The College of Education Annual Report 2013-2014 features the research achievements of our faculty, seconded teachers, staff, and graduate students. This report outlines research interests, grant funding, publications, presentations, and awards. Additionally, this report includes profiles of some researchers in our College.

The dedication and enthusiasm shown by our researchers is inspiring as they continue to develop new initiatives and disseminate scholarly papers at internationally renowned conferences. The significant contributions our faculty and seconded teachers make through various research activities while simultaneously maintaining their teaching, supervision, and service responsibilities are equally impressive.

We would like to thank our school division partners, Prairie Spirit School Division, Saskatoon Public School Division, and Saskatoon Catholic School Division, and the First Nations communities and School Divisions across the province with whom we partner. We would also like to thank our donors who give so generously, our alumni who act as ambassadors, and our funding partners who financially support research projects. Finally, we would like to thank the Research Support Team and the Annual Report Committee for compiling the research information and Printing Services for designing the report.

We continue to move forward with the initiatives outlined within the College Plan (2012–2016), inspiring innovation and creating impact within education to strengthen the College of Education’s and University of Saskatchewan’s positions as leaders in research.
Department Heads

- Richard Schwier  
  Curriculum Studies
- Tim Claypool  
  Educational Psychology and Special Education
- David Burgess  
  Educational Administration
- Dianne Miller  
  Educational Foundations

Graduate Chairs

- Jay Wilson  
  Curriculum Studies
- Laureen McIntyre  
  Educational Psychology and Special Education
- David Burgess  
  Educational Administration
- Verna St.Denis  
  Educational Foundations

Research Support Team

- Laurie Hellsten  
  Associate Dean Research
- Carolyn Pytlyk, Sara Mueller  
  Research Facilitators
- Megan Steeves  
  Finance and Administrative Research Officer

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

Megan supports faculty with all post-award financial administration, including 1) facilitating and ensuring all funded projects are managed effectively and in alignment with College priorities, 2) ensuring financial transactions are compliant with university and granting agencies' policies and requirements, and 3) acting as a liaison between the faculty and the Offices of Research Services and Financial Services.
Since 1986, the *Journal of Educational Administration and Foundations (JEAF)* has been devoted to scholarly and critical works in the fields of educational administration, the philosophy of education, the sociology of education, the history of education, comparative education, and contemporary issues in education.

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

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

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*Of Land & Living Skies* is the College’s newest journal. It is a community journal where theory and practice merge, becoming a space for dialogue within the fields of environmental and sustainability education. Its focus is on research, policy, and community practices, as well as inspiring action.

The journal is published quarterly.

*Of Land & Living Skies: A Community Journal on Place, Land, and Learning* is produced by the Saskatchewan Outdoor and Environmental Education Association (SOEEA), Sustainability Education Research Institute (SERI), and the University of Regina’s Faculty of Education.
Launched in 2012, *Education Matters: The Journal of Teaching and Learning* is an open-access peer-reviewed publication forum for research in education for and by scholars throughout the world, including new scholars from the University of Saskatchewan.

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

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

The Aboriginal Education Research Centre (AERC) is a unique initiative planned and implemented by the College of Education in response to an identified need to create and coordinate research activity on Indigenous Education. Directed by Dr. Alex Wilson, AERC is a growing research centre that seeks to explore, create, support, and disseminate innovative Indigenous education research. Through partnerships with scholars, faculty, students, community-based organizations, schools, federal and provincial governments, AERC is working to build stronger inclusive relationships among those involved with Indigenous education.

Over the past year, AERC has been in the process of re-visioning itself as a research centre. This ongoing transformation has included increasing our social media presence, creating a new website, and physically changing our research space in order for students and faculty to collaborate on Indigenous education research. While AERC continues to house research projects that pertain to anti-racist and inclusive education, we have broadened our research focus to include research projects that deal with social and ecological justice movements, land-based and sustainability education, Indigenous two-spirit/queer issues in Saskatchewan, and Indigenous youth and social media. Over the course of the 2013-2014 Academic year, we’ve had the opportunity to bring in 3 visiting scholars for the AERC International Indigenous Visiting Scholar Series: Dr. Lynn Harata Te Aika and Dr. Richard Manning, both from The University of Canterbury in New Zealand, and Dr. Catherine Odora Hoppers, South African Research Chair in Development Education, University of South Africa at Pretoria. As well, AERC was awarded a centre grant from the Urban Aboriginal Knowledge Network (UAKN) for their project entitled, “A scoping study of two spirit people: homelessness and access to services in urban centres in Saskatchewan.” The project will start in the Fall of 2014.

Saskatchewan Educational Leadership Unit

The Saskatchewan Educational Leadership Unit (SELU) is a coordinator, developer, and administrator of leadership development and research activities for school boards, ministries, and other agencies across the province of Saskatchewan. It is a self-supporting Unit working out of the College of Education. During the 2013-2014 academic year, SELU was engaged in 20 research and planning studies, three major provincial conferences/events as well as 7 targeted professional development projects. Eight faculty, one staff member, and nine graduate students were involved directly in these activities.

In terms of the major activities of the Unit, SELU conducted comprehensive studies for two school divisions: the Living Sky School Division, wherein the Division’s First Nations and Metis programs were reviewed, and the Northern Lights School Division, during which its program called “Becoming a Community of Learners” was reviewed. Other larger pieces of work were conducted in conjunction with and on behalf of the Ministry of Education, the Saskatchewan Human Rights Commission, the Saskatoon Tribal Council, and the Saskatoon Open Door Society.

Another significant activity in 2013/14 was the conclusion of the University Review of SELU as a Type A Centre. SELU has responded with a renewed sense of direction and a broader sense of purpose to our core mission to apply current research to enhance staff and system performance. Changes to the SELU constitution were made by the Management Advisory Board based on the findings of the review and a path has been charted for the future.
The Sustainability Education Research Institute (SERI) is Canada’s first research centre to focus on sustainability education. SERI’s vision is to further research and action on land, place, environment, and sustainability in relation to educational research, policy, and practice. In the 2013-2014 academic year, the centre:

- Moved into its new, sustainable ‘living lab’ office space.
- Housed the network management office for the Sustainability and Education Policy Network (SEPN). This year, SEPN completed a sustainability census for all of Canada’s 220 accredited post-secondary institutions as well as 390 school divisions at the Early Childhood Education to Grade 12 level, undertook a content analysis of policy documents from 50 post-secondary institutions and all 13 provincial and territorial Ministries of Education, and developed a national survey to examine sustainability education policy and practice across the Canadian education system.
- Housed the Digital Media Project, where youth explore their relationship to place and sustainability issues through map-making, photography, and videography. This year, data was analyzed for publications.
- Hosted the inaugural bi-annual conference “Land, Place, and Environment: Advancing Learning and Practice Toward a Sustainable Future,” in partnership with the Saskatchewan Outdoor and Environmental Education Association (SOEEA), which was attended by over 150 people from across Saskatchewan.
- Partnered on the creation of “Of Land and Living Skies: A Community Journal on Place, Land, and Learning,” with the Saskatchewan Outdoor and Environmental Education Association (SOEEA) and the University of Regina’s Faculty of Education.
- Brought in visiting scholars Philip Payne (Monash University, Australia) and David Kronlid (Uppsala University, Sweden).
- Developed proposals for funding and formal collaborations including for visiting students and scholars from Brazil and Ireland.
- Facilitated sustainability training sessions for corporate employees.
- Partnered on a number of community projects such as a Student Action for a Sustainable Future collaboration with the City of Saskatoon and other partners, and the Saskatoon CarShare Co-operative collaboration.

In photo from left to right: Kaitlin Strobbe, Research Associate Ranjan Datta, PhD Student (SENS) Andrew Bieler, Postdoctoral Fellow

Director: Dr. Marcia McKenzie
Office Manager: Nicola Chopin
FACULTY RESEARCH INTERESTS

CURRICULUM STUDIES

Geraldine Balzer, Ph.D. (University of Saskatchewan), M.A., B.Ed., B.A. Assistant Professor. Research interests: teacher education; secondary school English language arts; Aboriginal education; decolonization; transformative education; curriculum; service learning

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

Beverley (Bev) Brenna, Ph.D. (University of Alberta), M.Ed., B.Ed., B.A. Associate Professor. Research interests: literacy education (reading and writing focus); children's literature; special education; teacher education

Egan Chernoff, Ph.D. (Simon Fraser University), M.Sc., B.Ed., B.Sc. Associate Professor. Research interests: heuristics; biases; fallacies; cognitive psychology; social media; the math wars; popularization

Brenda Kalyn, Ph.D. (University of Alberta), M.Ed., B.Ed. Assistant Professor. Research interests: lived experiences of teachers and students in education; curriculum theory/development, pedagogy, and practice; holism, physical education/health, culture, and dance

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

Dirk Morrison, Ed.D. (University of Toronto), M.Sc., B.A., Associate Professor. Research interests: instructional design practice applied to distance and e-learning; educational technology in formal, non-formal and informal online learning environments; effects of ICT on culture and society

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

Jeff Park, Ph.D. (University of Saskatchewan), M.F.A., B.A. Associate Professor. Research interests: literacy issues; critical literacy; writing and composition theory; creativity; gender; arts-based research methodologies; poetic inquiry; narrative; English Language Arts; curriculum theory and history

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

Debbie Pushor, Ph.D. (University of Alberta), B.Ed. Associate Professor. Research interests: parent knowledge; parent engagement; a “curriculum of parents” in teacher education; narrative inquiry

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

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

Hyunjung Shin, Ph.D. (University of Toronto), M.A., M.A., B.A. Assistant Professor. Research interests: English as a second/additional language education; TESOL and applied linguistics; sociolinguistics: language, culture, and identity; critical pedagogy; second language teacher education; globalization, transnationalism, and political economy in language education; language and social inequality; international education; language policy; qualitative research methods

Linda Wason-Ellam, Ed.D. (Montana State University), M.Ed., M.A., B.A. Professor. Research interests: early and struggling readers including English as an Additional Language (EAL) and children with Fetal Alcohol Spectrum Disorder (FASD); children's literature; teaching reading and writing in multilingual classrooms; ethnographic research methods

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

Professors Emeriti

Jeff Baker, Ph.D. Candidate (University of British Columbia), M.Ed., B.A. Assistant Professor. Research interests: Indigenous education; science education; leadership; transformative learning; environmental education; Indigenous research methodologies

David Burgess, Ph.D. (University of Saskatchewan), M.Ed., B.Ed., B.A. Associate Professor. Research interests: philosophy of organization; organization theory; educational and administrative law; visual legal education; comparative educational administration; critical realism

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

Michael Cottrell, Ph.D. (University of Saskatchewan), M.A., B.A. Associate Professor. Research interests: Indigenous education; educational leadership; comparative and international education; Native newcomer relations

Vivian Hajnal, Ph.D. (University of Saskatchewan), M.B.A., B.Sc. Associate Professor. Research interests: teacher and administrator work life; finance; data-based decision making; school improvement; adult basic education; Aboriginal education, access programs, research methods

Michelle Prytula, Ph.D. (University of Saskatchewan), M.Ed., B.Ed. B.Comm. Assistant Professor. Research interests: teacher identity and learning; action research in education; the professional learning community; school improvement; school leadership; teacher induction

Marie Battiste, D.Litt. (Thompson Rivers University), D.H.L. (University of Maine), LL.D. (St. Mary’s University), Ed. D. (Standford University), Ed.M., B.S. Professor. Research interests: violence prevention among youth; Indigenous/Aboriginal education, knowledge, languages, and humanities; initiating institutional change in the decolonization of education, social justice policy and power; postcolonial educational approaches that recognize and affirm the political and cultural diversity of Canada; the collective healing required for transformation from colonialism, culturalism, and cognitive imperialism

Craig Campbell, Ed.D. (Northern Illinois University), M.S. Ed., B.S., A.S. Assistant Professor. Research interests: adult education; non and in-formal learning; popular education; University Extension; traditional and local knowledges; Indigenous knowledge systems; the Tribal College movement; cross-cultural studies; place- and community-based education; folk schools; distance education; access to education

Karla Jessen Williamson, Ph.D. (Aberdeen University), M.Ed., B.S., A.S. Assistant Professor. Research interests: adult education; non and in-formal learning; popular education; University Extension; traditional and local knowledges; Indigenous knowledge systems; the Tribal College movement; cross-cultural studies; place- and community-based education; folk schools; distance education; access to education
Margaret Kovach, Ph.D. (University of Victoria), M.S.W., B.A., B.S.W. Associate Professor. Research interests: Indigenous curriculum development; Indigenous research methodologies; Indigenous higher learning; distance education; adult education

Lynn Lemisko, Ph.D. (University of Calgary), M.A., B.Ed. Associate Professor. Research interests: history of education; teacher education & mentoring; partnerships; social studies education

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

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

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

M. S. (Shaun) Murphy, Ph.D. (University of Alberta), M.Ed., B.Ed. Associate Professor. Research interests: teacher education; curriculum studies; teacher and children’s knowledge; narrative inquiry; mathematics education; familial curriculum making; the interwoven lives of children, families, and teachers

Paul Orlowski, Ph.D. (University of British Columbia), M.A., B.Ed., B.Eng. Assistant Professor. Research interests: sociology of education, social studies education, critical pedagogy; teaching for democracy; Aboriginal education; teaching for political consciousness; critical media literacy; pedagogy and progressive Christianity; international education

Robert Regnier, M.Ed. (University of Saskatchewan), B.A. Professor and Acting Dean. Research interests: learning as valuing; critical pedagogy; ecological education; teaching and learning at university; process teaching and learning; philosophy of education

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

Alexandria (Alex) Wilson, Ed.D. (Harvard University), Ed.M., B.A. Associate Professor and Director of the Aboriginal Education Research Centre. Research interests: Indigenous research methodologies; qualitative and quantitative methods; LGBT issues in education; Aboriginal health and wellbeing; social justice/anti-oppressive education; Indigenous psychology; relational psychology; social movements and land-based education; institutional ethnography/systems analysis

Howard Woodhouse, Ph.D. (University of Toronto), M.A., B.A. Professor and Co-Director, Saskatchewan Process Philosophy Research Unit. Research interests: academic freedom and university autonomy; university teaching and learning as storytelling; process philosophy; global and international education; teaching and learning in higher education; history and philosophy of education

Professors Emeriti


EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

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

Mark Flynn, Ph.D. (Dalhousie University), M.Ed., B.Sc. Professor. Research interests: epistemology; the process of learning; systemic inhibitors of learning; critical thinking; the critical analysis of conventional presuppositions in psychology; educational psychology and special education; Aboriginal psychology and healing; the philosophy of science

Laurie-Ann Hellsten, Ph.D. (University of Alberta), M.Sc., B.A. Associate Dean Graduate Studies and Research and Associate Professor. Research interests: beginning teacher induction; professional identity; cyberbullying; physical activity and health; instrument development, analysis, and validation; survey research; program evaluation; the application of modern quantitative and analytical techniques (classical test and item response theory, generalizability theory, factor analysis, and structural equation modeling) within the domains of education, health, and sport
Ivan Kelly, Ph.D. (University of Calgary), M.Sc., B.Ed. Professor. Research interests: conceptual issues in psychology, quality of life, and science; statistical methods in research (meta-analysis, probability models, linear and logistic models, hidden markov models, and time-series analysis; empirical philosophy and critical thinking; analyzing data from complex social surveys on health and educational issues.

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

Stephanie Martin, Ph.D. (University of Calgary), M.Sc., B.A. Associate Professor, Registered Doctoral Psychologist. Research interests: research and practice related to the psychology and experiences of adolescent girls and women; women's mental health and healing experiences (e.g., disordered eating and body image concerns, healing from the affects of interpersonal trauma, lived-body health concerns); professional development and well-being/resilience; training and supervision in applied psychology; ethics in research and practice.

Laureen McIntyre, Ph.D. (University of Alberta), M.Sc., B.Ed. Associate Professor. Research interests: language basis of learning difficulties and disabilities in diverse populations (i.e. teacher education, knowledge, and classroom practice relating to special education, early identification, and intervention of speech and language difficulties and disabilities); professional identity and mentorship.

David Mykota, Ph.D. (University of Saskatchewan), M.Ed., B.Ed., B.A. Associate Professor. Research interests: substance use; program evaluation; resilient children and youth; child and youth psychopathology; e-learning.

Jennifer Nicol, Ph.D. (University of British Columbia), M.A., B.M.T., B.Mus. Associate Professor, Registered Doctoral Psychologist, Accredited Music Therapist. Research interests: counselling psychology; music therapy; gender; qualitative methodologies; coping, health, and wellbeing.

Professors Emeriti
Bloom, B. J., B.S., M.S., Ph.D. (1972–1997)
Aboriginal Teacher Education Program Staff

INDIAN TEACHER EDUCATION PROGRAM (ITEP):
Orest Murawsky (Director), Yvette Arcand (Associate Director), Rita LaPlante (Administrative Assistant), Jade Ryan (Academic Advisor), Dion Tootoosis (Aboriginal Languages and Cultural Coordinator)

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

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP) (Prince Albert, SK):
Liza Brown (Program Coordinator)

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

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

College Staff


Seconded Teachers: Heather Baergen, Carol Demchuk-Kosolofski, Robert Heppner, Robert Kraft, and Scott Thompson

Research Centres

ABORIGINAL EDUCATION RESEARCH CENTRE (AERC):
Alex Wilson (Academic Director) and Danielle Jeancart (Research and Administrative Coordinator)

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

SUSTAINABILITY EDUCATION RESEARCH INSTITUTE (SERI):
Marcia McKenzie (Director) and Nicola Chopin (Project Manager/Office Manager)

Student Leaders

EDUCATION GRADUATE STUDENT ASSOCIATION PRESIDENT (EGSA): Josie Steeves/ Rob Perry

EDUCATION STUDENTS’ SOCIETY (ESS) EXECUTIVE 2013–2014:
Maryssa Wilde, Ashley Colson, Shannon Wandler, Madison Kjargaard, Patrick Willis, Sam Fulton, Borden Miller, Morgan Jangula, Stacey Kotsanidis, Drew Ross, Breanne Swarbrick, Wendy Li

INDIAN TEACHER EDUCATION PROGRAM (ITEP)
STUDENT COUNCIL 2013–2014: Dwayne Drescher, David Pratt, Sheila Ledoux, Clayton Smokeyday, Hope Linklater, Marty Scott, Audrey Ben, Riel Thomson, Dallas Pelly, Denise Matechuck, Roberta McIntyre, Leah Arcand

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP) (Saskatoon) STUDENT REPRESENTATIVE COUNCIL: Ashley Shaw, Randi Ross, Lisa Langan, Chelsea McDonald, Lyla Phillips, Jamie Flasch, Jordan Carrere, Sara Davies, Charmyne Whitrow, James Allison, Jodi Nolan, Landon Nadon, Marni Enns, Kyle Docken, Rachel Simes

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM (SUNTEP) (Prince Albert) STUDENT REPRESENTATIVE COUNCIL: Megan Walsh, Kirk Pilon, Sarah Beth Eskes, Kim Delisle, Kelsey Pilon, Caitlin Morley, Taylor Lamb, Shea Meyers, Jordan Bear, Keisha Newell, Kyle Mackie
# Awards and Honours

## MARIE BATTISTE

- **2013 Elected Fellow**, Royal Society of Canada, November
- **2014 Nominee for the Saskatchewan Book Awards** (Scholarly Book category and Indigenous Writers and Indigenous Publishing category) for *Decolonizing Education: Nourishing the Learning Spirit*

## BEVERLY BRENNA

- **2013 Nominee for the Canadian Governor General’s Award** (Children’s Literature Category) for *The White Bicycle*
- **2014 Included on the Best Fiction List for Young Adults** (Young Adult Library Services Association/YALSA) for *The White Bicycle*

## EGAN CHERNOFF

*Invited Scholar*, The Mathematics, Science, and Technology Education Group, Faculty of Education, Queen’s University, Kingston, ON

## MARGARET KOVACH

- **2013 International Visiting Scholar**, National Dong Hwa University, College of Indigenous Studies, Hualien, Taiwan, December 4–14, 2013
- **2013 Summer Noted Scholar**, Faculty of Education, University of British Columbia, Vancouver, BC. August 6–16
- **2013 Short-term Visiting Scholar**, School of Nursing, Midwifery, and Nutrition, James Cook University (Cairns and Townsville Campus), Queensland, Australia, July 6–22

## DIRK MORRISON

**2014 Provost’s College Award for Outstanding Teaching**, University of Saskatchewan, Saskatoon, SK

## MICHELLE PRYTULA

**2013 McDowell Foundation Award for Outstanding Contributions to Educational Research**, Saskatoon, SK

## DEBBIE PUSHOR

**2013 Master Teacher Award**, University of Saskatchewan, Saskatoon, SK

## PATRICK RENIHAN

**2014 Faculty Senior Fellow**, Educational Leadership, Western University, London, ON

## Verna St. Denis

**2014 Provost’s Award for Excellence in Aboriginal Education**, University of Saskatchewan, Saskatoon, SK
### Maggie Kovach

**An Incredible Sabbatical Year**

Dr. Maggie Kovach spent the 2013-2014 academic year on sabbatical. Kovach says that her wish for her sabbatical was to "make as many international connections as I could with graduate students and faculty members working on Indigenous research approaches." This desire took her all over the world, including such places as Australia, Taiwan, Germany, and locations across North America.

Kovach was a Short-Term Visiting Scholar at the School of Nursing, Midwifery, and Nutrition at James Cook University, Cairns and Townsville Campus, Australia in July of 2013. She gave workshops for Indigenous students and scholars on Indigenous methodologies at both campuses of the institution. From Australia, Kovach travelled to Vancouver, where she was the Summer Noted Scholar at the University of British Columbia's Faculty of Education. UBC hosts a Summer Noted Scholar each year; the nomination process is competitive, and Kovach was pleased to be given the opportunity to go to UBC in August of 2014, where she taught a group of graduate students and gave a public lecture called "Seeing differently, being different: Situating ourselves as educators with an indigenous sensibility."

In December, Kovach travelled to Taiwan where she was International Visiting Scholar at National Dong Hwa University's College of Indigenous Studies in Haulien, Taiwan. She gave a lecture and ran a seminar with doctoral students. Using a translator, the group discussed Indigenous methodology and epistemology. Kovach also gave invited lectures at the University of Northern British Columbia; at the 35th Annual Conference of the Gessellschaft fur Kanada-Studien at Grainau, Germany; at Asia University in Tainan, Taiwan; at Central Queensland University in Rockhampton, Australia; and at the American Indigenous Research Association’s meeting in Pablo, Montana.

Kovach says that throughout her travels it was "truly inspiring to see Indigenous peoples asserting an Indigenous presence in research within post-secondary sites in a number of different universities in a number of continents."

One of the most gratifying parts of her travels was being able to connect with so many Indigenous graduate students – well over 50, she says – who are thinking through Indigenous research processes and methodologies.

Kovach is here with BIRC (Building Indigenous Research Capacity) Scholar Lynore Geia of Palm Island during National Aboriginal and Islander Day in Townsville, Australia.

### Marie Battiste

**Elected Fellow of the Royal Society of Canada**

This past year featured two signal achievements for Professor Marie Battiste of the Department of Educational Foundations. Battiste, an internationally renowned Mi’kmaw scholar, activist, and educator from the Potlotek First Nation in Nova Scotia, published her most recent monograph, *Decolonizing Education: Nourishing the Learning Spirit* (Purich, 2013), a book she describes as the culmination of her life’s work.

*Decolonizing Education: Nourishing the Learning Spirit* lays out Battiste’s central argument about the devastating effects of the current Eurocentric, colonialist system of education and instead calls for a system of education that is imbued with the “learning spirit” that respects the value of different epistemologies and recognizes that Indigenous humanities, languages, and science be acknowledged as vital academic fields alongside their European counterparts. The book received several nominations from the Saskatchewan Book Awards, including the scholarly book nomination, has been reviewed widely, and promises to be a crucial part of Battiste’s influential body of work that advocates for change in our educational systems.

In addition to the publication of her book, Professor Battiste and her husband, J. Youngblood Sa’ke’j Henderson of the University of Saskatchewan’s Native Law Centre, were elected as fellows of The Royal Society of Canada (RSC) in 2013. The RSC was established in 1882 as the senior Canadian collegium of distinguished scholars, artists and scientists “with the objective” to promote learning and research in the arts, the humanities and the natural and social sciences” (Royal Society of Canada website). The Royal Society currently has over 2000 fellows from all disciplines who come from all over Canada and who are at the top of their fields. There have been just 17 fellows from the University of Saskatchewan since the founding of the Royal Society of Canada.

### Geraldine Balzer

**Exploring the Impacts of International Service Learning on Host Communities**

Dr. Geraldine Balzer had tremendous success with SSHRC in the spring of 2014. Not only was she a successful applicant to SSHRC for her $232,230 project on the “Impact of International Service Learning on Host Communities,” but she was also the coapplicant on a SSHRC Insight Grant on “Developing a Pedagogy of Social Justice in the Classroom through Postcolonial Literature” led by Ingrid Johnston of the University of Alberta. With all of this work to do, it is a good thing she will be on sabbatical in 2014-2015!

Dr. Balzer’s project on international service learning explores what happens to the communities that host service learning programs for Canadian students. The communities that serve as hosts are in countries such as Nicaragua, Guatemala, and El Salvador. Balzer says that while “the educational institutions and organizations that organize these initiatives believe that they have a positive impact on host communities, there is a distinct lack of evidence supporting such claims.” Balzer and her team, which includes Dr. Michael O’Sullivan from Brock University and Dr. Harry Smaller from York University, will work to fill this gap and understand better the
effects these popular programs have. She says that the team’s “preliminary work found a need to explore the social relations between the visiting students and the community residents” and that a concern underlying the research is that International service learning “may not be emancipatory for host communities but may foster dependency and act as a form of neo-colonialism.” By better understanding the effects of international service learning on communities, Balzer, O’Sullivan, and Smaller can work with administering organizations and the communities themselves to make sure the students and the communities all benefit from these programs.

Balzer plans to take advantage of her sabbatical to begin field research in Guatemala. She will also start work this year on the postcolonial literature project by establishing a teacher inquiry group and working with them to explore their “beliefs and understandings about colonization and historical marginalization as represented in postcolonial texts” and to choose literature that they will use in their classrooms. This four year, cross Canada study will result in the development of pedagogical strategies and consider student responses to ongoing inequities in Canadian society.

Tim Claypool

Co-Applicant on two SSHRC funded projects

Dr. Tim Claypool, Head of the Department of Educational Psychology and Special Education, has had great success as a co-applicant on two projects funded by the Social Science and Humanities Council of Canada in the past few years. The first project is led by Dr. Jane Preston, Assistant Professor at the Faculty of Education, University of Prince Edward Island, and a recent PhD graduate from the University of Saskatchewan’s Department of Educational Administration. Their project, “Exploring the Leadership Practices of Principals who Promote the Educational Successes of First Nations, Métis, and Inuit High School Students,” was awarded a grant of $73,535 to understand better how principals can help influence outcomes for Indigenous students. The project, which will run from 2013–2015, has involved research at sites across Canada and has led to presentations at conferences and publications in journals such as the Canadian Journal of Education. Already the team is thinking of the implications of their research for leaders in postsecondary environments and how leadership at this level can improve outcomes for postsecondary FNMI students.

The second project, “Improving Children’s Working Memory with Strategy and Cogmed Training,” has taken Dr. Claypool in a different direction. The project is led by Dr. Tammy Marche of St. Thomas More College and also involves Dr. Laureen McIntyre, Associate Professor in the University of Saskatchewan’s Department of Educational Psychology and Special Education, as a co-applicant. The team received $70,296 in funding from SSHRC in 2013 to investigate whether Cogmed training, a computer-based working memory training program, can help improve working memory deficits in children. Where Dr. Claypool’s work on the Exploring Leadership Practices” project is qualitative, this project is far more clinical in its approach to understand how to improve this crucial component to student success.

Dr. Claypool describes the experience of working on these projects as invaluable for a researcher who comes to the College from an applied background. “In terms of research I felt like I was starting from the ground up when I began here in 2006,” Dr. Claypool says. But, he says, working as part of these research teams and others has provided for wonderful mentorship opportunities and has opened many doors. Interdisciplinary collaboration has proven to both guide and strengthen Dr. Claypool’s program of research while also serving to enhance its potential impact.

Christine Fiddler

Winner of the University of Saskatchewan’s Social Sciences B Thesis Award

Christine Fiddler (MEd Educational Foundations, 2014) is this year’s recipient of the University of Saskatchewan’s Social Sciences B Thesis Award for her thesis, “Examining the Influence of Aboriginal Literature on Aboriginal Students’ Resilience at the University of Saskatchewan.” Fiddler, who originates from the Waterhen Lake First Nation, studied the experiences of six undergraduate Aboriginal students at the University of Saskatchewan. She researched the ways that those students learned to be resilient to the challenges of university life through reading Aboriginal works of literature in their courses. Resilience in the thesis is defined by the Cree concept of Miyo-Pimatisiwin (the good life), where an individual grows and balances the physical, emotional, mental, and spiritual aspects of the self. Fiddler says that her study found that literature influenced resilience in three key ways: by helping students cope “with personal and academic challenges,” by encouraging their engagement in university learning through the study of works that validated Aboriginal perspectives and experiences, and by the “personal growth and transformation” that students experienced after reading the literature. Fiddler’s thesis was supervised by Dr. Karla Jessen Williamson, Dr. Dianne Miller served as her second reader, and Dr. Joanne Episkenew from the First Nations University of Canada was her external reader.

Fiddler is currently engaged in a number of teaching pursuits at the University of Saskatchewan. She teaches Interdisciplinary Studies 100 for the Indian Teacher Education Program, a class that helps first-year students transition to university studies. She is also Teaching Assistant for Educational Foundations 884 Life History as Education in the Department of Education Foundations and for English 113 Reading Narrative in the Aboriginal Student Achievement Program in the College of Arts and Science. She has plans to pursue a PhD in the future and to publish the results of her Master’s thesis; her current work teaching Aboriginal students at the University, she says, may help her to see where more research is required to better support Aboriginal students in post-secondary education.

Christine defended her thesis in June 2014. She is the fifth student in a row from the Department of Educational Foundations to be awarded the Social Sciences B Award.
The College saw eight faculty retirements in the 2013-2014 academic year. This is a tremendous change and loss for our College, and the retirees will be greatly missed. The names of the retirees are:

- **Sheila Carr-Stewart**  
  Department of Educational Administration

- **Mark Flynn**  
  Department of Educational Psychology and Special Education

- **Vivian Hajnal**  
  Department of Educational Administration

- **Ivan Kelly**  
  Department of Educational Psychology and Special Education

- **Bev Pain**  
  Department of Curriculum Studies

- **Len Proctor**  
  Department of Curriculum Studies

- **Patrick Renihan**  
  Department of Educational Administration

- **Richard Schwier**  
  Department of Curriculum Studies

Rick Schwier, Sheila Carr-Stewart, and Vivian Hajnal, three of the retirees, provided some reflections on their career highlights and advice for their junior colleagues:

**Vivian Hajnal**

What advice would you give your junior colleagues who are just starting their research careers?

I would advise them to set aside one day a week (or two half days) where you allow yourself to concentrate on your research. It is very hard to commit the time. Nevertheless, set up this time as a necessary appointment and don’t succumb to all the pressures to give it up.

What would you say is the highlight of your research career?

Every research project has its own highlights. Whether you are making a case for a different pay structure for teachers, saving money for school divisions through restructuring efforts, supporting the need for more day care for parents, or examining the value of Adult Basic Education programs in First Nations, you understand that you are making a contribution to the education field in the province and beyond. You are helping “create the future.” That is a big highlight.

**Rick Schwier**

What advice would you give your junior colleagues who are just starting their research careers?

My advice is to slow down, despite enormous pressures to speed up. It is not a race to pump work out; quality is more valuable than quantity. Identify the important questions that really excite you. These are the kinds of questions that will sustain you in your career and that will help you build a research program instead of a series of one-off contributions.

I would also advise that you be collaborative in your work. With one of our SSHRC grants, we set up a laboratory in one of the computer labs where the team met every Wednesday to work together. We had never worked this way before, but the collaboration was nothing short of magical. Conversations were ongoing and led to surprise and serendipity.

What would you say is the highlight of your research career?

Whatever is coming next …
Sheila Carr-Stewart

What advice would you give your junior colleagues who are just starting their research careers?

My advice is threefold:

1. Decide what you want to do and disregard what others tell you to do. Your interests will evolve over the course of your career, but you should always be true to your own interests.

2. When you are first starting out, attend conferences with your senior colleagues. I attended one of my first conferences with Professor Keith Walker (of the Department of Educational Administration) in Europe and it was a tremendous introduction to colleagues from across the world.

3. Apply for SSHRC and do so early in your career. Being successful with SSHRC is a wonderful way to start your career.

What would you say is the highlight of your research career?

Success with SSHRC provided a great boost to me throughout my career. It made me feel confident in my research directions and affirmed to me that I was on the right path.

I also greatly value the connections to the communities I researched; developing relationships with the people who were the focus of my research who shared an investment in that research was tremendously rewarding to me.
### Fast Facts

#### Dissemination

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#### Funding

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**Notes:**
- "Other" includes technical reports, book reviews, non-refereed articles, artistic creations, and media productions.
- These numbers come from dissemination activities in the academic year—July 1, 2013 to June 30, 2014.
- This list includes both refereed and non-refereed dissemination activities.

### Faculty on research projects awarded funding

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<tr>
<th>INVESTIGATOR</th>
<th>PRINCIPAL INVESTIGATOR</th>
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<tr>
<td>Baker</td>
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<td>Special Olympics Research Grant (McCabe–UofS)</td>
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<td>Insight Development Grant (Marche—STM)</td>
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<td>J. Williamson</td>
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**Note:** In the co-investigator/collaborator column, the Principal Investigators and their affiliations are given in parentheses. The list includes only the projects that were awarded funding in the 2013–2014 fiscal year—May 1 to April 30.
College of Education faculty members have collaborated on grants awarded in 2013–2014 with researchers from:

- College of Nursing, University of Saskatchewan
- Department of English, Western University
- Department of Women’s and Gender Studies, University of Saskatchewan
- Faculty of Education, University of Alberta
- Faculty of Education, University of British Columbia, Okanagan
- Faculty of Education, University of Regina
- Ministry of Education, Government of Saskatchewan
- Ministry of Health and Human Services, Grand Turk, Turks and Caicos Islands
- Stoney Tribal Association, Morley, AB

30 researchers (64% of total faculty) on awarded grants from 2013–2014
Graduate Student Awards

**ANDRE RENAUD MEMORIAL SCHOLARSHIP**
Rene (Adam) Jobb (MEd), Educational Foundations

**COLLEGE OF EDUCATION SCHOLARSHIP FUND**
Alleson Mason (MEd), Educational Psychology and Special Education
Jacqueline Pollard (MEd), Educational Psychology and Special Education
Nicole Vaagen (MEd), Educational Psychology and Special Education

**COLLEGE OF GRADUATE STUDIES AND RESEARCH**
**DEVOLVED SCHOLARSHIP**
Maxwell Aluko (PhD), Educational Administration

Chelsey Antifaiff (MEd), Educational Psychology and Special Education
Joshua Coupal (MEd), Educational Foundations

Mary-Anne Dogoe (MEd), Educational Psychology and Special Education
Christine Fiddler (MEd), Educational Foundations
Christine Gatzke (MEd), Educational Psychology and Special Education
Lisa Gaylor (MEd), Educational Psychology and Special Education
Joel Hall (PhD), Educational Administration
Natasha Hubbard-Murdoch (MEd), Educational Administration
Taneisha Ingleton (PhD), Educational Administration
Maryam Madani Larijani (PhD), Educational Administration
Jennifer McAllister (MEd), Educational Psychology and Special Education
Sheelah McLean (PhD), Educational Foundations
Jeanne Morell (MEd), Educational Psychology and Special Education
Laura Negraeff (MEd), Educational Foundations
Olivia Pawluk (MEd), Educational Psychology and Special Education
Josie Steeves (PhD), Educational Administration
Coralee Thomas (MEd), Educational Foundations

Sampson Twum (MEd), Educational Foundations
Coralee Thomas (MEd), Educational Foundations

**EDUCATION GRADUATE BURSARY**
Maxwell Aluko (PhD), Educational Administration
Brittany Fouhse (MEd), Curriculum Studies

Rachelle Jeworski (MEd), Educational Psychology and Special Education

Mary Kolach (MEd), Educational Psychology and Special Education
Sara Michalchuk (MEd), Educational Psychology and Special Education
Jacqueline Pollard (MEd), Educational Psychology and Special Education

**ELSIE AND ARTHUR ROSE MEMORIAL SCHOLARSHIP**
Cora America (MEd), Educational Foundations

**GORDON MCCORMACK MEMORIAL GRADUATE SCHOLARSHIP FOR NATIVE STUDENTS**
Lindsay Ryan Jimmy (MEd), Educational Foundations

**ITEP GRADUATE SCHOLARSHIP IN EDUCATION**
Pearleen Lachhab (MEd), Educational Foundations

**LOWNSBROUGH MEMORIAL SCHOLARSHIP IN EDUCATION**
Maxwell Aluko (PhD), Educational Administration
Maryam Madani Larijani (PhD), Educational Administration
Jen McRuer (PhD), Educational Foundations
Lucille Otero (PhD), Educational Administration
Jeffrey Solheim (PhD), Educational Administration

**MURRAY SCHARF SCHOLARSHIP FOR NATIONAL CONGRESS ON RURAL EDUCATION**
Robert Perry (PhD), Educational Administration

**ROBERT F. HORNER MEMORIAL GRADUATE SCHOLARSHIP**
Nicole Gibson (MEd), Educational Psychology and Special Education

**SASKATCHEWAN READING COUNCIL AWARD FOR RESEARCH IN READING**
Christine Foley (MEd), Educational Foundations

**SASKATCHEWAN EDUCATIONAL LEADERSHIP UNIT (SELU) SCHOLARSHIP**
Anahit Falihi (PhD), Educational Administration

**SSHRC JOSEPH-ARMAND BOMBARDIER CANADA MASTER’S GRADUATE AWARD**
Kara Helms (MEd), Curriculum Studies
Rachelle Jeworski (MEd), Educational Psychology and Special Education
Heather Lake (MEd), Educational Foundations
Andrew Morrision (MEd), Educational Foundations
Cailey Muirhead (MEd), Educational Psychology and Special Education

**TD BANK FINANCIAL GROUP ABORIGINAL GRADUATE BURSARY IN EDUCATION**
Germain Wells (MEd), Educational Foundations
Tasha Carriere-Spillet (MEd), Educational Foundations

**TEACHER SCHOLAR DOCTORAL FELLOWSHIP**
Carmen Gillis (PhD), Educational Foundations
Taneisha Ingleton (PhD), Educational Administration
Josie Steeves (PhD), Educational Administration

**UNIVERSITY OF SASKATCHEWAN GRADUATE TEACHING FELLOWSHIP**
Joel Hall (PhD), Educational Administration
Sheelah McLean (PhD), Educational Foundations
Paul Lemkhul (MEd), Curriculum Studies
Fatima Saleem (MEd), Educational Psychology and Special Education
Christina Scott (MEd), Educational Psychology and Special Education

**UNIVERSITY OF SASKATCHEWAN GRADUATE RESEARCH FELLOWSHIP**
Jeffery Solheim (PhD), Educational Administration
Masters and PhD Graduates

CURRICULUM STUDIES
Amy Lynn Basaraba
Roxanne Amy Bitner
Linda Anne Caughlin
Ryan Philip Dignean
Heidi Richelle Hale
Kirsten Elizabeth Hocking
Katherine Rae Kerr
Melanie Bridgette Lychuk
Brenna Lynne Millard
Susie Katharine Ney
Tarra Dalene Olson
Somanta Regin Schaan
Carlyn Kendra Shewchuk
Tammy Rev Shirliff
Diane Leah Sutherland
Ashley Erin Vogelsang
Lauren Kathryn Willey
Marla Lynn Tegenkamp

EDUCATIONAL ADMINISTRATION
Scott Donald Aaro
Jodi Patricia Allen
Robyn Lynne Ayers
Dean William Biesenthal
Loretta Ann Bill
Kenneth James Byers
Graham Michael Calow
Mark Leonard Cantin
Jordan Deryk Carlson
Laura Anne Cey
Tracy Diane Cherry
Trustin Scott Domes
David Graham Earl
Lyle John Magas Evanisky
David Douglas Fisher
Gary Jonathan Forgeron
Danielle Roxanne Frost
Rohini Gandhotra
Ryan Keith Gareau
Nancy Lee Graham
Christian Harries
Jay Robert Harvey
Meghan Kathleen Hawkins
Karlie Sarah Holtkamp
Crystal Lee Ann Hrbacheck
Cheryl Leannah Hunt
Jennifer Mauri Ingham
Janet Margaret Jackson
Diana Leigh Jemieff
Darren Mark Jensen
Kimberly May Junk
Dexter Dean Kakakaway
Beverley Ann Kezema
Kevin Cameron Kitchen
Tressa Dawn Kokonas

EDUCATIONAL FOUNDATIONS
Karen Gay Addley
Stacy Anne Becker
Candace Louise Besharah
Myrna Sharon Briggs
Kristine Michelle Divall
Penny-Jo Jacqueline Donovan
Eugenio Rodrigo Figueroa
Dion Michael Furber
Jennie Eileen Green
Andrea Nicole Halstead
Jennifer Hamann
Catherine Marie Harrison
Jodi Keats
Candice Mae Kloebel

EDUCATIONAL TECHNOLOGY AND DESIGN
Ryan Nicholas Banow
Mark Charles Behrend
Jennifer Lynn Brokofsky
Faron Lee Hrynewich
Brent David Larwood
Mark Andrew Selinger
Theresa Maureen Spencer
Kelly James Wandler

EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION
Colette Rae Daelick
Raime Elizabeth Eggerman
Rodney Jay Friesen
Kylie Kris Gervais
Angela Jeanne Hounjet
Jean-Anne Jackson
Christina M Janzen
Christina Dawn Johnson Quan
Brandi Lee Kelsie
Cailey Jo-Lyn Muirhead
Nicole Moreen Parmar
Laura Martha Eileen Quinn
Ashley Mark Robinson
Rosalie Marie Roesch

COURSE-BASED MASTERS GRADUATES
Jessica Lynn LaClare
Bernadette Christina Laliberte
Jennifer Reann Larson
Brandon Arnold Leatherdale
Yao Ma
Karen Elizabeth Macdonald-Smith
Lazarus Eneaus Masson
Colette Jacqueline Matheson
Patricia Mary Maxwell
Diana Lynn McGillivary
Sophia Jane McLauchlan
Andrew Archie Merryweather
Vicki Lynn Moore
Susan Dawn Muir
Ryan Michael Okrainetz
Fallon Lezlie Prince
Maynard Terry Prosko
Jean Nicolas Rapp
Andrew Paul Rondeau
Danielle Laura Rudulier
Stephanie Maria Rutley
Jennifer A Sadoway
Mika Settee Usiskin
Michelle Dawn Simpson
Douglas Dwayne Smith
Shuangchen Song
Gisele Marie Stalwick
Randy Wade Steciuk
Randy Douglas Strawson
Jeffery Michael Stroeder
Michael Ian Sweatman
Claire Marie Tarala
Karle Ann Thomas
Jaren Graham Vetter
Ashley Wagner
Shaun Gregory Willey
Neda-Lyn Gail Wilson
Huan Yang
Patricia Raeann Zerr
Shuya Zhang
Changyu Zhou

Eric Redford Knutson
Shawn Andrew Joseph Lewandoski
Kyle Lichtenwald
Nora Elizabeth Irene Loreto
Maureen Cleo McKay
Shannon Maude Mcleod
Michelle Louise Olivier
Michel Patricia Marie Quaal
Samantha Jean Rising
Michelle Frances Sanderson
Reginald Keith Silversides
Kristin Marie Smyshniuk
Amaranta Caroline Ann Sokol Como
Craig Duncan Stewart
Sasha Candy Sukkhu
Cristina Diane Sutherland
Theresa Elizabeth Thorsen
Glen Howard Trites
Anita Hermina Verlangen
Colleen Patricia West

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### PROJECT-BASED MASTERS GRADUATES

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<th>Theses-Based Masters Graduates</th>
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<tr>
<td><strong>Lorna Jean Donlevy</strong>&lt;br&gt;Music, curriculum, and early childhood</td>
<td><strong>Randi-Lee Louella Loshack</strong>&lt;br&gt;Putting theory into practice through the lens of the Grade 9 curriculum</td>
<td><strong>Clarence Kim Bergen</strong>&lt;br&gt;Saskatchewan Rivers Online Campus (SROC): A proposal</td>
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<td><strong>Hilary Jean Elmgren</strong>&lt;br&gt;Reading instruction across the curriculum</td>
<td><strong>Monika Denise MacKenzie</strong>&lt;br&gt;Living alongside a curriculum project: Web based journaling letters unsent, curriculum making and identity shaping</td>
<td><strong>Jonathan Ryan Dingwall</strong>&lt;br&gt;A model for ICT literacies</td>
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<td><strong>Paula Delina Adele Fortier</strong>&lt;br&gt;The journey to using an inquiry-based approach in early childhood French immersion</td>
<td><strong>Simarna Singh</strong>&lt;br&gt;Challenges for English language learners in Saskatchewan</td>
<td><strong>Aaron Daniel Hansen</strong>&lt;br&gt;Fostering creativity and engagement with online design spaces for elementary students</td>
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<td><strong>Gwyn Michelle Fournier</strong>&lt;br&gt;An autobiographical narrative inquiry into parent engagement</td>
<td><strong>Nicole Rae Blair Wilton</strong>&lt;br&gt;Incorporating early childhood music methods into elementary teacher education programs</td>
<td><strong>Troy Parnell Harkot</strong>&lt;br&gt;Using institutional data to improve student services and increase student success: The Student Profiler Data Model</td>
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<td><strong>Terry Lynn Johanson</strong>&lt;br&gt;With wonder: Leading mathematics communities</td>
<td><strong>Vincent Shane Walter Cable</strong>&lt;br&gt;Romantic pedagogy: Subverting inert ideas while strengthening counter hegemony</td>
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<td><strong>Nicole Marcie Lacoursiere</strong>&lt;br&gt;Successful middle years teachers: Demonstrating effective pedagogy, care, and intuitive practices</td>
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### CURRICULUM STUDIES

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<td><strong>Mary Eleanor Bishop</strong>&lt;br&gt;Soul-to-soul: Deconstructing deficit thinking in the classroom</td>
<td><strong>Cristin May Dorgan Lee</strong>&lt;br&gt;High School teachers’ perceptions of teacher-leadership</td>
<td><strong>Christine Marie Fiddler</strong>&lt;br&gt;Examining the influence of Aboriginal literature on Aboriginal students’ resilience at the University of Saskatchewan</td>
<td><strong>Ivy Allyson Armstrong</strong>&lt;br&gt;Music lessons for at-risk youth – Volunteer teacher perspectives</td>
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<td><strong>Elizabeth Barbara Davis</strong>&lt;br&gt;Stories of liminality: A narrative inquiry into the experiences of elementary teachers who taught a student with a chronic illness</td>
<td><strong>Paul Adam Olszynski</strong>&lt;br&gt;How does ultrasound simulation during high fidelity simulation contribute to the development of emergency ultrasound skills amongst EM trainees?</td>
<td><strong>Michael Shane Henry</strong>&lt;br&gt;Development of a Muay Thai enthusiast: An interpretation of Alfred North Whitehead’s Theory of Learning</td>
<td><strong>Emma Jessica Cey</strong>&lt;br&gt;Living with chronic illness: Experiences of coping with multiple autoimmune diseases</td>
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<td><strong>Lindsey Danielle Hagen</strong>&lt;br&gt;A narrative inquiry into students’ use of family stories to find self in the social studies curriculum</td>
<td><strong>Nicole Inga Read Espeseth</strong>&lt;br&gt;Unlocking desire: Young women reflect on early experiences of sexual desire and the development of the sexual self</td>
<td><strong>Bonita Louise Mechors</strong>&lt;br&gt;Farm women’s perspectives on agricultural health and safety: Copy skills and choices</td>
<td><strong>Laurissa Michelle Fauchoux</strong>&lt;br&gt;Exposing tension: The experience of friendships while living with Bulimia Nervosa during adolescence</td>
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<td><strong>Sean Michael Polreis</strong>&lt;br&gt;Opinions about public healthcare from working-class leaders in Saskatchewan</td>
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<td><strong>Sherrie Lynn Gurel</strong>&lt;br&gt;“Damned if I do, and damned if I don’t: An autoethnographical knotty affair about living with and leaving male partner violence</td>
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<td><strong>Kevin Lawrence Riffel</strong>&lt;br&gt;Teachers’ mo(wh)ing stories: A living narrative inquiry into teachers’ identities on emergent high school inquiry landscapes</td>
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<td><strong>Sarah Ellen Parker Loewen</strong>&lt;br&gt;White identity and the education of development workers</td>
<td><strong>Teresa Ann Hill</strong>&lt;br&gt;“It’s more than a game.” Young women’s retrospective experiences with physical activity as a means of resilience throughout adolescence</td>
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<td><strong>EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION</strong></td>
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<td><strong>Kristin Diane Jarvis</strong>&lt;br&gt;A systematic review and meta-analytic inquiry into the effect of child care on children experiencing poverty</td>
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<td><strong>Sarah Corinna Andrie</strong>&lt;br&gt;Exploring the experiences of cyberbullying in a sample of Saskatchewan adolescents</td>
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The chart below highlights the number of undergraduate students and graduate students enrolled in the College of Education during the 2013–2014 school year and the number of alumni who have graduated from the College of Education since its inception in 1927.

<table>
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<th>Students and Alumni</th>
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<td>1498 Undergraduate Students</td>
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**DOCTOR OF PHILOSOPHY GRADUATES**

**Katie Allison McCaw**  
Disseminating knowledge with dance

**Amanda Rae Merkosky**  
The experience of rejection sensitivity in women’s intimate partnerships: An interpretive phenomenological analysis

**Amber Dawn Prefontaine**  
An exploration of healing in memoirs of childhood sexual abuse survivors

**Terra Quaife**  
Program evaluation of Crisis Management Service

**Christina Rae Scott**  
Mental health of urban and rural youth in Saskatchewan: Disparities and associations

**Carol Rae Spark**  
Online parental accounts regarding a multimodal intervention for neurobehavioural disorders: A qualitative descriptive study

**Marya Ro-Jane Stonehouse**  
Inclusive choirs: Welcoming youth with exceptionalities

**Brett Charles Williams**  
Music therapy for adolescents processing bereavement: A case study on a youth bereavement camp

**Alana Nicole Wilson**  
Implementing principles of the response to intervention model: One school’s application of the model

**Tracy Darlene Dollansky**  
(Educational Administration)  
Understanding and supporting rural Saskatchewan beginning teachers’ perceptions of their psychological contracts: A pathway to flourishing in schools

**Serdar Erkan**  
(Educational Administration)  
Perceptions and experiences of fairness amongst Muslim post-secondary students in Canada

**Taneisha Alecia Ingleton**  
(Educational Administration)  
Appreciative voices on leadership and leadership development

**Debra Louise Kemp-Koo**  
(Educational Psychology and Special Education)  
A case study of the Learning Disabilities Association of Saskatchewan (LDAS) Arrowsmith Program

**Robin Alison Mueller**  
(Educational Administration)  
Models of organizational values in the administration of university student services

**William Randall Rodger**  
(Educational Administration)  
Crossing borders: ‘Teacher/ Principals’ understandings related to their teaching and principal roles in a cross-cultural context


**PAPERS IN REFEREED JOURNALS**


**PAPERS IN NON-REFEREED JOURNALS**


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


**TECHNICAL REPORTS RELEVANT TO THE ACADEMIC FIELD**


Hajnal, V. (2013). Prince Albert RCSSD Lucy Baker Alternative Program Review. Saskatchewan Educational Leadership Unit (SELU), University of Saskatchewan, Saskatoon, SK.


Quaife, T., Fauchoux, L., Mykota, D., & Findley, I. (2014). Program evaluation of crisis management services. Community-University Institute for Social Research (CUISR), University of Saskatchewan, Saskatoon, SK. (59 pp.).


Wilson, J. (2014). Guidelines for technology privacy in Saskatchewan K–12 schools. Saskatchewan Educational Leadership Unit, University of Saskatchewan, Saskatoon, SK.

Walker, K. (2013, December). Saskatoon Christian School: A school effectiveness review. Saskatchewan Educational Leadership Unit, University of Saskatchewan, Saskatoon, SK. (52 pp.).

BOOK & LITERARY REVIEWS


Battiste, M. (2014, April). Decolonizing education: Reflections and lessons learned. Symposium Aboriginal Transition Programs to University, Nipissing University, North Bay, ON.


Battiste, M. (2013, November). New Fellows Academy, Academy of the Arts and Humanities, Royal Society of Canada, Banff, AB.


Battiste, M. (2013, October). Being an activist within the Academy. CAUT Forum for Aboriginal Academic Staff Role of Aboriginal Academics in Social and Political Change, Toronto, ON.

Battiste, M. (2013, September). Academic impacts: Faculty, students, curriculum, research. Cultures of reconciliation: Academic, artistic,activist. Panel presentation at Humanities Research Unit Event at the University of Saskatchewan, Saskatoon, SK.


Chernoff, E. J. (2014, February). MSTE Group visiting scholar: Dr. Egan Chernoff Shares His Experience with Using Social Media for Mathematics Education. MSTE Group, Faculty of Education, Queen's University. Kingston, ON.


Kalyn, B., Wilson, C., & Guttormson, K. (2014, May). Dance in physical education & arts education. Saskatoon Public School Division Workshop, University of Saskatchewan, Saskatoon, SK.

Kovach, M., & Ping-Chun, H. (2014, March). Doing qualitative research in a global era: A conversation between a Chinese and an Indigenous Researcher. Invited Lecture. The Centre of Critical Qualitative Health Research (host) & Critical China Studies, the Asian Institute and Department of Sociology (co-hosts), University of Toronto. Toronto, ON.


McVitte, J., & Wilson, A. (2013, October). Land Place and the Environment session addressing the link between social justice and ecological justice.

Murphy, M. S. (2013, November). Familial and school curriculum making. Seminar presentation to Education Department. Universidade Federal de Uberlandia, Uberlandia, MG, Brazil.

Murphy, M. S. (2013, November). Curriculum: A narrative understanding. Universidade Federal de Mato Grosso, Cuiabá, MT, Brazil.

Murphy, M. S. (2013, November). Familial and school curriculum making. Universidade Federal de Mato Grosso, Cuiabá, MT, Brazil.


Pushor, D. (2014, May). Sharing button memories. Keynote address, Early Learning and Childcare Month, Second Annual Kick Off. SI AST, Mount Royal Campus, Saskatoon, SK.


Pushor, D. (2014, March). Building relationships: The foundation to community-engaged scholarship. Invited half-day session for the Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan, Saskatoon, SK.


Pushor, D. (2013, November). Growing a dream: With the believe of childhood, the do of youth, and the think of experience. Keynote address at the Northern Lights School Division School Community Councils’ Conference, Prince Albert, SK.


Ralph, E. (2014, June). Strengthening the mentoring process via Adaptive Mentorship©. Invited workshop conducted at Canada International Conference on Education, Cape Breton University, Cape Breton, NS.

Ralph, E. (2014, February). Enhancing your teaching of second languages: Motivating students. Invited workshop conducted for Education Students Society, Professional Development Series, College of Education, University of Saskatchewan, Saskatoon, SK.


St. Denis, V. (2014). Promoting Aboriginal Education and supporting Aboriginal teachers: Challenges and successes. Keynote address for AWASIS Annual Conference (Saskatchewan Teachers Federation Special Subject Council). Saskatoon, SK.

St. Denis, V. (2014, April). Historicizing culturally responsive education and cultural deficit policy in Aboriginal Education. Keynote address for Aboriginal Knowledge(s): Colonization, decolonization and Education Colloquium. Ontario Institute of Educational Studies, University of Toronto, Toronto, ON.


Walker, K. (2014, May). Panel Member from the Education Sector Panel. The Best Interest of the Child Conference. Johnson Shoyama Graduate School of Public Policy, University of Saskatchewan, Saskatoon, SK.


Walker, K. (2014, April). What it means to be the church: Knowing and showing love. Prince Albert Alliance Church, Prince Albert, SK.


Walker, K. (2013, September 29). The blessing of hope. Erindale Alliance Church, Saskatoon, SK.


Wilson, J. (2014). Technology and the new teacher. Post Internship Conference, College of Education Field Services, University of Saskatchewan, Saskatoon, SK.

Wilson, J., & Geres, K. (2013) Supporting cultural understanding and technological capacity in teacher candidates and EAL learners, Learning From Practice, Saskatoon, SK.

Wilson, J. (2013) Organizing and delivering content with iTunes Course Manager. Apple Education Leadership Institute, Toronto, ON.

Wilson, J. (2013) Creating graduate student portfolios with iBooks Author. Apple Education Leadership Institute, Toronto, ON.

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


Campbell, C. A. (2014, May). Anti-colonial complexities in co-editing a peer-reviewed journal. Panel member at the International Congress of Qualitative Inquiry (ICQI), University of Illinois, Urbana-Champaign, IL.


Clausen, K., Horton, T., & Lemisko, L. (2014, May). *Educating for citizenship today: An exploration of revised Canadian social studies curricula*. Paper presented at the Canadian Society for the Study of Education (CSSE) annual conference (Congress of the Social Sciences and Humanities), Brock University, St. Catherine’s, ON.


Hill, T., Claypool, T., & Koslowski, K. (2014, March). “It’s more than a game”: Young women’s experiences with physical activity as a means of resilience throughout adolescence. Poster presented at the College of Education Graduate Programs Celebration of Research, University of Saskatchewan, Saskatoon, SK.

Hirschhorn, M., Sears, A., Lemisko, L., & Seaton, J. (2014, May). *The struggle to study teacher education nationally*. Paper presented at the Canadian Society for the Study of Education (CSSE) annual conference (Congress of the Social Sciences and Humanities), Brock University, St. Catherine’s, ON.


Lemisko, L. (2014, May). *Integrated explorations of key ideas in the foundations of education: Is this a strategy for preservation?* Paper presented at the Canadian Society for the Study of Education (CSSE) annual conference (Congress of the Social Sciences and Humanities), Brock University, St. Catherine’s, ON.


Woodhouse, H. (2014, March). Chair of Panel Discussion, TransformUS as a Solution to a Crisis? What Crisis? With Dr. Claire Card, Department of Large Animal Clinical Sciences, Dr. Franz-Viktor Kuhlmann, Department of Mathematics and Statistics, and Izabela Vlahu, Vice-President Academic, Graduate Students’ Association at the University of Saskatchewan Faculty Association Conference, titled Defend Academic Freedom in a Time of Crisis, March 27.

ARTISTIC CREATIONS, EXHIBITIONS, AND PERFORMANCES

Brenna, B. A. (2014, July). Readings at the Festival of Words, Moose Jaw, SK.


MEDIA INTERVIEWS & PRODUCTIONS

Battiste, M. Mi’kmaw Basket Makers, Ni’newey Productions.


Chernoff, E. (2014, February). Dr. Egan Chernoff Shares His Experience with Using Social Media for Mathematics Education. MSTE Group, Faculty of Education, Queen’s University. Kingston, ON.


A growing legacy

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