EDEE 298 760	1568	Dorothy Lazore	5
	Aboriginal Education Practicum 2	EDFE 325 760	1575	Mickey & Team	14
	Perceptual Motor Development	EDPI 212 760	1569	Scott Conrod	13
				TOTAL:	51
KANEHSATAKE	Experiences in Communications	EDES 365 756	1253	Charlotte Hussey	7
				TOTAL:	7
KATIVIK	Special Topics	EDEC 300 701	1493	?	5
	Learning to Write Fiction	EDEC 308 702	1567	Donna-Lee Smith	6
	Teaching Math	EDEE 242 701	1478	?	18
	Orientation to Education	EDEE 245 701	1477	?	22
	Health Education	EDKP 204 701	1479	?	22
	Social & Emotional Development	EDPI 211 701	1481	?	17
	Perceptual Motor Development	EDPI 212 701	1621	Betsy Matt, Sarah Grey	1
				TOTAL:	91
TOTAL SUMMER 2008 COURSES: 20 / REGISTRATIONS: 181					

TERM: Fall 2008 (200809)					
PARTNER	COURSE NAME	COURSE #	CRN	INSTRUCTOR	STUDENTS
CREE	Children's Literature	EDEE 325 770	9522	Teresa Strong	8
	Aboriginal Education Practicum 4	EDFE 425 735	9728	Ellen Wernecke	1
	Instruction in Inclusive Schools	EDPI 341 770	9520	Shirley Odjick-Tolley	4
	Special Topics	EDPI 446 770	9521	Kevin O'connor	3
	Middle School Practicum	EDFE 210 770	9727	Ellen Wernecke	3
				TOTAL:	19
KAHNAWAKE	BED CERT TEACH	2 courses each @ McGill			12
	Instruction in Inclusive Schools	EDPI 341 760	9421	Scott Conrod	12
				TOTAL:	24
KANEHSATAKE	Educational Psychology	EDPE 300 756	9556	Scott Conrod	6
	Mohawk Second Language 1	EDEE 296 756	9598	Wathahine Nicholas	5
	Mohawk Language 1	EDEE 297 756	9599	Wathahine Nicholas	1
				TOTAL:	12

KATIVIK	Cultural Skills 1	EDEA 242 701	9595	Qullik Cain, Mary Snowball Watt, Eva Kauki Gordon	1
	Creative Dramatics for Classroom	EDEA 394 701	9568	Elizabeth Couture	15
	Inuktitut Orthography and Grammar	EDEE 249 701	9594	Betsy Matt, Sarah Grey	22
	Children's Literature	EDEE 325 701	9575	Qiallak Qumaalujk	14
	Intermediate Inuktitut/Amerindian Language	EDEE 342 701	9569	Ida Ningiuk, Eyuka Pinguartug	8
	Aboriginal Education Practicum 1	EDFE 214 701	9570	Valentina de Krom	5
	Aboriginal Education Practicum 2	EDFE 325 701	9571	Valentina de Krom	3
	Aboriginal Education Practicum 3	EDFE 326 701	9574	Valentina de Krom	1
	Aboriginal Education Practicum 4	EDFE 425 701	9572	Valentina de Krom	2
	Integrating Educational Technology in Classrooms	EDPT 200 701	9573	Alain Rochefort	18
	Learning to Write Fiction	EDEC 308 701	9726	Donna-Lee Smith	1
	Practicum in Educational Leadership	EDEC 312 701	9662	Valentina de Krom	9
				TOTAL:	99
TOTAL FALL 2008 COURSES: 22 / REGISTRATIONS: 154					

TERM: Winter 2009 (200901)					
PARTNER	COURSE NAME	COURSE #	CRN	INSTRUCTOR	STUDENTS
CREE	Learning to Write Fiction	EDEC 308 770	8073	Donna-Lee Smith	10
				TOTAL:	10
KAHNAWAKE	BED CERT TEACH	2 courses each @ McGill			12
	Teaching Language Arts	EDEE 241 760	8481	Melanie Bennett	12
	Aboriginal Education Practicum 3	EDFE 326 760	8315	Ellen Wernecke	11
				TOTAL:	35
KANEHSATAKE	Cultural Skills 2	EDEA 243 756	7929	Mary Cree	9
	First Year Professional Seminar	EDEC 201 756	8479	Ellen Wernecke	6
	Mohawk Second Language 2	EDEC 236 756	8075	Wathahine Nicholas	4
	Language Arts	EDEE 223 756	8481	Jill Harrington	6
	Mohawk Language 2	EDEE 298 756	8076	Wathahine Nicholas	1
	Aboriginal Education Practicum 1	EDFE 214 756	8480	Ellen Wernecke	6
	Mohawk Second Language 1	EDEE 296 756	8682	Wathahine Nicholas	1
				TOTAL:	33
KATIVIK	Special Topics 1	EDEC 300 701	8796	Valentina de Krom, Mary Baron	1
	Elementary School Science	EDEE 270 701	8816	Valentina de Krom	22
	Advanced Inuktitut/Amerindian Language	EDEE 344 701	8794	Eyuka Pingurtug, Lizzie Ningiuruvik, Rhoda Ezekiel	18
	Teaching and Learning in the Elementary Classroom	EDEE 353 701	8616		13
	Native Family Dynamics & Supporting Institutions	EDEM 202 701	8822	Mary Aitchison	1
	Aboriginal Education Practicum 4	EDFE 425 701	8817	Mary Baron, Ulaayu Pilurtuut	2
	Instruction in Inclusive Schools	EDPI 341 701	8795	Mary Cain, Daisy Angnatuk	11
	Career/Occupational Development	EDPC 205 701	8821	Sore Moller	5
	Field Experience	EDPC 210 701	8820	Sore Moller	1
	Helping Skills Practicum 1	EDPC 202 701	8824	Andy Hum	1
	Native Families' Dynamics	EDPC 208 701	8819	Louisa C. Brown,	4

				Kulutu Nappaaluk	
	Intro to Student Advising	EDPC 201 701	8818	Louisa C. Brown	1
				TOTAL:	80
TOTAL WINTER 2009 COURSES: 22 / REGISTRATIONS: 158					

TERM: Summer 2009 (200905)					
PARTNER	COURSE NAME	COURSE #	CRN	INSTRUCTOR	STUDENTS
CREE	Orientation to Education	EDEE 245 770		Sarah Pash	2
	Measurement/Evaluation	EDPE 304 770		Mary Bear	1
				TOTAL:	3
KAHNAWAKE	Measurement/Evaluation	EDPE 304 760	1176	Jim M Heywood	12
				TOTAL:	12
KANEHSATAKE	Cultural Skills 1	EDEA 242 756	1323	Mary Cree	5
	Elementary Mathematics	EDEE 230 756	1324	Kamran Shaikh	5
				TOTAL:	10
KATIVIK	Special Topics: Teaching Social Studies	EDEC 301 701	1581	J. Arngak, R. Aloupa	25
	Cultivating Language and Thought	EDEE 246 701	1569	A. Tertiluk/Q. Qumaaluk/U. Pilurttut	4
	Language Arts	EDEE 223 701	1571	A. Tertiluk/Q. Qumaaluk/U. Pilurttut	9
	Sp. Topics: Cultural Issues	EDEC 300 701	1570	Mary Baron	3
				TOTAL:	41
	NOT INCLUDED				
	Listening for Learning	EDEA 341 001	832	Dale Boyle	21
SUMMER INSTITUTE	Elementary School Science	EDEE 270 001	983	Allison Gonsalves	16
	Mathematics Topics	EDEE 435 001	833	Patrick Ryan	20
	Native Family Dynamics & Supporting Institutions	EDEM 202 001	835	Jackie Leclair	16
				TOTAL:	73
TOTAL SUMMER 2009 COURSES: 9 / REGISTRATIONS: 139					

APPENDIX 13: INDIGENOUS EDUCATION PROJECT

INDIGENOUS EDUCATION PROJECT (IEP) (Indigenous Studies in Education, Research and Teaching; First Nations and Inuit Education)

**Michael G. Doxtater, Ph.D., Director
Faculty of Education, McGill University
Annual Report 2008-2009**

Executive Summary

In 2008 an internal committee critically assessed programs in the Faculty of Education. As well, the Indigenous Education Project (IEP) provided research-based recommendations for Indigenous Studies in Education, Research, and Teaching (ISERT) and First Nations and Inuit Education (FNIE). In the case of FNIE, the Ad Hoc committee received verbal and written documentation concerning a role for McGill University in Indigenous teacher training. And in the area of ISERT, this report describes research directions that were investigated in 2008 and 2009. Both areas are central to this report.

This report suggests that the Faculty of Education adopt a new strategy to develop Indigenous studies that are more focused on McGill University. Up to 2003 the Faculty delivered services directly to Native communities. The restructuring of those services in 2004, and the length of time to complete the restructuring, has had minimal impact on education and teacher training quality. For example, the biggest highlight has been the approved Bachelor of Education program with a Native Focus. However, this report focuses on developing a significantly broadened program approach for delivery on-campus in Montreal.

The IEP report for 2008-2009 provides a new research-based mission for ISERT in the Faculty of Education. This report makes three recommendations:

1. Implement a *New Mission for ISERT/FNIE* recommends based on a review and assessment of necessary changes for the original IEP mission undertaken by the Faculty of Education in 2004;
2. Package and market *Indigenous Human Ecology* that focuses on the Faculty of Education as the interdisciplinary leader in Indigenous Affairs in McGill University to replace the Indigenous Education Project (IEP) title;
3. Authorizes the creation of the *Hochelaga Research Group* as the University moves away from Ad Hoc “aboriginal” committees to the creation of a permanent Indigenous affairs team to coordinate networks inside the university for research and academic Indigenous programs.

This report recommends that the IEP focus more closely on developing the University programs to attract graduate and undergraduate students to the Montreal learning community.

1. New Mission for IEP

In June 2004 the Faculty of Education began a five-year plan for First Nations and Inuit Education. The IEP five-year plan was implemented by OFNIE’s senior administration in June 2004. The IEP identified three main features of First Nations and Inuit education:

- OFNIE operated as a Continuing Education program, which was offered and delivered off-campus to Native communities;

- OFNIE funding derived from fees paid by school boards for Continuing Education, donations, and FTEs from the Quebec education ministry, of which only fees and donations were added to operational budgets;
- OFNIE's administrative staff designed an academic program that delivered well-intentioned teacher-training based on a 25-year-old mission to increase the number of teachers of Indigenous ancestry.

These substantive issues provided the Faculty with targets for a strategic action plan for implementation through the Indigenous Education Project (IEP).

The IEP sought to elevate McGill University as the leader in Indigenous studies in learning and education. The five-year plan focused on developing McGill University's capacity in the area of Indigenous Studies in Education (ISE). The research and development for the IEP and Student Services and Operations originally operated within OFNIE. However, the five-year plan restructured services that OFNIE provided to 700 students associated with McGill University. The five-year plan recommended developing leadership in Indigenous research, scholarship, and academics as the foundation for First Nations and Inuit education.

The IEP had difficult transitions at times, but on the whole successes respond directly to the June 2004 recommendations made to the Faculty of Education. The chronology includes:

- the 2004 restructuring First Nations and Inuit student services and operational administrative staff to reduce redundancies in the Faculty of Education by integrating those services into DISE;
- the 2005 in-principle support to develop the Master of Arts in Indigenous Studies in Education (MAISE) proposal, and consultation with the Dean's Office concerning a B.Ed. (Native Focus) program of relevance to Indigenous teacher trainees;
- the 2006 report to the Provost's office that recommended retirement of certificates for primary teacher and social work education, to be replaced with baccalaureate degrees with Native foci;
- the 2007 initiative to secure base funding for an Indigenous education program create an based in the Faculty of Education that emphasized improving outreach and inter-institutional relationships for Indigenous Studies.

With this progress in mind ISERT recommends developing programs and research in areas directly associated with on-campus interests and strength.

The IEP's five-year plan focused on eight areas. Many of the elements in the five-year plan have been fulfilled. The IEP had these targets:

1. OFNIE OUTREACH ASSOCIATES

Recommendation One: that support and administrative services pertaining to OFNIE and Student Affairs be supplemented with Iroquoian, Algonquin, Cree, and Inuktitut speaking Outreach Associates based in the partner communities. These Outreach Associates primary responsibility is student services for First Nations and Inuit students associated with McGill University through OFNIE. A cooperative relationship includes identifying networks between Faculty of Education Student Affairs, OFNIE operations, and partner communities to support the Outreach Associates.

2. COOPERATIVE EXTENSION

Recommendation Two: that information-technologies be used by OFNIE to provide off-campus student services and operations. Information technologies will be used for distance learning, video-conferencing, instructional technologies, web-based resources, electronic resources, and databases. Electronic and information applications now exist to assist the wide dissemination of research to the partner communities and the students based there. This innovation creates a "virtual campus" covering the northeast corner of North America.

3. ON-CAMPUS ABORIGINAL STUDENTS

Recommendation Three: that OFNIE and the Faculty of Education recruit Indigenous graduate students. Review OFNIE's current clientele of served communities, but also assess the potential for full-time student recruitment from the primary, secondary, and tertiary markets. The purpose of this recruitment is to support students in the area of earned degrees. This is not a suggestion that an Aboriginal Bachelor of Education degree is established, but that Indigenous students be supported to participate in the larger peer community of scholars and academics.

4. INDIGENOUS STUDIES AT MCGILL

Recommendation Four: that McGill University designates a First Year course in Indigenous Studies as a degree- or distribution-requirement for McGill University students. Also that the current roster of Indigenous studies focuses being taught at McGill University be catalogued. It is viewed as desirable to promote cross-listing and dialogical engagement within the McGill learning community. Yet only recently has McGill University been provided with the opportunity to dialogically engage with Indigenous peoples.

5. CANADA RESEARCH CHAIRS (CRC)

Recommendation Five: that OFNIE obtain Tier One and Tier Two Canada Research Chair academic and research appointments that specifically reflect the development of ISLE (Indigenous studies in learning and education). These appointments directly relate to current trends and issues facing the First Nations and Inuit Indigenous peoples. In short, the CRCs focus on:

- i. *Aboriginal Child and Youth Education:* that responds to the 1999 National Aboriginal and Youth Strategy (NAYS) with research based teaching for child and youth workers and educators. The focus would be on practical issues like child and youth nutrition, fitness, and cultural education, while training people who work with children and youth.
- ii. *Endangered First Languages Education:* that responds to the capacity for teaching endangered First Languages in Canada by developing, testing, and disseminating models for stabilizing endangered First Languages. Using media technologies includes developing innovative applications for Random Access Animation (RAA) and Total Physical Response (TPR).
- iii. *Cultural Capacity Education:* that responds to the desire to build Indigenous capacity in curatorial, conservatory, and library services. The focus is on the large inventories of Indigenous intellectual properties that have been collected and catalogued in Canada but earmarked for repatriation.

6. DEVELOPING ABORIGINAL MAJORITY LANGUAGE LITERACY EDUCATION

Recommendation Six: that responds to Canadian government failure to communicate initiatives like the First Nations Governance Act (FNGA) among decision-makers who have a limited capacity for majority-languages fluency. The object here is to work with the Aboriginal Peoples Television Network (APTN) to create a distance learning program to teach majority languages. The working title for this program: The University of Canada. The Department of Indian Affairs has suggested that literacy has impeded dialogical engagement with decision-makers, and that INAC should be encouraged to participate in The University of Canada.

7. INDIGENOUS ARTS EDUCATION

Recommendation Seven: That McGill University, the Faculty of Education, OFNIE, (and later) Centre ISLE, collaborate with the Government of Canada to relocate the Indian Art Collection in Montreal. In 1967 Indian and Northern Affairs Canada (INAC) premiered Indigenous artists at its pavilion that was showcased during Expo '67 in Montreal. The acquisition of this collection forms the basis of research and teaching in arts history, arts education, library services, archeology, and conservation.

8. CENTRE FOR INDIGENOUS STUDIES IN LEARNING AND EDUCATION (Centre ISLE)

Recommendation Eight: That the Faculty of Education assist the development of Indigenous Studies at McGill University under terms applicable university-wide by establishing the "Centre of Indigenous Studies in Learning and Education" (Centre ISLE). OFNIE would be housed within Centre ISLE. The Centre facilitates cross-faculty links for research projects in arts education, nutrition and fitness education, language education, and child and youth education. The Centre facilitates the development of the "Tewakwekon (All of Us) Student Residence": e.g. a residential environment designed to help Indigenous students acclimate to urban life during the academic year, but used during the summer for Aboriginal Child and Youth Camps.

Over the five years IEP developed inter-institutional and intramural networks, as well as develop community linkages that necessitates revisions to the mission. For examples the IEP external network includes: Ontario College of Art and Design (OCAD); Weengushk Institute; Laurentian University; Ontario College of Teachers (OCT); Akwesasne Mohawk Board of Education (AMBE); Kahnawake Combined Schools Committee (KCSC); Tsi Tyonnheht Onkwawenna (TTO); Aboriginal Education Research Forum (AERF); Society for the Advancement of Excellence in Education (SAEE). In the internal network includes Education, Student Services, Social Work, Law, Arts, and the Equity and Diversity office (SEDE). Examples of positive outcomes undertaken through the network includes: McGill University Symposium on Indigenous Cultures (MUSIC); mediation for the Office of the Chancellor; nomination of Gilbert Whiteduck to the Board of Governors; development of a Certificate in Indigenous Governance and a seminar in Indigenous Law with the Mohawk Council of Kahnawake (MCK). This progress provides the context and rationale for IEP changes.

The IEP revisions are based on a review of the eight points listed in the original mission. It is recommended that sections 1, 5, 6, and 8 be rescinded. For example, "1. OFNIE OUTREACH ASSOCIATES" advocated training local communities to administer their own student services and create their own post-secondary services, but has less relevance as ISERT advocates developing on-campus programs. Also, "5. CANADA RESEARCH CHAIRS (CRC)" was adopted as Faculty program although it may be possible to develop an "aboriginal" CRC in the future. The recommendation for "6. DEVELOPING ABORIGINAL MAJORITY LANGUAGE LITERACY EDUCATION" has been deemed by the Native community as a lower priority than educating Indigenous Language teachers. Lastly, the "8. CENTRE FOR

INDIGENOUS STUDIES IN LEARNING AND EDUCATION (Centre ISLE)” which received support in 2005 for development at the McDonald Campus faces current financial exigencies and is not feasible at this time.

The remaining targets listed from the 2004 IEP have new foci that involve the transition to on-campus programs. For example “2. Cooperative Extension” becomes a research-based initiative in the design and delivery of Indigenous language support materials. The focus on developing on-campus programs also means affirming “3. On-Campus Aboriginal Students” that found support from the FNIE steering committee in 2004. In consideration of developing on-campus student presence, “4. Indigenous Studies at McGill” seeks to explore with other disciplines relevant studies within the current capacity of McGill University. Finally, “7. Indigenous Arts Education” explores community engagement and inter-institutional networks with Kids From Kanata (KFK). Weengushk Institute, and the Ontario College of Art and Design (OCAD). These change provide context for a new exciting research-based initiative: Indigenous Human Ecology.

2. Indigenous Human Ecology

In 2008 ISERT investigated a model for developing its leadership role for academic advancement to transform Indigenous studies at McGill University. The Faculty of Education tradition in normal school and home economics programs of the 1800s evolved into the Quebec First Nations and Inuit teacher-training program in contemporary times. This review describes a framework and environment for extending the Faculty’s IEP into a field called Indigenous Human Ecology (IHE). With this history and tradition in mind ISERT seeks to examine features for organizational change that view as positive such an evolution. The full scope of effective change must includes:

- assessment of the institutional and public environment for change
- outline of issues and strategic considerations
- organizational quality assurance objectives
- criteria for excellence in organizational change

As noted IEP coordinates diverse institutional interests inside McGill University that clarify and strengthen the commitment to Indigenous student success on-campus. The central subtext remains for McGill University to produce employable graduates, and graduates with the potential for advanced study. ISERT provides a familiarity with the interdependencies viewed in the field of Education and Human Ecology to achieve success for future alumni. In this research ISERT asserts a new vision called “Indigenous Human Ecology” (IHC).

IHE encourages research and academic studies for Indigenous students that seek to build capacity in the Native community. Non-Native people have largely studied indigenous people. In the 1800s the fields of ethnology, anthropology, and archeology originated the professional monopolies that assumed a right to explore other cultures in the quest of understanding the true nature of the world. The frontier for studying Indigenous human development features theorists with names like Lewis Henry Morgan, Darwin, Freud, James Mooney, Franz, Boas, and Margaret Mead. The underlying theme – we study Others to learn about ourselves. IHE reverses this trend.

Following World War II the shift in studying human development coincided with self-doubts about western civilization’s epidemic war set against endemic tribal wars of *primitive man*. In this era theorists like Kurt Lewin, Uri Bronfenbrenner, and Edwards Deming, working in the rebuilding of a post-war world, devised organizational systems using self-evaluation to solve local problems. Ideas like “cultural relativity” preface the new discourse. Now we turn inward and study ourselves to learn about ourselves. The notion of critical reflection and self-study

assumes the framework for the field of “human ecology.” These trends center the content of Indigenous Human Ecology.

The foundational principles for “human ecology” derive from theory and practice traditions in academic research and study. Studies of human development contain a distinct literature that sought to uncover human origins. By contrast “human ecology”, and as an important innovation for *indigenous human ecology*, views the interaction between humans and their world from interdisciplinary perspectives (Ehrlich [et al] 1973). Moreover, traditional roots in higher learning institutions demonstrate a coeval evolution from the earlier studies of primitive man to modern ways of studying ourselves (Bronfenbrenner 1979). For example the normal school and department of “home economics” provided the institutional foundation for transforming domestic and professional training departments into the brand “human ecology.”

The HumEc field expresses academic freedom through diverse academic foci. Moreover, Indigenous research and teaching activities correspond to early learning traditions focusing on home, lifestyle, and personal development consistent with the McGill tradition of the normal school and home economics. The palette for Indigenous HumEc sits within the vista for studies of educational, social, health, environmental, and policy improvements for Native quality of life (Buttel 1986; Last 1998; Gross 2004). Specifically the interdisciplinary work in various institutions around the world study:

- design of living and learning environments
- textiles, clothing, and apparel
- health, wellness and nutritional studies
- family and personal life
- human growth and development through education

These research and teaching areas include sub-categories for higher learning. In the case of McGill University academic silos include nutritional sciences, physical education, social work, teacher training, nursing, political science, arts, law, and organizational studies. Indigenous HumEc includes both professional and academic studies through a multidisciplinary “virtual” faculty.

Indigenous HumEc focuses on finding solutions to problems in Indigenous North America. The American frontier for HumEc views graduates as front line professionals in various fields in the social, natural, and health sciences. But as well IHE provides an academic foundation for students pursuing advanced studies. In this way IHE provides an academic platform for pre-law or pre-medicine training. In a similar way Canadian studies in HumEc mirror the American experience adding agricultural sciences as a companion to textile and apparel studies. There is a consistent attempt in both Canada and the US to frame HumEc as a place to study educational, social, environmental, health and policy barriers to a quality life. Consequently, academic and scholarly work also impacts foreign aid work and teaching professionals working in fields to ameliorate barriers to a quality life worldwide. These issues face Indigenous people daily.

Indigenous HumEc can transform professional schools into a diverse field that offers advanced career opportunities for graduates. A research-intensive university like McGill can view professional schools for their value in terms of community-engagement—especially in the areas of teacher training, social work, and nursing. Yet these areas also provide a focus for Native Quality of Life research. With this terrain in mind that the Faculty of Education exert leadership to:

1. identify base-funding for human ecology
2. support the institutionalization of the new Indigenous mission;
3. create inter-faculty partnerships with professional schools in McGill University;

4. create intramural networks within the Faculty of Education in Human Ecology
5. suggest a model to form academic capital into a Department of Indigenous Human Ecology in five years.

Many critical issues exist in an institution with longstanding traditions. Value claims of the research suggest more can be gained by examining the pragmatic and academic rationale for organizational change in this way.

References:

- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press. (ISBN 0-674-22457-4)
- Buttel, Frederick H. (1986): "Sociology and the Environment: The Winding Road toward Human Ecology" in *International Social Science Journal* 38: 337-356.
- Ehrlich, Paul R; Ehrlich, Anne H.; Holdren, John P. (1973): *Human Ecology: Problems and Solutions*. San Francisco: Freeman.
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- Last, John. M. (1998). *Public health and human ecology*. Appleton & Lange. Stamford, Conn.

3. Hochelaga Research Group

It is recommended that McGill University authorize the creation of the Hochelaga Research Group (HRG). The duty and responsibility of the HRG falls into three categories. These three categories summarize revisions made to the original IEP mission. These steps have a practical basis as programs that respond to requests by the native community. Examples of requests include: Native as a Second Language (NSL) teacher education; delivering the B.Ed. (Native Focus) program on-campus; creating a Certificate in Indigenous Governance and Indigenous Law Seminar. Also, focusing directly on the Faculty of Education, research projects require coordination in the Faculty as well as across the University. The HRG is an advisory team that organizes access to research funding in areas that focus on improving the Quality of Life of Indigenous peoples.

The three research silos based in the Faculty of Education have relevance to the University as a whole. These three areas include diverse research and academic interests that already exist in the university.

- *Teacher training for Indigenous Peoples* of First Nations and Inuit ancestry operates in the Department of Integrated Studies in Education (DISE). Two academic programs offered by DISE are the B.Ed. for Certified Aboriginal Teachers, and the Certificate in Education First Nations and Inuit. In addition DISE announced approval of a B.Ed. program with a particular Native focus. This new program will eventually replace the Certificate-style programs, yet requires the development of Indigenous academic and student programs on-campus. These directions were requested by the OFNIE steering committee (2004), KCSC (2007), and the AMBE (2008).
- *Research and Indigenous Studies* focus on creating community-engaged research. Thus, the HRG and IHE operate within existing operational and administrative structures with only a minimal base-funding requirement. The University can respond immediately to community partnerships such as that of Schools Boards, and local governments. The list of research opportunities includes: the Truth and Reconciliation Commission (TRC); the Indian Affairs Indian and Inuit Art Collection; SSHRC; CIHR; Centres of Excellence; QOL research; Educational and Information Technologies; Indigenology.
- *Indigenous Studies at McGill* provides a direct focus on graduate student recruitment as a primary target market by the Faculty of Education. The focus on developing Indigenous Human Ecology creates an opportunity to develop interdisciplinary programs through

nursing, social work, diet and nutrition, kinesiology and physical education, educational psychology, and environment studies. Faculties and departments would be recruited for the development of an interdisciplinary IHE program. The IHE program can be created from capacity that already exists in the university. It just needs to be packaged and marketed.

Faculty of Education leadership is recommended. These three areas also have been proposed as the main focus of ISERT and FNIE over the next five years.

APPENDIX 14: OFFICE OF STUDENT TEACHING ANNUAL REPORT

Faculty of Education Office of Student Teaching Annual Report

June 1, 2008 - May 31, 2009

Fiona J. Benson, Director

The Office of Student Teaching is responsible for the planning and implementation of effective field experiences; approaching schools, school boards and other institutions for the placement of student teachers in the Bachelor of Education undergraduate programs. The Office collaborates closely with all partners in promoting McGill's Faculty of Education as an internationally-recognized centre for excellence in teacher preparation. To this end, attention is paid to monitoring and assessing our practices as well as to field experience revision, development, innovation and research. This includes committee work at the faculty, inter-university and ministry levels as well as professional development of cooperating teachers and field supervisors.

Director

Fiona J. Benson, Ph.D. (Faculty Lecturer)

Student Placement Coordinators (C-level support staff)

Diana Grafton, Maria Iacovelli, Kate Hooton

Field Supervisors

84 part-time employees (retired master teachers and principals, graduate students, McGill course instructors)

ensure the field supervision of all students enrolled in a Field Experience course.

Casual staff

Additional short-term clerical staff are hired to assist during overflow periods.

- 1376 student teachers were placed in total
- 1020 cooperating teachers hosted the student teachers
- 84 University supervisors supervised the student teachers
- 24 Quebec school boards and 30 Quebec private schools welcomed student teachers

WHERE STUDENTS ARE PLACED

ZONE 1

Montreal-East	210	15.20%
Montreal-Centre	492	35.60%
Montreal-West	292	21.13%
	994	71.92%

ZONE 2

Laval	89	6.44%
Longueuil/St. Hubert	168	12.16%
	257	18.60%

TOTAL ZONE 1 + ZONE 2 **1251 90.52%**

ZONE 3

Suburbs of Greater Montreal (e.g. St-Bruno, Mascouche, Valleyfield)	80	5.79%
Rural-Eastern Quebec (incl. North Shore, Gaspésie, Québec region)	6	0.43%
Rural-Western Quebec (incl. Eastern Townships, Lanaudière, Abitibi)	29	2.10%
	115	8.32%

CANADA

Ontario	5	0.36%
British Columbia	1	0.07%
	6	0.43%

INTERNATIONAL

United States of America	2	0.14%
Hong Kong	8	0.58%
	10	0.72%

TOTAL **1382 100.00%**

WHERE STUDENTS LIVE

ZONE 1

Montreal-East	11.48%
Montreal-Centre	39.15%
Montreal-West	19.21%
	69.84%

ZONE 2

Laval	6.48%
Longueuil/St. Hubert	15.16%
	21.64%

TOTAL ZONE 1 + ZONE 2 **91.48%**

ZONE 3

Suburbs of Greater Montreal (e.g. St-Bruno, Mascouche, Valleyfield)	4.78%
Rural-Eastern Quebec (incl. North Shore, Gaspésie, Québec region)	0.52%
Rural-Western Quebec (incl. Eastern Townships, Lanaudière, Abitibi)	3.24%
	8.54%
TOTAL	100%

Figure 2 Geographic distribution of students, 2008-09

The island of Montreal (Zone 1) with the addition of Laval and Longueuil (Zone 2) accounts for 90.5% of placements (figure 1). This mirrors the geographical distribution of students, based on their preferred address for placement (figure 2).

LANGUAGE OF INSTRUCTION

Program	Teach in English only	Teach in French or Bilingual
KELEM	71.26%	28.74%
MUSIC	74.55%	25.45%
PHYSED	53.48%	46.52%
SEC	66.77%	33.23%
SEC-ELA	68.79%	31.21%
SEC-Others	65.31%	34.69%
TESL	26.40%	73.60%
TFSL	0.00%	100.00%
	60.17%	39.83%

Figure 3 Student teacher response to the question "Can you teach in a French or Bilingual classroom?"

Only 40% of student teachers indicate on the online placement form that they would be willing to teach in French (figure 3). If we exclude the language-specific disciplines (Secondary English Language Arts, TESL and TFSL), the percentage drops to **32%**. This information is based on the student's self-evaluation of their language skills, as well as their personal preference. Some English mother-tongue bilingual students prefer to be evaluated in their mother tongue only, and some francophone students prefer to practice the skills they have gained by attending McGill and taking their education courses in English. For 2008-09, in the elementary program, 11% of placements were in a French or Immersion environment, although 29% of elementary students indicated that they were willing to teach in French. Placements were constrained by the student's location as well as the availability of teachers who have reached the recommended 5 years of experience. Furthermore, the Office currently requires students to complete at least 1 of the major field experiences (third or fourth) in English, as part of our current

mandate as a Faculty to provide qualified teachers for the English school system in Quebec.

B.ED MUSIC / B.MUS –B.ED PLACEMENTS

The B.Ed Music and B.Mus-B.Ed program enrolments are currently outstripping the availability of placements in Montreal's English schools and private schools. These schools have a very low number of full-time, qualified music teachers who are willing to mentor students. Of these, nearly all of the elementary-level programs are taught bilingually or in French. The situation is precarious, and the result will be that several students may not be able to complete their degree requirements due to a lack of placements, or available hours with music education specialists.

As described in figure 3, the Music program has the highest percentage of unilingual Anglophones. In addition, a higher proportion of Music students live downtown near the University and do not have access to a car, further limiting possible placements. A possible explanation for these two issues is that Music has the highest percentage of out-of-province students. This issue was brought to the attention of the program committee during the 2008-2009 year.

FIELD EXPERIENCE COURSES OFFERED IN 2008-2009. INSTRUCTOR: FIONA J. BENSON

EDFE 200 001	2 First Field Experience (K/Elem & Secondary).	MTWR 95 09/22-10/09
EDFE 200 002	2 First Field Experience (K/Elem & Secondary).	MTWR 160 09/22-10/09
EDFE 209 001	2 First Field Experience (TESL).	MTWR 29 09/22-10/09
EDFE 260 001	1 Stage de familiarisation.	T 11 09/02-12/01
EDFE 261 001	3 Stage d'assistanat - 2e année.	MTWRF 1 10/20-11/07
EDFE 303 001	7 Third Field Experience (K/Elem).	MTWRF 11 10/20-12/05
EDFE 303 002	7 Third Field Experience (K/Elem).	MTWRF 1 10/20-12/05
EDFE 303 003	7 Third Field Experience (K/Elem).	MTWRF 1 09/02-12/05
EDFE 305 001	7 3rd Field Experience Music.	MTWRF 8 10/20-12/05
EDFE 306 001	8 Third Field Experience (K/Elementary).	MTWRF 70 10/20-12/12
EDFE 306 002	8 Third Field Experience (K/Elementary).	MTWRF 4 10/20-12/12
EDFE 306 003	8 Third Field Experience (K/Elementary).	MTWRF 44 09/02-12/12
EDFE 308 001	8 Third Field Experience (Music).	MTWRF 10 10/20-12/12
EDFE 351 001	8 Third Field Experience (Secondary).	MTWRF 66 10/20-12/12
EDFE 359 001	8 Third Field Experience (TESL).	MTWRF 24 10/20-12/12
EDFE 359 002	8 Third Field Experience (TESL).	MTWRF 8 10/20-12/12
EDFE 361 001	7 Stage d'enseignement 1.	MTWRF 4 10/20-12/05
EDFE 362 001	7 Stage d'enseignement en FLS.	MTWRF 11 10/20-12/05
EDFE 380 001	7 Third Field Experience (Physical Education).	MTWRF 46 10/20-12/05
EDFE 406 001	7 Fourth Field Experience (K/Elem).	MTWRF 3 09/08-10/24
EDFE 407 001	7 Fourth Field Experience (Music).	MTWRF 2 10/20-12/05
EDFE 451 001	7 Fourth Field Experience (Secondary).	MTWRF 2 10/20-12/05
EDFE 480 001	7 Fourth Field Experience (Physical Education).	MTWRF 7 10/20-12/05
EDFE 261 001	3 Stage d'assistanat - 2e année.	MTWRF 25 04/14-05/01
EDFE 306 001	8 Third Field Experience (KElementary).	MTWRF 1 02/16-04/09

EDFE 406 001	7	Fourth Field Experience (K/Elem).	MTWRF 159 02/16-04/09
EDFE 407 001	7	Fourth Field Experience (Music).	MTWRF 18 02/16-04/09
EDFE 451 001	7	Fourth Field Experience (Secondary).	MTWRF 75 02/16-04/09
EDFE 459 001	7	Fourth Field Experience (TESL).	MTWRF 29 02/16-04/09
EDFE 460 001	9	Stage d'enseignement 2.	MTWRF 3 02/16-04/24
EDFE 461 001	9	Stage d'enseignement - immersion.	MTWRF 15 02/16-04/24
EDFE 480 001	7	Fourth Field Experience (Physical Education).	MTWRF 44 02/16-04/09
EDFE 200 001	2	First Field Experience (K/Elem & Secondary).	MTWRF 12 04/27-05/08
EDFE 205 001	2	First Field Experience (Music).	MTWRF 10 04/20-05/01
EDFE 208 001	3	Second Field Experience (Music).	MTWRF 6 04/27-05/15
EDFE 246 001	3	First Field Experience (Physical Education).	MTWRF 47 04/20-05/08
EDFE 254 001	3	Second Field Experience (Secondary).	MTWRF 84 04/27-05/15
EDFE 255 001	3	Second Field Experience (TESL).	MTWRF 35 04/27-05/15
EDFE 256 001	3	Second Field Experience (K/Elementary).	MTWRF 141 04/27-05/15
EDFE 373 001	3	Second Field Experience (PE).	MTWRF 39 04/20-05/08

CONFERENCE PRESENTATIONS

- Riches, C. & Benson, F. (May 2008). *Ten Canadian teacher education programs in dialogue: Assumptions, challenges and innovations*. Canadian Society for the Study of Education /Canadian Association for Teacher Education Annual Conference. University of British Columbia, Vancouver, B.C.
- Riches, C. & Benson, F. (May 2008). *Courses and practicum do not an honest program make*. Canadian Society for the Study of Education / Canadian Association for Teacher Education Annual Conference Annual Conference. University of British Columbia, Vancouver, B.C.
- Riches, C. & Benson, F. (May 2008). *Courses and Practicum do not a confident teacher make: Mitigating the dissonance between preparation and early teaching*. L'AFORME Colloque. Chicoutimi, Quebec.
- Riches, C. with Benson F. (April 2008). *Nothing New Under the Sun Mitigating the Lament of Betrayal in Teacher Education*. International Society of Teacher Educators Annual Conference. University of New England, Armidale, NSW, Australia.
- Riches, C. & Benson, F. (May 2009) *Our Canary in the Mine: Novice Teachers' Indicators of Professional Wellbeing in Relation to Teacher Preparation Program Relevance*. Canadian Society for the Study of Education / Canadian Association for Teacher Education Annual Conference. Carleton University, Ottawa, Ontario.

CONFERENCE PROCEEDINGS

- Riches, C. & Benson, F. (submitted for publication). *Nothing New Under the Sun: Mitigating the Lament of Betrayal in Teacher Education*. ISTE 2008, Conference Proceedings.

PUBLICATIONS

Riches, C. & Benson, F. (co-editors). (in press) Engaging in Conversation about Ideas in Teacher Education. Peter Lang Publishing. (Counterpoints Series).

GRANTS

Project Title: Canadian Society for the Student of Education, British Columbia, May 31-June 03, 2008 Amount: \$750.00 Period: June 01, 2007 to May 31, 2008
No Cost Time Extension to May 31, 2009

CONFERENCE PARTICIPATION

- Fiona J. Benson attended the CSSE/CATE pre-conference as member of the working group “D”, “Stronger Links between University and Schools”.
- Following an initiative started during the CSSE/CATE conference (May 2009) Fiona J. Benson is working on a research matrix to investigate current Field Experience practices across Canada with Virginia Stead (UTO) for the 2009 November Working Conference on Research in Teacher Education in Canada meeting.
- Fiona J. Benson attended the 2e Colloque national sur l’insertion professionnelle 2009 (April 30 – May 1), hosted by the Carrefour national de l’insertion professionnelle en enseignement (CNIPE).
- Fiona J. Benson represented McGill at the MELS workshop day on Arts education and competencies (March 2009).

STUDENT-CENTERED PERSPECTIVE

VISIBILITY: OST presence at advising sessions and Faculty events has helped inform students about the rules and procedures for Field Experiences, encouraged students to approach the office with their questions, as well as promoting the OST website as a reliable source of information. The website contains up-to-date guidelines, dates, placement policies and the online placement form, linked with STEPS, the student teaching database. As well, the Office director has increased her presence in schools in order to support students, cooperating teachers and administrators. The Merged Model roll-out communication strategy for 2008-2009 allowed the director to promote McGill to our local partners.

FE OUTCOMES: The Office Director continues to personally meet with every student who is awarded an “Unsatisfactory” in any of the summative evaluation categories, as well as those who receive a Notification of Concern during the Field Experience.

TURNAROUND TIME ON ISSUES: Issues brought to the attention of the Office by students, cooperating teachers, principals or supervisors are always resolved in a timely and sensitive manner, with the first steps being taken by Office staff or the Director on the day the information is received.

ADMINISTRATIVE PROCEDURES

EFFICIENCY SYSTEMS AND SUPERVISION COSTS For a review of the systems utilized by the Office of Student Teaching, as well as a breakdown of supervision costs by Faculty members, consult Appendix A.

The supervision fee model above was created for the Fall 2007 term, and was in effect for the 2008-2009 academic year. No change is foreseen for the 2009-2010 academic year.

AWARD RANKINGS: The procedure for choosing winners of the Phyllis Shapiro, Jean Gwynne/Miriam K. Marcus, and Teaching and Leadership awards for excellence in student teaching continues to be improved with adjustments to the ranking form and the development of an evaluation rubric. The selection committee, composed of supervisors and course lecturers, had a very strong group of candidates to choose from this year. See appendix B for revised ranking rubric.

OST STAFF: In November 2008 the casual placement coordinator position held by Kate Hooton was converted to a C-level end-date position through July 2009. Due to an extended bereavement leave, Nisha Eswaran was hired as a casual clerical employee from November 2008 through February 2009. Placement coordination was handled by the two regular employees.

FIELD EXPERIENCE SUPERVISORS: We interviewed and hired 7 new field supervisors across all programs, and received approximately 10 résumés and personal recommendations. All applications are kept on file and reviewed according to Field Experience enrolment numbers at the beginning of each term.

ALTERNATIVE PLACEMENTS

ADULT EDUCATION SETTINGS: Continuing our CAPFE-mandated directive to offer Adult-Education placements to students in B.Ed Secondary, with the assistance of Mr. Eric Martin we placed 3 students in 2 different schools. Mr. Martin continues to liaise with school boards and adult education centres on the OST's behalf to increase participation in this program.

JEWISH GENERAL HOSPITAL SPECIAL PLACEMENTS: Three students were placed in the Day School of the Jewish General Hospital's Child Psychiatry program. This rewarding experience saw the students working with children who have pervasive developmental disorders, conduct problems, attention deficit disorder, depression, suicide risk, psychotic disorders, and anxiety disorders. In addition, the division treats children who have witnessed domestic violence, and those who have been victims of abuse or neglect. The Hospital also works with interns from Educational Counselling and Psychology at McGill, and students benefitted from the support of a well-trained multidisciplinary team. This is the second year of the program at the JGH, and feedback from students and cooperating teachers is positive.

INTERNATIONAL PLACEMENT OPPORTUNITIES

CAPFE APPROVAL: The Field Experience sub-committee of the Program Review committee included International Field Experiences as one of the areas to be improved. (See Appendix C for complete report). Fiona Benson, Director of the OST, presented a detailed proposal to CAPFE on international placements, which was approved for the 2009-2010 year (See Appendix D for presentation of the proposed model. The text of the CAPFE approval and conditions can be found in the appendices of the Field Experience sub-committee program revisioning report, Appendix C). CAPFE has recommended that McGill's proposed model be adopted by all Quebec Universities wishing to pursue international placements. **INDONESIA PRACTICUM:** A planned practicum with the Piaget Academy group of schools in Indonesia for Fall 2008 was cancelled due to a level-3 DFAIT warning that was in effect. This warning has since been lifted, and Indonesia remains a potential partner for further international field placements.

HONG KONG PRACTICUM: The Pok Oi Hospital Chan schools (elementary and secondary) welcomed 8 B.Ed TESL students in Fall 2008 for the 3rd Field Experience. Ms. Bernadette Hsu graciously donated the airfare (\$1400 per student) and the schools provided accommodation. During their 2007 visit to the schools, Fiona Benson offered training workshops to interested teachers and administrators on the QEP and on the mentoring process. See appendix E for complete Trip Report.

The OST, following the detailed recommendations of the Provost's office, designed new international travel preparatory workshops that covered all essential topics (including health, personal safety, cultural differences, language, school systems, etc) in order to prepare students for their field experience. Fiona Benson and Caroline Riches made a site visit in order to evaluate and follow up with the students in November. Further on-site supervision was provided by professors from the Hong Kong Institute of Education, and all students were supported by telephone and WebCT by James Howden, professional seminar instructor for the 3rd year TESL field experience. Student feedback from this experience was generally positive, and their suggestions for improvement have been incorporated into the CAPFE proposal for McGill's international placement model.

POTENTIAL PARTNERSHIPS: OST and DISE have received several promising offers for international placement agreements with host schools around the world. In accordance with the University guidelines for student travel, as well as CAPFE regulations, we hope to pursue several of these initiatives.

- February /March 2009: Cuba initiative (academic exchange and FE potential) with Dr.

Georges Terroux and Dr. Isora Enríquez O'Farrill, Dean of the School of Foreign Languages, Enrique José Varona Pedagogical University, Havana, Cuba.

- In collaboration with the University of British Columbia and York University, we are exploring funded internship opportunities in Cuba for both TESL and TFSL students.
- During the Hong Kong practicum visit, the OST and DISE directors were invited to visit Zuhji China, to explore a possible field placement there.

PROFESSIONAL DEVELOPMENT

COMITÉ D'ACTUALISATION DU CADRE DE RÉFÉRENCE DE LA FORMATION DES

FORMATEURS DE STAGIAIRES: The OST continues to actively participate in the comité d'actualisation on Cooperating Teacher and Field Supervisor training. This committee, with representatives from all Quebec Universities, has received support from the Ministry to continue its work beyond the development of competencies for cooperating teachers and supervisors, allowing it to become a resource as universities begin to implement the reference framework into their professional development programs. (See appendix F for Implementation Action Plan)

CHANTIER 7 FUNDING FOR COOPERATING TEACHER TRAINING: In partnership with Concordia University, and with the required support of our local English school boards (EMSB, LBPSB, RSB, SWLSB) and the Table de Concertation sur les stages en enseignement we have submitted an application for Chantier 7 funding. These funds will be used to develop an in-depth program of professional development for cooperating teachers, delivered through a combination of workshops and online learning, in order to effectively reach in-service teachers. (See appendix G for funding application)

SUPERVISORS' BRIEFINGS: This year the OST held a half-day briefing session for Field Supervisors before each level of field experience, as well as a wrap-up day in December. This year topics included the introduction of unannounced visits and the new concurrent professional seminar for 2nd field experience.

SUPERVISORS' RETREAT: On June 18, the OST organized a successful professional development retreat for Field Supervisors at McGill's MacDonald campus. Two development presentations were organized, featuring a special presentation by Dr. Sharyn Sepinwall (Desautels Faculty of Management) on the topic of conflict management, and an in-depth presentation on the development of professional portfolios with Amy Cole (Faculty of Education), based on her research with Teresa Strong-Wilson (DISE).

JOURNEY'S END-- JOURNEY'S START WORKSHOPS FOR GRADUATING B.ED. STUDENTS:

In keeping with the CAPFE accreditation of our B.Ed. programs, this collaborative initiative, organized by Caroline Riches (DISE) and Fiona Benson, was designed to bring closure to the final field experience (FE4) and professional seminar (PS4) by providing our graduating students with their first professional development conference experience. For the 4th edition, the session consisted of a day of workshops dedicated

to the transformation from student teacher to professional, with the first year of teaching in sight. This year's theme was "Global Education for Peace", dedicated to the memory of our colleague Jackie Kirk, who was tragically killed in Afghanistan this fall as she was striving to bring education to the world's most needy populations. Fiona J. Benson organized a special presentation by Geordie Theatre productions, which addressed the theme of youth violence and bullying. The day culminated with a Keynote address by Prof. Claudia Mitchell, and a reception attended by students, faculty, field supervisors and workshop speakers.

PEDAGOGICAL/PROGRAM

COMPETENCY GRIDS: Self-evaluation grids of the 12 MELS exit competencies continue to be used in courses and in the field. A major improvement to the sheets has been the addition of the features of the competency and the expected level of mastery by the end of the program, allowing students to benchmark themselves more accurately. We also created a yearly review graph that allows students to see their development 'at a glance'. See appendix H for examples of the grids, the yearly review and the evaluation rubric.

FNIE PROGRAM REVIEW: OST continued to offer consulting services for the FNIE program's proposed Field Experience model.

NEW POLICIES FOR FIELD EXPERIENCES: Two new policies for field experiences were adopted in 2008-09. The Unannounced Visit policy allows supervisors to evaluate students as they teach in a natural setting, affording a more realistic perspective on strengths and weaknesses. The Termination of a Field Experience policy is based on current practice, and was created with the help of the Office of the Ombudsperson and the Education Student Affairs Office. See appendix I for text.

SECOND FIELD EXPERIENCE: In collaboration with Caroline Riches (DISE) a program revision for the 2nd Field Experience was approved and implemented in April 2009. The K/Elementary and Secondary 2nd field experiences now have a co-requisite 1 credit professional seminar. This seminar places particular emphasis on developing competencies (professional and subject-specific), LES (learning and evaluation situations), professionalism, and the working professional portfolio.

MERGED MODEL: Following the successful "Shoulder to Shoulder" pilot project, the Merged Model was approved for implementation program-wide. This is an innovative, alternate pathway, led by Fiona Benson and Caroline Riches to investigate field experience/coursework connections. It addresses key issues which surface repeatedly amongst stakeholders in teacher education, such as more time in schools, experiencing the planning and start-up of a new school year, and a clearer link between theory and practice. Student teachers benefited from a blend of actual classroom practice in host schools (4 days a week) and coursework in cohort groups at the Faculty of Education (5th

day). In this way students received authentic school/classroom experiences while simultaneously having access to a range of scholarship to build their knowledge. Students in the K/Elementary, Secondary, TESL and Music programs will begin 3rd field experience at the end of August 2009.

MERGED MODEL COMMUNICATION STRATEGY: The OST undertook a major communication initiative to inform and discuss the new model with all stakeholders. A Brief Overview of the Communication Plan (See Appendix J for slide presentation to boards, and Appendix K for the OST implementation plan)

November 2009

- Student Affairs Office informs B.Ed students of the new model by email
- OST website page with complete details goes live (www.mcgill.ca/ost/students/dates/fe32009)

January –March 2009

- Fiona Benson and Caroline Riches make 30 min- 1 hour presentations at principals' meetings at the following boards: English Montreal (with the valuable assistance of student teaching field supervisor Mr. Terry Quinn, former principal of Lester B. Pearson High School.) Lester B. Pearson, Riverside, Sir Wilfred Laurier.

February-March 2009

- Fiona Benson makes in-class presentations to the students who will be taking the new model in Fall 2009, with the gracious collaboration of year 2 course instructors.

March 2009

- Detailed follow-up e-mail directly to all partner principals, school boards, private schools. Explanation of new timeline for field experiences and details of how request will be made. Invitation for questions and comments.

March-April 2009

- 2nd Field experience placements are arranged.

May-June 2009

- 3rd Field Experience requests are in progress. Feedback to the new model is very positive thus far from school administrators.

ALTERNATIVE 2ND FIELD EXPERIENCES: Two alternative 2nd field experience opportunities have been created for students in the K/Elementary, Secondary and TESL programs. Both opportunities span the Fall 2009 and Winter 2010 semesters, and are supported by a 1-credit professional seminar and supervised by experts in the field.

1) **EVERGREEN** In this special opportunity, field experience candidates will live their learning by working in teams to help guide and facilitate a school ground greening project. Host schools are involved (or have been involved) with Evergreen Learning Grounds. Evergreen is a national, not-for-profit organization with a mission to make cities more livable (evergreen.ca). The Toyota Evergreen Learning Grounds program helps schools create outdoor classrooms to provide students with a healthy place to

play, learn and develop a genuine respect for nature. The program has assisted with the greening of more than 3,000 schools across the country. Approximately 20 participants are registered for this project.

2) COMMUNITY SERVICE LEARNING: A motion was accepted at DISE in May 2008 strongly supporting “the introduction of a community learning placement (CLP) to replace second year field experience. UCC initiated a working group to study implementation. The SOFE committee was chaired by Fiona Benson. Committee members include Aziz Choudry, Caroline Riches, Bronwen Low, Steve Jordan, Elizabeth Wood, and upcoming meetings will include representatives of partner community organizations. A cohort of 20 students has been selected to participate beginning in Fall 2009. Students will work with youth and adults and families in “informal” learning situations in a community organization, involved in an educational activity that meets the goals of that organization. Examples of projects might include:

- Managing a homework and tutoring program for a Maison des Jeunes
- Creating curriculum material for a youth theatre
- Developing resources for recent immigrants on how to access services, housing, etc.

FACULTY, UNIVERSITY AND MINISTRY COMMITTEE MEMBERSHIP & PARTNERSHIPS

- Organised DISE ‘Retreat’ (May 09): selecting themes, planning and coordinating with Caroline Riches.
- Recruited instructors for Merged Model courses, in collaboration with Caroline Riches. New instructors include Angela Andrews, Keith Wilcox, Norm Horner (all regular Field Supervisors) and Ginette Clarke (recently retired principal).
- Met with Gordon Bloom (KPE) to present the Merged Model and SOFE project, as well as the new directions for supervision (new tools such as professional competency grids, use of the Notification of Concern form) with the goal of harmonising KPE practices with DISE where appropriate. This work will continue in 2009-2010.
- Fiona Benson is a member of the Academic Policy Committee (Faculty level).
- Chaired the SOFE Community Service Learning committee for alternative service learning initiatives (October-ongoing).
- Member of the Field Experience sub-committee for the Faculty’s “program re-visioning” project (February-May 2009).
- Leadership Committee for English Education in Quebec LCEEQ (Advisory committee to MELS) –Fiona Benson represented McGill at May 15 initial meeting, will continue on this committee for the next academic year.
- Fiona Benson and Kate Hooton sit as members of the Table de Concertation sur les stages en enseignement, région de Montréal for the 2008-2009 year.
- Member of the Table de Concertation sub-committee on codes of professional ethics (March 2009). Ongoing.
- A Memorandum of Understanding with the Teacher Education Office of the University of British Columbia has been proposed to facilitate services to students from each university doing field experiences in the territory of the other university. (See appendix L)

The Field Experience sub-committee of the program re-visioning committee researched and identified 6 areas related to student teaching that the faculty should focus on in order to assure McGill's position as a world leader in teacher training. Briefly, they are:

- Field supervision by a mix of Faculty members and clinical professionals
- Creating a professional development program for cooperating teachers and field supervisors (see the Professional Development section of this Annual report for more details)
- Implementing an international field experience model and creating opportunities for students
- Increasing French immersion and bilingual field experiences to meet the needs of our local community
- Maintaining the Merged Model in the 3rd year
- Professional Portfolio as an integral part of the program

The Office will work with all Faculty departments to successfully implement the recommendations that are made by the Dean as a result of the review process. (See appendix C for complete report).

A continuing priority for the Office of Student Teaching is supporting the rollout of the Merged Model 3rd Field Experience semester, and the implementation of the 2 alternative 2nd Field Experiences. These links between the program and the field will be maintained and strengthened through our ongoing collaboration with DISE and we will work to discuss implementation in the Physical and Health Education program with KPE. Following CAPFE approval for McGill's proposed international placement model, we will work to enlarge the scope of international placements in order to make McGill more competitive with other universities and Faculties of Education around the world. In addition, this office will be innovative and seek to promote sustainable and rewarding professional development opportunities that add value for all stakeholders. This office does not rest on its laurels, and will continue to gain momentum, and to earn the respect and trust of our colleagues and partners whilst maintaining the highest standards of accountability and performance.

Student Teaching is at the heart of the B. Ed Program. The allocation, supervision, and evaluation of almost fourteen hundred students requires a dedicated staff and cooperative partners. The staff of the Office of Student Teaching has done a wonderful job of responding to the demands made on them by students, principals, teachers, and professors. They have clearly demonstrated they are true professionals who take pride in their work. In addition, a number of dedicated individuals have contributed to the supervision of student teachers. Their collaboration and participation as resource persons for cooperating teachers is necessary for a true partnership with the field.

Respectfully submitted by Fiona J. Benson, Ph.D.
Director, Office of Student Teaching

Appendices

- A. OST Efficiency Systems and Supervision by Faculty Costs
- B. Student Teaching Awards Rubric
- C. Field Experience Sub-Committee report to the Program Re-visioning committee
- D. Slide Presentation to CAPFE on International Placements and Service Learning Initiative
- E. Hong Kong trip report
- F. Cadre de référence sur la formation des formateurs: Plan d'action régional
- G. Chantier 7 Cooperating Teacher Professional Development Funding Application
- H. Professional Competencies Student Self-Evaluation Tools
 - a. Sheets (1-12) and example of completed sheet
 - b. Yearly Review Graph and example of completed graph
 - c. Rubric
- I. New OST policies
 - a. Unannounced Visits Policy
 - b. Termination of Field Experience Policy
- J. Slide Presentation on Merged Model to Partner School Boards (LBPSB example)
- K. Merged Model OST Implementation Action Plan

APPENDIX 15: DISE STRATEGIC RESEARCH PLAN 2009

DISE Strategic Research Plan

Context

The field of educational studies that has emerged in the last two decades has redefined the study of education *per se*. While it has multiple impacts, perhaps its most important contribution to the study of education has been the creation of an inter-disciplinary field of study that has eschewed conventional paradigms, such as educational psychology, for a field of social inquiry that is inherently problem based. Consequently, the growing emphasis in educational research today is less concerned with what existing sub-disciplines, such as educational psychology or sociology, can bring to our understanding of an educational challenge, than viewing the challenge itself as a nexus for inter-disciplinary inquiry. In this respect, social issues, such as school drop-outs, are not viewed through the lens of a single discipline, but are conceptualised from the perspectives of law, health, literacy, psychology, sociology and in the case of aboriginal students, indigenous spirituality. This development has allowed the broadening of the scope of educational research beyond schools and related institutions into areas such as health education (e.g. HIV/AIDS education), multiliteracies (e.g. ICT, science and math), arts-informed research (e.g. research

drawing on media-based methodologies in work with inner-city youth), and math/science (e.g. 'ethno' science and maths) while maintaining a focus on the core activities of teaching and learning.

What?

In meeting the emerging challenge that educational studies poses, DISE faculty have created three new research priorities/foci that simulatenously connect with exisiting scholarship and graduate programs (MA and PhD), while marking out new and innovative approaches to conceptualising research on social problems. This Strategic Research Plan proposes that future research foci be shaped according to the following strategic clusters, defined as follows:

4. *Policies and practices in teaching and learning.* This stream focuses on research initiatives that are concerned with the pedagogical sciences. While this research stream has a focus on the social contexts, organisation and processes that constitute contemporary schooling (e.g. curricula, assessment, teaching/learning), it also includes both non-formal and informal contexts of teaching/learning, as well as fields of study that focus on policy, whether generated from within provincial governments or at the global level (e.g. the OECD). DISE researchers have made critical constributions to this field of study, ranging from research conducted by David Dillon and Teresa Strong-Wilson on classroom interactions in schools, to Aziz Choudry's work on NGOs.
5. *Multi-literacies and emerging technologies.* While the field of Literacy has existed in Education since the latter part of the 20th century, the development of new technologies has rendered this area even more critical in the global world of the 21st century. The strand *Multi-literacies and emerging technologies* identifies both the existing strength in the area of second language acquisition, as well as new forms of literacy generated by the internet and related digital technologies e.g. blogs, zines, wikis and texting that are the focus of DISE faculty (e.g. Michael Hoechsmann, Doreen Starke-Meyerring, and Shaheen Shariff).
6. *Epistemologies of social inquiry.* DISE faculty have established a strong, international, reputation for innovation in alternative research methodologies in the study of education. This is reflected not only in the graduate courses it offers (e.g. mixed methodologies, textual/visual research, interpretive inquiry, participatory research), but in the international recognition and acclaim recently bestowed on one of its researchers (James McGill Professor Claudia Mitchell) for 'Innovations in Research' by the Canadian Bureau of International Education (2008). It should be noted that the approach to constructing new methodologies has been less concerned with empirically quantifiable 'evidence-based research,' than with emphasising the contribution of 'research-based evidence' across a broad spectrum of research, whether qualitative, hermeneutic, or historical .

Combined, these three streams represent DISE's existing strengths, as well as domains of research that it intends to build on and develop in strategically positioning itself as a leader within educational research over the next decade within Canada and internationally.

Why

The need to create and foster new ways of understanding educational issues in the 21st century has never been more pressing. It is clear that traditional paradigms are

no longer in sync with the complex array of issues that confront either educational practitioners or researchers today. The contemporary challenges of, for example, cyber-bullying or emerging literacies associated with digital technologies such as blogging, require not only new and innovative methods for exploring their particular forms and practices, but new paradigms for interrogating and explaining their cultural contours and dynamics. As noted above, the drop-out phenomenon in Quebec schools (which is upwards of 40% in some Montreal school boards at grade eight and nine, and which is estimated to be 90% in the Cree School Board), requires that educational researchers must develop new theories and tools to not only explain, but address this phenomenon in concrete ways that will generate more positive and constructive career pathways for disaffected children and youth.

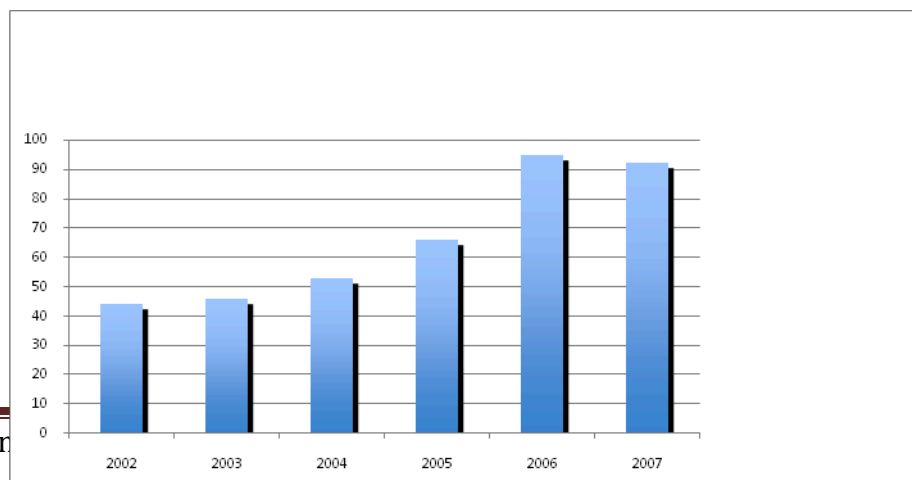
How

A defining characteristic of DISE is that it is the product of several departmental mergers over the last two decades. Consequently, the majority of DISE faculty has been involved in research within a diverse range of fields of social enquiry.

Practically, this has implied that DISE faculty have been engaged across a broad spectrum of interconnected research areas (e.g. second languages, international, literacy, math, science, indigenous, philosophy, policy, music and health education). Many have garnered international recognition in their respective fields of scholarly expertise (for example James McGill Professor Claudia Mitchell's research on international education, or that of Anthony Paré on rhetoric and writing), which by 2007-08 attracted \$2.1 million (a 20.1% increase over the previous year) from a diverse range of funding sources including: Canadian Council on Learning, SSHRC, FQRSC, FRSQ, CIDA, CIHR, Health Canada, and UNESCO. This affiliation to a broad range of research perspectives is an unquestionable strength in that it has allowed DISE to develop multiple niches in educational research, reflected in a strong and vibrant record of publishing (see table 1 below).

Significantly, there is no other academic unit in North America that has either the range of expertise that comprises DISE, nor its multiple research foci. Without question, this endows it with a competitive advantage that is both unique and as yet unchallenged. The hiring plan, outlined, in the next section, is aimed at underpinning and extending this strategic position.

Table 1
DISE aggregate publications (refereed books, chapters, journal articles) since 2001



Strategic Hiring Plan

Aims/Objectives

By hiring full-time TT positions associated with the three streams outlined above (*policies and practices in teaching and learning; multi-literacies and emerging technologies; epistemologies of social inquiry*) not only will both undergraduate and graduate programs be strengthened, but DISE's strategic position *vis a vis* its competitors will be enhanced over the next 5-10 years. Consequently, the Department requests six positions in the following areas:

<i>Policies and Practices in Teaching & Learning</i>	1 Science Education 2 Mathematics Education 3 Educational policy and social change
<i>Multi-literacies and emerging technologies</i>	4 New Literacies Education
<i>Epistemologies of Social Inquiry</i>	5 Social/Global Contexts of Education 6 Arts/Media Education

As well as strengthening the Department's competitive advantage in the three strategic research areas, these appointments will be necessary to meet external accreditation requirements for its six undergraduate BEd (1450 students), four MA (200 students), and PhD (100 students) programs.

Potential Cross Appointments

The development of shared research areas across units within the Faculty and beyond carries much potential. One example, and a particularly salient area, is shared with ECP, namely the Math-Science area in terms of research and scholarship exploring the impact and cognitive effects of the learner in the context of the classroom. Potential points of collaboration could also be explored with the department of Kinesiology and Physical Education (KPE) in areas such as health, well being, and wellness, as well as the School of Information Studies (SIS) in the area of information literacies.