

Research & Development • 1999-2000



diversity . equity . social
justice . change . leadership .
math . science . technology .
assessment . evaluation .
cognitive learning . arts in
education . holistic educa-
tion . collaborative learn-
ing . child development .
literacy . history . philo-
sophy . life-long learning



SCHOLARSHIP

at OISE/UT

Ontario Institute for Studies in
Education of the University of Toronto





MISSION STATEMENT

The purpose of OISE/UT is to pursue the goal of establishing a learning society, through immersing itself in the world of applied problem solving and expanding the knowledge and capacities of individuals to lead productive lives.

Specifically, OISE/UT is dedicated to:

1. accomplishment of national pre-eminence and international distinction in graduate studies, research and field development in education, and preservice and inservice teacher education.
2. study and pursuit of education in the context of broad social issues and the development of a vision of learning which emphasizes issues of equity and access, involves working partnerships with others in a collaborative effort to solve a wide array of problems, and draws upon the insights of academic disciplines and a variety of perspectives.
3. provision of a range of academic and professional activities to educators and others, including: internal centres for research in key areas; field centres; field services and community support; and distance education to off-campus sites throughout the province.



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PREFACE

CARL CORTER

Associate Dean, Research & Acting Dean 1999–2000

This report—the second since the 1996 merger of the Ontario Institute of Studies of Education and the Faculty of Education of the University of Toronto—profiles OISE/UT's scholarly productivity over the past year. It is based primarily on data collected by OISE/UT's five academic departments for the University of Toronto's Annual Review of faculty and research staff for the period April 30, 1999 to May 1, 2000.

To give readers a glimpse of academic life at OISE/UT, we begin each departmental review with "Highlights" of the past year. This is followed by the publication list which includes "Books and Book Chapters" and "Refereed Journal Articles." As a way of indicating our outreach to various educational communities and both private and public sector institutions, we have also included the broader category "Reports, Monographs, and Published Conference Proceedings." The research summary comes next. Please note that only projects with more than \$5000 in funding are included and only the Principal Investigator is listed though OISE/UT research projects are often undertaken by large, interdepartmental research teams. The five research summaries represent annual funding of \$5 million.

As we move past the years of the merger and the preoccupation with internal re-organization, we look forward to focussing our collective energy again on the tradition of research excellence associated with OISE and with the University of Toronto. What you see in this report represents directions that we will take to higher levels in the years to come. With these traditions and the renewal of more than three dozen tenure-stream faculty since the merger, we are poised to intensify R & D in areas of contemporary social interest such as early child development, electronic education, and educational policy.

We hope this report will encourage you to learn more about our work in all areas of education. We have provided a list of departmental contacts at the end of the book for this purpose.





ADULT EDUCATION, COMMUNITY EDUCATION AND COUNSELLING PSYCHOLOGY

Highlights

The Department of Adult Education, Community Development, and Counselling Psychology consists of two distinct Ontario Council of Graduate Studies approved programs—Adult Education and Counselling Psychology. The Adult Education program offers MEd, MA, EdD, and PhD degrees as well as a certificate and diploma in Adult Training and Development. Areas of specialization include Learning and Teaching, Workplace Learning and Change, and Community, International, and Transformative Learning. The Adult Education program is part of the University's Collaborative Programs in Comparative, International and Development Education, Environmental Studies and Graduate Women's Studies and is the home of OISE's focus on Aboriginal Education.

The Counselling Psychology program offers MEd and EdD degrees in several areas of specialization within counselling. This year we received OCGS approval for the introduction of MA and PhD degrees within the Psychology Specialist option. Students will be admitted to these degree options beginning in 2001. Existing areas of specialization in the Counselling Psychology program include Counselling for Community and Educational Settings, and Guidance and Counselling.

The Department has introduced web-based distance education this year in courses offered by Professors Bruce Cassie and Budd Hall.

One new faculty member joined our Department within the last year. Charles Chen, a graduate of the University of British Columbia, joined the Counselling Psychology program in August. Dr. Chen brings expertise in the areas of career counselling and career development theory. The Department has 20 full-time faculty.

Faculty and students within the Department are involved in national and international research projects. With the establishment of the Transformative Learning Centre, we look forward to an increasing focus on global ecological and social issues as they relate to education.

Faculty research is currently supported by the Social Sciences and Humanities Research Council, the Kellogg Foundation, the Canadian International Development Association, and the International Development Research Council. Student awards this year include SSHRC Doctoral Fellowships (3), Ontario Graduate Scholarships, (5), Ontario Institute for Studies in Education Scholarships (10), the Clifford Pitt Scholarship (1), and the Ethel Anderson Scholarship (2).

The Department continues to host the annual Dame Nita Barrow lecture and a number of Distinguished Visitorships.



ADULT EDUCATION, COMMUNITY EDUCATION AND COUNSELLING PSYCHOLOGY

Faculty Publications

COLE, ARDRA

Books and Book Chapters

Cole, A. L., & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. New York: Allyn & Bacon.

Refereed Journal Articles

Cole, A. L. (2000). Academic freedom and the publish or perish paradox in schools of education. *Teacher Education Quarterly*, 27(2), 33–48.

Knowles, J. G., Cole, A. L., & Sumsion, J. (2000). Modifying conditions of researching in teacher education institutions. *Teacher Education Quarterly*, 27(2), 7–14.

Reports, Monographs, and Published Conference Proceedings

Cole, A. L., Sjoquist, D., & Porath, M. (1999). *Review of the Centre for the Study of Teacher Education* (Report to the Dean of Education). Vancouver: University of British Columbia.

GAMLIN, PETER

Books and Book Chapters

Gamlin, P. J. & Li, Z. (2000). *The training of similarity thinking using the Similarities Thinking Instrument (STI)* (Vol. 2). The People's Republic of China: Children and Adolescent Press of Liaoning Province.

GILLIS, J. ROY

Externally Refereed Journal Articles

Herek, G. M., Gillis, J. R., & Cogan, J. C. (1999). Psychological correlates of hate crime victimization among lesbians, gay, and bisexual adults: The Sacramento Hate Crimes study. *Journal of Consulting and Clinical Psychology*, 67, 945–951.

GUTTMAN, MARY ALICE

Refereed Journal Articles

Guttman, M. A. Julius. (2000). Traditional healing methods with First Nations' women in group counselling. *Canadian Journal of Counselling*, 34, 3–15.

HALL, BUDD (Chair)

Books and Book Chapters

Dei, G. S., Goldin-Rosenberg, D. & Hall, B. (Eds.) (2000). *Indigenous knowledge in global contexts: Multiple readings of our world*. Toronto: University of Toronto Press.

Clover, D., Follan, S., & Hall, B. (2000). *The nature of transformation: Feminist and environmental adult education* (2nd Ed.). Toronto: International Council for Adult Education.

Hall, B. (2000). View from a flat earth: Globalization and the implications for a university department of adult education. In R. Cervero & A. Wilson (Eds.), *The practice of power*. San Francisco: Jossey-Bass.

Hall, B. (2000). Learning to listen: Approaches to participatory research: In P. Reason (Ed.), *Handbook on action research*. San Francisco: Sage .

Reports, Monographs, and Published Conference Proceedings

Hall, B. (2000). Jomtien, Hamburg and beyond: Towards a basic education for life framework. In C. Mitchell (Ed.), *Education for all: Reality or myth?* Montreal: McGill Faculty of Education.

Hall, B. (2000). Why adult educators should be concerned with civil society. *Proceedings of the Adult Education Research Conference*, Northern Illinois University.

Hall, B. (2000). *Social movement learning*. Proceedings of the Canadian Association for the Study of Adult Education, University of Sherbrooke.

KNOWLES, J. GARY

Books and Book Chapters

Knowles, J. G. (1999). Looking back on “getting out”: Exit and ephiphany. In A. Neilsen (Ed.), *Daily meaning: Counter narratives of teaching* (pp. 119–133). Mill bay, B.C.: Bendall Books.

Cole, A. L., & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. New York: Allyn & Bacon.

Refereed Journal Articles

Knowles, J. G., Cole, A. L., & Sumsion, J. (2000). Modifying conditions of researching in teacher education institutions. *Teacher Education Quarterly*, 27(2), 7–14.

Knowles, J. G., (2000). Living on the edge of time: A fictional account about the drive to publish. *Teacher Education Quarterly*, 27(2), 27–32.

Knowles, J. G., Cole, A. L., & Squire, F. (1999). Understanding teaching through reflexive inquiry into school contexts. *British Journal of In-service Education*, 25(1), 26–52.

LAIKEN, MARILYN

Books and Book Chapters

Laiken, M. (1999). Alternatives to hierarchy in feminist organizational design: A case study. In K. Blackford, M. L. Garceau, & S. Kirby (Eds.), *Feminist success stories*. Ottawa: University of Ottawa Press.

Refereed Journal Articles

Laiken, M. (1999). Experiential graduate education: An Experiment in Transformative Learning. *Canadian Journal of University Continuing Education Website* (M. Boulton, Ed.).

Reports, Monographs, and Published Conference Proceedings

Laiken, M. (2000). Action research on faculty learning and teaching: Adult education in the academy of the 2nd millennium. *Adult Education Research Conference (AERC)* (pp.567–568), Vancouver.

Laiken, M. (2000). Organizational learning: Challenges and possibilities. *The Association of Ontario University Human Resource Professionals Conference*, Ryerson University, Toronto.

Laiken, M. (1999). Models of organizational learning: An emergent form of community in the post-industrial workplace. *19th Organizational Development World Congress* (pp .71–79). Harare, Zimbabwe.



MIEZITIS, SOLVEIGA

Books and Book Chapters

- Sebre, S., Rascevska, M., & Mieztis, S. (Eds.). (1999) *Identity and self esteem: Interactions of students, teachers, family and society*. RIGA
- Mieztis, Solveiga (1999) Impact of parent-mediated intervention on parents' and children's self-esteem. In S. Sebre, M. Rascevska, & S. Mieztis (Eds.), *Identity and self-esteem: Interactions of students, teachers, family and society* (pp.192–206). RIGA.

Refereed Journal Articles

- Mendlowitz, S. L., Menassis, K., Bradley, S., Scapillato, D., Mieztis, S., & Shaw, B. (1999). Cognitive-behavioral group treatment in childhood anxiety disorders: The role of parental involvement. *Journal of American Academy of Child and Adolescent Psychiatry*, 38 (10), 1223–1229.
- Anderson, B. J., & Mieztis, S. (1999). Stress and life satisfaction in mature female graduate students. *Initiatives*, 59, 33–43
- Mendlowitz, S. L., Menassis, K., Bradley, S., Scapillato, D., Mieztis, S., & Shaw, B. Cognitive-behavioral group treatment in Childhood Anxiety disorders: The role of parental involvement. *Journal of American Academy of Child and Adolescent Psychiatry*, 38(10), 1223–1229.

MILES, ANGELA

Books and Book Chapters

- Miles, A., & Amin, N., et al. (Eds.). (2000). *Canadian woman studies: An introductory reader*. Toronto: Inanna Publications.
- Miles, A. (1999). Stabilization/structural adjustment/restructuring: Canadian feminist issues in a global framework. In A. Miles & N. Amin et al. eds. (Eds.), *Canadian woman studies: An introductory reader* (pp. 111–120). Toronto: Inanna Publications.
- Miles, A. (2000). Global visions. In B. Crow & L. Gotell (Eds.), *Open boundaries: A Canadian women's studies reader* (pp. 51–58). New York: Prentice Hall. (Excerpt from A. Miles, [1996]. Integrative feminisms: *Building global visions, 1960s–1990s* (pp. 131–145). NY & London: Routledge.)

Refereed Journal Articles

- Miles, A. (1999) Review of the books *Hatreds: Racialized and Sexualized Conflicts in the 21st Century* and *Thinking Through: Essays on Feminism, Marxism, and Anti-racism*. *Signs* (Winter) (548–549).

Reports, Monographs, and Published Conference Proceedings

- Miles, A. (1999). Global feminist perspectives on the economy. *Proceedings of Moving the Economy: International Conference on Economic Opportunities in Sustainable Development*, Toronto.
- Miles, A. (2000). The politics of transformative feminist adult education: Multi-centred creation of new meanings and new realities. *Proceedings of the 41st Annual Adult Education Research Conference*, University of British Columbia, 614–618.

MIRCHANDANI, KIRAN

Books and Book Chapters

- Mirchandani, K. (1999). Reforming organizations: Contributions of teleworking employees. In P. J. Jackson (Ed.), *Virtual working: Social and organisational dynamic* (pp. 61–75). London: Routledge.

Refereed Journal Articles

- Mirchandani, K. (1999). Feminist insight on gendered work: New directions in research on women and entrepreneurship. *Gender, Work and Organization*, 6 (4), 224–235.
- Mirchandani, K., & Tastsoglou, E. (2000). Towards a diversity beyond tolerance. *Studies in Political Economy*, 61(Spring), 49–78.
- Mirchandani, K. 1999. Review of the book *Foreign domestic workers in Canada*. *Review of Sociology and Anthropology*, 36(2), 288–290.

MOJAB, SHAHRZAD

Books and Book Chapters

- Mojab, S. (2000). Civilizing the state: The university in the Middle East. In S. Ayatullah & J. Gidley, (Eds.), *The university of transformation: Global perspectives on the futures of the university* (pp. 137–148). Wesport: Greenwood.

Refereed Journal Articles

- Mojab, S. (2000). Educational voyaging in a globalizing planet: The conference of the rich, the poor, and the oppressed. *Atlantis: A Women's Studies Journal*, 24(2), 123-134.
- Mojab, S. (2000). Vengeance and violence: Kurdish women recount the war. *Canadian Women's Studies Journal*, 19(4), 89–94.
- Mojab, S. (1999). De-skilling immigrant women. *Canadian Woman Studies Journal*, 19(3), 123–127.
- Mojab, S. (1999). Review of the book *Women, ethnicity and nationalism: The politics of transition*. *Canadian Woman Studies Journal*, 19(4), 151–152.

Reports, Monographs, and Published Conference Proceedings

- Mojab, S. (2000). Civil society as slogan, magic, and shining emblem: The politics of adult education in the Middle East. *18th Annual Conference of Canadian Association for the Study of Adult Education* (pp. 66–70), Université de Montréal.
- Mojab, S. (1999). Is there sunshine in your life? The poetics of resistance. *18th Annual Conference of Canadian Association for the Study of Adult Education* (pp. 48–50). Université de Montréal.

NG, ROXANA

Books and Book Chapters

- Knocke, W. & Ng, R. (1999). Women's organizing and immigration: Comparing the Canadian and Swedish experiences. In L. Briskin & M. Eliasson (Eds.), *Women's organizing and public policy in Canada and Sweden*. Montreal & Kingston: McGill-Queen's University Press.
- Ng, R. (1999). Sexism and racism in the university: Analyzing a personal experience. In: N. Amin, F. Beer, K. McPherson, A. Medovarski, A. Miles, G. Rezai-Rashti (Eds.), *Canadian Woman Studies: An Introductory Reader* (pp. 370–375). Toronto: Inanna Publications. Reprinted from *Canadian Woman Studies* (1994), 14 (2): 41–46.
- Ng, R. (2000). Restructuring gender, race, and class relations: The case of garment workers and labour adjustment. In S. Neysmith (Ed.), *Restructuring caring labour: Discourse, state practice, and everyday life*. Toronto: Oxford University Press.
- Ng, R. (2000). Sexism, racism and Canadian nationalism. In B. A. Crow & L. Gotell (Eds.), *Open boundaries: A reader in Canadian women studies* (58–64). Toronto: Prentice-Hall.



Reprinted from J. Vorst, et al. (Eds.), *Race, class, gender: Bonds and barriers* (SSS Annual No. 5) 10–25. Toronto: Between The Lines.

Ng, R. (2000). Toward an embodied pedagogy: Exploring health and the body through Chinese medicine. In G. Dei, B. Hall, & D. Goldin Rosbenberg (Eds.), *Indigenous knowledges in global contexts: Multiple readings of our world*. Toronto: University of Toronto Press.

Ng, R. (2000). Revisioning the body/mind from an Eastern perspective: Comments on experience, embodiment and pedagogy. In B. Miedema, J. Stoppart & V. Anderson (Eds.), *Women's bodies/women's lives: Health, well being, and body image*. Toronto: Sumach Press.

Refereed Journal Articles

Ng, R. (1999). Homeworking: Dream realized or freedom constrained? The globalized reality of immigrant garment workers. *Canadian Woman Studies*, 19(3), 110–114.

Reports, Monographs, and Published Conference Proceedings

Ng, R. (1999). Homeworking: *Home office or home sweatshop? Report on current conditions of home-workers in Toronto's garment industry*. Toronto: Network on New Approaches to Life Long Learning (NALL), OISE/UT.

Ng, R., Church, K., Fontan, J. M., & Shragge, E. (2000). *Social Learning among people who are excluded from the labour market. Part One: Context and Case Studies. Working Paper Series*, Toronto: Network on New Approaches to Life Long Learning (NALL), OISE/UT.

O'SULLIVAN, EDMUND

Books and Book Chapters

O'Sullivan, Edmund. (1999) *Transformative learning: education and transformative vision for the 21st century*. London: Zed Press. New York: St. Martins Press.

O'Sullivan, E. (1999). John Macmurray's thought: A transition to a post-modern paradigm. In H. Carson (Ed.), *Reason, action, and community: Essays in honour of John Macmurray* (pp. 123–145). New York: Humanities Press.

O'Sullivan, E. (2000). Critical Psychology: Critique and Vision. In T. Sloan (Ed.), *Voices for critical psychology*. New York: Macmillan.

PIRAN, NIVA

Refereed Journal Articles

Piran, N. (2000). Eating disorders: A trial of prevention in a high risk school setting. *Journal of Primary Prevention*, 20(1), 75–90.

QUARTER, JACK

Books and Book Chapters

Quarter, J. (2000). The social economy and the neo-conservative agenda. In E. Shragge & J. M. Fontan (Eds.), *Social economy: International debates and perspectives* (pp. 54–65). Montreal: Black Rose.

Refereed Journal Articles

Quarter, J., & Midha, H. (1999). Informal learning in a worker co-operative. *Journal of Co-operative Studies*, 32 (1), 29–49.

Quarter, J. (1999). Review of the book *Psychonomics and poverty: Towards governance and a civil society*. *Caribbean Journal of Criminology and Social Psychology*, 4(1/2), 286–290.

Quarter, J. (2000). James John Harpell: An Adult education pioneer. *Canadian Journal for the Study of Adult Education*, 14 (1), 89–112.

SCHNEIDER, MARGARET

Reports, Monographs, and Published Conference Proceedings

Schneider, M., & McCurdy-Myers, J. (1999) Academic and career choices for lesbian and gay young adults. *Natcon Papers, 1999*. Toronto: 25th National Consultation on Career Development.

STERMAC, LANA

Refereed Journal Articles

Stermac, L. Reist, D., Millar, G., Stirpe., Madsen, K., & Craig W. (1999) Date Risk factors for childhood, adolescent and adult victimization and aggression. *Annual Meeting of the Canadian Psychiatric Association*, Ottawa.

SCHUGURENSKY, DANIEL

Books and Book Chapters

Shugurensky, D. (1999). Globalizacao, democracia participativa e educacao cidadana: o cruzamento da pedagogia e da politica publica. In Luiz Heron da Silva (Ed.), *Qual conhecimento? Qual currículo?* (pp. 180–193). Petropolis, Brazil: Editora Vozes,

Refereed Journal Articles

Shugurensky, D., & Torres, C. A. (1999). El rol de los sindicatos docentes, el estado y la sociedad en la reforma educativa. *Propuesta Educativa*, 1(21), 25–33. (Reprinted from Author [1998], *Sindicalismo docente y reforma educativa en América Latina*).

Schugurensky, D. (2000). Educacion de adultos, emancipacion y subjetividad a fin de siglo: Algunos desafios para una pedagogia emancipadora. *Revista Dialogos*, 19-20 (March), 47–57.

Schugurensky, D. (1999). Review of the book *Popular education and social movements in Scotland today*. *Convergence*, 32 (1–4), 124–126.

Schugurensky, D. (1999). Review of the book *The globalization of poverty: Impacts of IMF and World Bank reforms*. *Mediterranean Journal of Educational Studies*, 4 (2), 259–261.

Reports, Monographs, and Published Conference Proceedings

Schugurensky, D. (2000) Adult Education and Citizenship at the turn of the century. Proceedings of the Canadian Association for Studies in Adult Education, University of Sherbrooke.

Schugurensky, D. (2000) Transformative learning in the era of globalization: The educational dimension of social movements. *Proceedings of the Canadian Association for Studies in Adult Education*, University of Sherbrooke.

Schugurensky, D. (2000) Civil society, cultural hegemony, and citizenship: Implications for adult educators. *Proceedings of the Adult Education Research Conference*, Northern Illinois University.

Schugurensky, D. (2000) Rethinking the twentieth century, imagining the twenty-first: What have we learned? What can we do? *Proceedings of the Adult Education Research Conference*, Northern Illinois University.



ADULT EDUCATION, COMMUNITY EDUCATION AND COUNSELLING PSYCHOLOGY

Research Grants—New and Ongoing 1999 – 2000

Project Title	Project Leader	Granting Agency	Start Date
Transition of Aboriginal Students to Academic Success	Eileen Antone	Connaught	1999
Analysis of Part-Time Employment of High School, College and University Students	Bruce Cassie	HRDC	1998
Handbook for the Development and Administration of Community-Based Career Centres	Bruce Cassie	HRDC	1998
Work Role Alignment: Exploration of the Differences Between Espoused and Tested Career Interests	Bruce Cassie	HRDC	1998
Development of a Regional Association of Career and Training Agents (REACTA)	Bruce Cassie	HRDC	1998
Case Studies of Reform in Canadian Preservice Teacher Education	Ardra Cole	SSHRC	1997
A Counselling Model for Hate Crime Survivors	J. R. Gillis	Connaught	1998
Violence Against and Within the Toronto Lesbian, Gay, Bisexual, and Transgender Communities	J. R. Gillis	Connaught	1998
Action Research and Workshop on Education for All	Budd Hall	CIDA	1998
The Social Movement Learning Project: Redefining Knowers, Learners and Teachers in a Changing Global Civil Society	Budd Hall	IDRC	1998



Project Title	Project Leader	Granting Agency	Start Date
Excellence in Teaching Initiative	Marilyn Laiken	U of T/Provost	1999
Models of Organizational Learning: An Emergent Form of Community In the Post-Industrial Workplace	Marilyn Laiken	SSHRC Network of Lifelong Learning	1999
Depression and Stress in Children and Adolescents in Latvia	Solveiga Miezeitis	WHO	1998
The Uneven Periphery: Mapping the Home-based Workforce in Canada	Kiran Mirchandani	SSHRC	1999
Restructuring Work: The Experiences of Veteran Home-Based Teleworkers	Kiran Mirchandani	Connaught	1999
Diaspora, Citizenship and Learning: Kurdish Women in Canada, Britain, and Sweden	Shahrzad Mojab	SSHRC	2000
Violence, Rights, and Law: Informal Learning Experiences of Immigrant Women	Shahrzad Mojab	SSHRC Network on Lifelong Learning	1999
Thanks for Asking Us A Public Legal Education Project for Immigrant Women in Domestic Violence Situations	Shahrzad Mojab	CERIS	1999
Gender Justice through Civic Education: Literacy Program for Kurdish Women	Shahrzad Mojab	Global Fund for Women	tba
Labour Adjustment and Job Training Programs: Implications for Immigrant Women Workers	Roxana Ng	SSHRC Network on Lifelong Learning	1997
New Forms of Social Learning for Those Outside the Mainstream	Roxana Ng & Eric Shragge	SSHRC Network on Lifelong Learning	1997
Practicum as a Site of Informal Learning	Roxana Ng	Canadian Institute for the Advancement of Women	1999



Project Title	Project Leader	Granting Agency	Start Date
Outcome Evaluation of the GO Girls: A Media Literacy Program	Niva Piran, (Co-P.I.s Michael Levine, & Lori Irving)	Paris Foundation	2000
Women, Self-Care, and Body Image	Niva Piran (Co P.I Heather McLean)	Kellogg Canada	1999
Eating Disorders at the Intersection of Body and Culture	Niva Piran	SSHRC	1999
An Investigation of Unionized Social Investment	Jack Quarter	SSHRC	1998
Informal Learning in Co-operatives and Non-Profits	Jack Quarter	SSHRC Network on Lifelong Learning	1996
A Conceptual Framework for Studying the Relationship Between Non-Profits and Co-operatives	Jack Quarter	Queen's University Centre for Policy Studies	1998
Informal Learning and Active Citizenship: Democratic Engagement in Local Governance.	Daniel Schugurensky	SSHRC Network on Lifelong Learning	1999
Citizenship Learning and Participatory Democracy in the Americas: The Crossroads Between Adult Education and Public Policy	Daniel Schugurensky	SSHRC	1999
Citizenship Education and Participatory Democracy in Latin America	Daniel Schugurensky	Connaught	1999
Childhood Risk Factors in Adult Victims of Sexual Assault	Lana Stermac	SSHRC	1997
A Comparative Analysis of the Cognitive-Affective and Interpersonal Change Processes in Cognitive-Behavioural and Process-Experiential Psychotherapy	Jeanne Watson & Lana Stermac	SSHRC	1997

CURRICULUM, TEACHING AND LEARNING

Highlights

The Department of Curriculum, Teaching and Learning (CTL) is the largest of OISE/UT's five departments. With over 140 faculty, the Department offers a wide range of programs and courses for graduate degrees relating to academic scholarship and professional practice. Many CTL faculty engage in academic activities with other departments across the University of Toronto or with other Universities, serve as journal editors, and participate in educational work both across Canada and on an international basis. In addition, the majority of CTL faculty teach in the Initial Teacher Education Program.

Students enrol in CTL programs to enhance their academic or professional careers, or sometimes to change their career focus. Many are practising professionals: teachers, principals, and superintendents, as well as individuals from the private sector in areas such as marketing and management. Instructors from private, public and international schools, colleges, and corporations are enrolled in CTL programs.

The Department offers six OCGS approved graduate programs including: Curriculum (MEd, MA, EdD, PhD), Master of Arts in Teaching (MA(T)), Master of Teaching in Human Development and Curriculum (MT), Measurement and Evaluation (MEd, MA, EdD, PhD), Second Language Education (MEd, MA, EdD, PhD) and Teacher Development (MEd, MA, EdD, PhD).

The Department also offers three OCGS approved collaborative graduate degree programs including: Comparative, International and Development Education (MEd, MA, EdD, PhD), Environmental Studies (MEd, MA, EdD, PhD) and Women's Studies (MEd, MA, EdD, PhD).

Seven internal research centres are associated with the Department, including: the Centre for the Advancement of Measurement, Evaluation, Research and Assessment (CAMERA); the Comparative, International and Development Education Centre (CIDECE); the Centre for Franco-Ontarian Studies (CFOS)/Centre de recherches en éducation franco-ontarienne (CREFO); the Centre for Teacher Development (CTD); the International Institute for Global Education (IIGE); the Modern Language Centre (MLC), and the Imperial Oil Centre for Studies in Science, Mathematics and Technology Education (SMT).

Five of OISE/UT's seven Field Centres are affiliated with the Department including: the Midwestern Centre, the Northwestern Centre, the Ottawa Valley Centre/Centre régional d'Ottawa, the Southern Centre and the Trent Valley Centre.

The Department is committed to making education accessible to its students. In keeping with this, CTL offers a selection of its courses at various off-campus locations—in Durham, Peel, and York Regions, as well as in Cobourg, Hamilton, Kitchener, London, Ottawa, and Peterborough. CTL offers a program in Hong Kong and has developed a number of courses via computer conferencing with web-based software.



The Department also offers on-campus and distance education courses in the French language, in co-operation with the Department of Sociology and Equity Studies in Education.

Four new faculty joined CTL this year. Ruth Childs, who holds a doctorate in quantitative psychology from the University of North Carolina at Chapel Hill's Thurstone Psychometric Laboratory, joined the Measurement and Evaluation Program. Professor Childs worked as a Senior Research Scientist at the American Institutes for Research in Washington, D.C. before coming to OISE/UT.

Karyn Cooper, who did her doctoral work at the University of Alberta in teacher education and curriculum studies, joined the Teacher Education Program. Professor Cooper is an experienced teacher who has worked intensively in special education and language arts.

Kathleen Gallagher and Shelley Peterson also joined the Teacher Education Program. Professor Gallagher completed her doctorate in CTL, studying arts education, literacy, and learning in adolescence. Professor Peterson completed her doctorate at the University of Alberta, and has a broad teaching background in language development and literacy education, integrated teaching and learning, and socio-cultural issues.

Among faculty distinctions received this year were:

- Professor Kathleen Gallagher received the 1999 American Alliance for Theatre and Education Distinguished Dissertation Research Award.
- Professor Merrill Swain received the Sam Messick Memorial Award for 1999, given by the International Language Testing Association (ILTA) and the Language Testing Research Council (LTRC).
- Professors Merrill Swain and Sharon Lapkin's SSHRC Research Grant, entitled "Extending the Output Hypothesis: The Roles of Collaborative Dialogue and Metatalk in Second Language Learning" was ranked number one in Canada.

Many CTL faculty and instructors were nominated for the *1999-2000 OISE/UT Professor of the Year Award* organized by the Student Teachers Union. Winners of the Award included Mary Beattie, Mark Evans, and Shelley Peterson from CTL.

Newly created in 1999, the Imperial Oil Centre for Studies in Science, Mathematics and Technology Education (SMT) provides an opportunity to work on scientific literacy in Canadian schools. Features of the new centre include a secondment program for teachers to study new teaching practices and develop curriculum; an extensive website (<http://smt.oise.utoronto.ca/>); research programs exploring how children understand math, science, and technology, ways to make laboratory and field work more productive, and multicultural, anti-racist approaches to science education.

The SMT Centre also released a new journal in December 1999 entitled "OISE Papers in Science, Technology, Society and the Environment Education."

CURRICULUM, TEACHING AND LEARNING

Faculty Publications

BEATTIE, MARY

Books and Book Chapters

- Beattie, M. (2000). *The art of learning to teach: Preservice teacher narratives*. Columbus, OH: Merrill/Prentice Hall.
- Beattie, M. (2000). Finding new words for old songs: Creating relationships and community in teacher education. In H. Christiansen & S. Ramadeir (Eds.), *Reeducating the educator, global perspectives on community building in teacher education* (pp. 23–50). Albany, NY: State University of New York Press.

BECK, CLIVE

Refereed Journal Articles

- Kosnik, C., & Beck, C. (2000). Who should perish, you or your students? Dilemmas of research in teacher education. *Teacher Education Quarterly*, 27(2), 119–135.

Reports, Monographs, and Published Conference Proceedings

- Beck, C., Hart, D., & Kosnik, C. (1999). *Effective teaching practices*. Toronto: Education Quality and Accountability Office.

BERGER, MARIE-JOSÉ

Refereed Journal Articles

- Berger, M. J. (1999). Readiness profile: A model for evaluating language proficiency in linguistic development programs. *Curriculum and Teaching Dialogue*, 1(1), 26–39.

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- Berger, M. J. (2000). *Documents d'orientation pour les programmes ALF/PDF*. Toronto: Ministère de l'Éducation de l'Ontario.
- Berger, M. J., & Boudreau, P. (2000). *Étude sur la formation et la consolidation des centres et réseaux de formation en Ontario*. Ottawa: Conseil scolaire de district catholique du Centre-Est de l'Ontario.
- Berger, M. J., & Forgette-Giroux, R. (1999). *Apprentissage et évaluation des mathématiques chez les élèves franco-ontariens des années préparatoires et de formation*. Toronto: Education Quality and Accountability Office.
- Berger, M. J. (1999). *Vers un modèle de perfectionnement professionnel orienté vers les meilleures pratiques ALF/PDF et les savoirs enseignants en milieu minoritaire franco-ontarien*. Toronto: Ministère de l'éducation de l'Ontario.
- Berger, M. J., & Hannay L. (1999). *Curriculum implementation through action research*. Toronto: Ontario Ministry of Education.



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Books and Book Chapters

Bickmore, K. (1999). "Why discuss sexuality in elementary schools?" In W. Letts & J. Sears (Eds.), *Queering elementary education: Advancing the dialogue about sexualities and schooling* (pp. 15–25). New York: Rowman & Littlefield.

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Bickmore, K. (2000). *The role of conflict resolution education in overcoming bullying* (The Japan-Canada Anti-Bullying Project Final Report). Japan: Ministry of Education.

CHILDS, RUTH

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Childs, R. A., Dahlstrom, W. G., Kemp, S. M., & Panter, A. T. (2000). Item response theory in personality assessment: A demonstration using the MMPI2 Depression Scale. *Assessment*, 7, 37–54.

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Childs, R. A., & Oppler, S. H. (1999). *Practical implications of test dimensionality for IRT calibration of the MCAT* (MCAT Monograph 1). Washington, DC: Association of American Medical Colleges.

CONNELLY, MICHAEL

Books and Book Chapters

Connelly, F. M. & Clandinin, D. J. (2000). Teacher education: A question of teacher knowledge. In J. Freeman Moir & A. Scott. (Eds.), *Tomorrow's teachers: International and critical perspectives on teacher education* (pp. 89–105). Christchurch, New Zealand: Canterbury University Press/Christchurch College of Education.

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Connelly, F. M., Clandinin, D. J., & Phillion, J. (1999). The aesthetics of developing an aesthetic of inquiry: Ming Fang He and I in Relation. *Journal of Critical Inquiry into Curriculum and Instruction*, 2(Spring), 3–4.

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Connelly, F. M., Farrell, J. P. (2000). Egypt project report (UNICEF-CIDA Community Schools Project).

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Refereed Journal Articles

Cooper, K., & Hill, A. (2000). The language of schools: Curricular goals and classroom life. *Teachers and Teaching*, 6(1), 63–73.



CUMMING, ALISTER

Books and Book Chapters

- Cumming, A. (2000). Preface. In G. Brindley (Ed.), *Studies in immigrant English assessment, Vol. 1* (pp. ix-xii). (Research Series 11). Sydney, Australia: National Centre for English Language Teaching and Research, Macquarie University.
- Cumming, A. (1999). Profile of Merrill Swain. In B. Spolsky (Ed.), *Concise encyclopedia of educational linguistics* (pp. 788). Oxford: Elsevier.

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- Nassaji, H., & Cumming, A. (2000). What's in a ZPD? A case study of a young ESL student and teacher interacting through dialogue journals. *Language Teaching Research*, 4(2), 95-121.
- Cumming, A., & Riazi, A. (2000). Building models of second-language writing instruction and achievement. *Learning and Instruction*, 10(3), 55-71.

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- Cumming, A., Kantor, R., & Powers, D. (1999). *Final report: An investigation into raters' decision making, and development of a preliminary analytic framework, for scoring TOEFL essays and TOEFL 2000 prototype tasks*. Princeton, NJ: Educational Testing Service.
- Cumming, A., Kantor, R., Powers, D., Santos, T., & Taylor, C. (2000). *TOEFL 2000 writing framework: A working paper*. (TOEFL Monograph Series, Report No. 18). Princeton, NJ: Educational Testing Service.

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- Cummins, J. & Sayers, D. (2000). Families and communities learning together: Becoming literate, confronting prejudice. In Z.F. Beykont (Ed.), *Lifting every voice: Pedagogy and politics of bilingualism* (pp. 113-137). Cambridge: Harvard Education Publishing Group.
- Cummins, J. (1999). Bilingualism, empowerment, and transformative pedagogy. In J. V. Tinajero & R. A. DeVillar (Eds.), *The power of two languages: 2000* (pp. 9-19). New York: McGraw-Hill.
- Cummins, J. (1999). Beyond adversarial discourse: Searching for common ground in the education of bilingual students. In C. J. Ovando & P. McLaren (Eds.), *The politics of multiculturalism and bilingual education: Students and teachers caught in the cross-fire* (pp. 126-147). Boston: McGraw-Hill.
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- Cummins, J. (1999). The ethics of doublethink: Language rights and the bilingual education debate. *TESOL Journal*, 8(3), 13-17.



Cummins, J. (1999). Alternative paradigms in bilingual education research: Does theory have a place? *Educational Researcher*, 28(7), 26–32.

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DIAMOND, C. T. PATRICK

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GALLAGHER, KATHLEEN

Refereed Journal Articles

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Reports, Monographs, and Published Conference Proceedings

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GOLDSTEIN, TARA

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Hanna, G., & Jahnke, N. (1999). Using arguments from physics in mathematical proof. *Proceedings of the 23rd International Conference Psychology of Mathematics Education, Haifa, Vol. 3*, 73–80.

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- Hodson, D. (1999). *An evaluation of the activities of the Millennium Satellite Centre (United Kingdom) and their suitability for Canadian schools*. Report for the Canadian Space Agency: Saint Hubert, Quebec.

JORDAN, ANNE

Refereed Journal Articles

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KOORY, MARY

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- Kooy, M., & Janssen, T., & Watson, K. (Eds.). (1999). *Studies in language and literature: International perspectives on mother tongue education: Vol. 1, Fiction, literature and media*. Amsterdam: Amsterdam University Press.
- Kooy, M. (1999). Expanding textual and (inter)textual horizons in mother tongue education. In G. Rijlaarsdam (Series Ed.) & M. Kooy, T. Janssen, & K. Watson (Vol. Eds.). *Studies in language and literature: International perspectives on mother tongue education: Vol. 1, Fiction, literature and media* (pp. 1–3). Amsterdam: Amsterdam University Press.
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KOSNIK, CLARE

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- Beck, C., Hart, D., & Kosnik, C. (1999). *Effective teaching practices*. Toronto: Education Quality and Accountability Office.



LAM, TONY

Reports, Monographs, and Published Conference Proceedings

- Lam, T.C.M., & Bordignon, C. (1999). *A review of issues in assessing children's school readiness and achievement in early school years*. Toronto: Ontario Education Quality & Accountability Office.
- Lam, T.C.M. (1999). *An analysis of the SRA Reading and Arithmetic Indexes*. Toronto: American United Steelworkers Union.
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SWAIN, MERRILL

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- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97–114). Oxford: Oxford University Press.
- Swain, M. (1999). Integrating language and content teaching through collaborative tasks. In C. Ward & W. Renandya (Eds.), *Language teaching: New insights for the language teacher* (pp. 125–147). Singapore: RELC. Reprinted in the Modern Language Teachers' Association of Western Australia's Newsletter, 3(3), 4–12.
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- Nassaji, H., & Swain, M. (2000). A Vygotskian perspective on corrective feedback in L2: The effect of random versus negotiated help on the learning of English articles. *Language Awareness*, 9, 34–51.
- Swain, M. (2000). French immersion research in Canada: Recent contributions to SLA and applied linguistics. *Annual Review of Applied Linguistics*, 20, 199–212.

TRIFONAS, PETER PERICLES

Books and Book Chapters

- Trifonas, P. P. (Ed.) (2000). *Revolutionary pedagogies: Cultural politics, instituting education, and the discourse of theory*. New York & London: Routledge.
- Trifonas, P. P. (2000). Teaching the other II: Ethics, writing, community. In G. Biesta & D. Égea-Kuehne (Eds.), *Derrida and education*. New York & London: Routledge.
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- Trifonas, P. P. (2000). Difference, différance, and the post-metaphysical subject. In M. Peters & P. Ghirardelli, Jr. (Eds.), *Encyclopaedia of the philosophy of education*. <<http://www.educacao.pro.br>>
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- Trifonas, P. P. (2000). Monstrous lessons: The educational legacy of imperialism. *Discourse: Studies in the Cultural Politics of Education*, 21(3).

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- Trifonas, P. P. (1999). Teaching in the Virtual. *AERA Resources*. <<http://www.aera.net>>

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- Turnbull, M., & Lapkin, S. (1999). Introduction: FSL research update. In S. Lapkin & M. Turnbull (Eds.), Research in FSL education: The state of the art [Special issue]. *Canadian Modern Language Review*, 56, 3–6.
- Lapkin, S., & Turnbull, M. (Eds.) (1999). Research in FSL education: The state of the art [Special issue]. *Canadian Modern Language Review* 56(1).

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- Turnbull, M. (2000). *French Immersion teaching in Lakehead Public School Board: A needs analysis*. Final report submitted to the Lakehead Public School Board.

WILKINSON, JOYCE

Books and Book Chapters

- Wilkinson, J. A., & Adah, A. (1999). Status of theatre education in English-speaking Canada. In J. Marsh (Ed.), *The Canadian encyclopedia: Complete unabridged expanded updated year 2000 edition* (pp. 2326). Toronto: McClelland & Stewart.

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- Wilkinson, J. A. (1999). A literacy, education and arts partnership. *Caribbean Quarterly*, 45(2&3), 84–93.
- Wilkinson, J.A. (1999). Reflections on a child drama exchange in Shanghai. *Children Play*, 2, 26–27.
- Wilkinson, J. A. (1999). Literacy through the arts. *The Artspaper*, 9(3), pp. 1, 3.
- Wilkinson, J. A. (1999). Stories of transmission through the arts. *The Artspaper*, 10(1), pp. 1, 3.
- Wilkinson, J. A. (1999). The jouissance of Mary Norton, storyteller exemplaire [Review of the book *Mary Norton*]. *Canadian Children's Literature*, 93, 109.
- Wilkinson, J. A. (2000). Stories of transformation through the arts. *The Artspaper*, 10(2), pp. 4, 7.



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- Wilkinson, J. A., & Adah, A. (1999). *Study one: The principals' view. Year IV assessment of Learning Through the Arts™*. Toronto: The Royal Conservatory of Music.
- Wilkinson, J. A., & Bakan, D. (1999). *Study two: The artists' view. Year IV assessment of Learning Through the Arts™*. Toronto: The Royal Conservatory of Music.
- Munn, H., & Wilkinson, J. A. (1999). *Study three: The students' view. Year IV assessment of Learning Through the Arts™*. Toronto: The Royal Conservatory of Music.
- Tou, E. L., & Wilkinson, J. A. (1999). *Study four: The teachers' view: An examination of teacher development objectives in Learning Through the Arts™*. Year IV assessment of Learning Through the Arts™. Toronto: The Royal Conservatory of Music.
- Wilkinson, J. A. (1999). *Creating a community of learners: Year IV assessment of Learning Through the Arts™: Executive summary*. Toronto: The Royal Conservatory of Music.
- Sultan-Kahn, L., & Wilkinson, J. A. (1999). *Study five: A curriculum view: In search of multicultural arts in LTTA. Year IV assessment of Learning Through the Arts™*. Toronto: The Royal Conservatory of Music.
- Wilkinson, J. A. (1999). *EFL and symbolic action: Developmental drama as method in Chinese and Canadian education: Report of activities*. (File # 646-98-0059). Ottawa: Social Sciences and Humanities Research Council of Canada.
- Wilkinson, J. A. (2000). Whole brain, whole body, whole learning through the expressive arts. In E. Lowe (Ed.), *Linking research to practice: Second Canadian forum proceedings report* (pp. 136–141). Ottawa: Canadian Child Care Federation/Canadian School Boards Association.

CURRICULUM, TEACHING AND LEARNING

Research Grants—New and Ongoing 1999 – 2000

Project Title	Project Leader	Granting Agency	Start Date
Projet provincial en formation Étude sur la formation et la consolidation des centres et réseaux de formation en Ontario	Marie Josée Berger	Conseil scolaire de District catholique du Centre-Est	1999
Computerized Training and Assessment Using Role Plays: A Feasibility Study	Ruth Childs	SSHRC	2000
Teachers' Professional Knowledge: Landscapes in Transition	Michael Connelly	SSHRC	1996
UNICEF Egypt Girl Child Project	Michael Connelly & Joseph Farrell	CIDA & FIT	1997
A Narrative Reconceptualization of School Reform	Michael Connelly & Jean Clandinin	SSHRC	1998
The Power of Perspective in Teacher Development	Karyn Cooper	Connaught Fund	2000
Educational Stories from the Margins: A Reflective Inquiry into the Immigrant/Refugee Experience in Toronto and Montreal	Grace Feuerverger	SSHRC	1998
Conceptualizing Pedagogy in Culturally Diverse Schools	Antoinette Gagné	SSHRC	1998
La reproduction identitaire dans les communautés francophones minoritaires	Diane Gérin-Lajoie	SSHRC	1999
Technologies et facilitations de l'apprentissage	Diane Gérin-Lajoie	REFAD Learning Technology Office	1998
La représentation identitaire chez les jeunes francophones vivant en milieu minoritaire	Diane Gérin-Lajoie	SSHRC	1997



Project Title	Project Leader	Granting Agency	Start Date
Arguments from physics in mathematical proofs	Gila Hanna	SSHRC	1998
Discourse Patterns in Asynchronous Computer Conferencing	Jim Hewitt	Connaught Fund	1998
Women Teachers, Shared Literary Texts, and the Reconstruction of Learning and Teaching	Mary Kooy	SSHRC	2000
Unifying data types under a comprehensive framework	Shizuhiko Nishisato	NSERC	2000
A Poststructural Analysis of Classroom Interactions and Student Writing in a Grade 7 classroom	Shelley Peterson	Connaught Fund	2000
Student Self-Evaluation: Teaching Strategies and Student Outcomes	John Ross & Carol Rolheiser	SSHRC	1998
Impact Math: An implementation Strategy Plan for the Ontario Curriculum, Focused on the Math Curriculum Grades 7 & 8	Joanne Quinn, Carol Rolheiser, Doug McDougall, & Brenden Kelly	MET	1997
Proposal Development for the Support and Enhancement of Teaching at the University of Toronto	Carol Rolheiser & Marilyn Laiken	U o T, Vice-President and Provost	1999
Beyond Schooling: Situated the K-12 Research Agenda in a Knowledge Society	Marlene Scardamalia	Networks of Centres of Excellence	1999
Integrating Home, School, and Global Knowledge-Building Communities	Marlene Scardamalia	Bell Canada	1996
Fostering Adult Learning through Telementoring Learning Technologies	Marlene Scardamalia	Office of the Learning Technologies	1999



Project Title	Project Leader	Granting Agency	Start Date
Children's Underground Railroad Narrative Network	Marlene Scardamalia	SSHRC	1999
Teaching Sisters in English Canada	Elizabeth Smyth	SSHRC	1998
Predicting the Successful Inclusion of Special Needs Students in General Education Classrooms	Paula Stanovich	SSHRC	1997
Extending the Output Hypothesis (collaborative dialogue and metatalk)	Merrill Swain & Sharon Lapkin	SSHRC	1999
The Ethics of Pedagogy	Peter Pericles Trifonas	Connaught Fund	1998
Professional Development for Teachers of Core French and ESL to francophones: A Two Part Study	Miles Turnbull	CASLT	1999
Language Use by Experienced Core French Teachers	Miles Turnbull	Connaught Fund	1998
Developmental Drama as Method in China and Canada	Joyce Wilkinson	SSHRC	1999



HUMAN DEVELOPMENT & APPLIED PSYCHOLOGY

Highlights

The Department of Human Development and Applied Psychology is based on a group of 25 faculty, nearly all of whom are psychologists, together with some 270 full-time graduate students who are training as teachers, researchers, and clinicians, as well as a number of part time students. We train people for Masters and Doctoral degrees of several kinds, both with and without research theses. We also undertake teaching in OISE/UT's teacher preservice BEd programs. Our Department includes a Psychoeducational Clinic, with its own director, and the University's laboratory school (Institute of Child Study) with its 15 teachers and 200 children.

Our faculty is the strongest concentration of developmental psychologists in a single department in Canada. Our commitment is to applications of developmental research in Education and in clinical issues affecting children, adolescents, and young adults. Among us are a number of very distinguished senior scholars, whose accomplishments have made us highly visible in the international research community. These accomplishments include research projects on literacy, children's theories of mind, reading disabilities and effect of reading, collaborative learning in the classroom using shared computer databases, development-based programs of education, developmental health and well-being, interactions among cognition and emotion. Our laboratory school is known for pioneering child-development based elementary education. Faculty members in the Department typically hold research grants from agencies such as the Social Science and Humanities Research Council (SSHRC) or the Natural Sciences and Engineering Research Council (NSERC). In addition we are at the centre of research consortia such as the Canadian Institute of Advanced Research program on Human Development (Dr. Dan Keating is the Director), and we are a research node for the National Longitudinal Survey of Children and Youth (NLSCY).

Last year we received favourable reviews from OCGS for the following two graduate programs:

- Human Development in Education which offers MA and PhD degrees with a brief to train people in research skills, and MEd and EdD degrees and is devoted to training people in professional/skills for work in education.
- School and Child-Clinical Psychology which offers MA and PhD degrees and is devoted to training people to work in school, assessment, and therapeutic settings, with children and families.

We have two teacher education programs in the department:

- The innovative two-year MA in Child Study and Education at the Institute of Child Study, with concomitant preparation for the profession of teaching.
- The Foundations of Learning and Development course component to students enrolled for one-year M.Ed. degrees.

Our saddest event has been the untimely death, at the age of 55, of one of our most distinguished faculty members, Robbie Case, who was the Director of the Institute of Child Study.



Honours to department members include membership of the National Academy of Education to Keith Stanovich, Fellow of Division 7 (Developmental Psychology) of the American Psychological Association, and the offer of OISE/UT's second endowed chair, from the Atkinson Charitable Foundation, to Dan Keating.

Carl Bereiter, professor of Applied Cognitive Science and Co-Director of the Education Commons, has been selected as one of the "100 Great Thinkers on Education" and subject of an encyclopedic entry to be published in the Routledge series of that name.

David Olson, University Professor (the only one in OISE/UT), has been elected to the Reading Hall of Fame, an honorary society sponsored by the International Reading Association to recognize the contributions of scholars to the advancement of knowledge and practice of reading.

Among our research initiatives, an important partnership with the Invest in Kids Foundation has been formed to host a technologically innovative conference in the study of early child development and education. "Kids on the Cusp: The Millennial Discussion on Early Child Development" is designed to provide a forum for top experts across a number of related fields to consider their research and practice directions and possibilities for the new millennium in light of emerging findings in child development, and is planned for November 7-9, 2001.

A number of HDAP students received awards this year, including National Institute of Mental Health Awards (NIMH) (1); Ontario Graduate Scholarships (9); SSHRC Doctoral Fellowships (2); and MRC's (2).



ARNOLD, MARY LOU

Refereed Journal Articles

- Boyd, D., & Arnold, M. L. (2000). Teachers' beliefs, antiracism, and moral education: Problems of intersection. *Journal of Moral Education*, 29(1), 23–45.
- Pratt, M. W., Norris, J. E., Arnold, M. L., & Filyer, R. (1999). Generativity and moral development as predictors of value socialization narratives for young persons across the adult lifespan: From lessons learned to stories shared. *Psychology and Aging*, 14(3), 414–426.

ASTINGTON, JANET

Books and Book Chapters

- Astington, J. W. (Ed.). (2000). *Minds in the making: Essays in honor of David R. Olson*. Oxford, UK: Blackwell.
- Astington, J. W. (1999). *Comment les enfants découvrent la pensée* (Y. Bonin, Trans.). Paris: Retz. (Original work published 1993)
- Astington, J. W. (2000). Constructivist to the core: An introduction to the volume. In J. W. Astington (Ed.), *Minds in the making: Essays in honor of David R. Olson* (pp. 1–13). Oxford, UK: Blackwell.
- Astington, J. W. (2000). Language and metalanguage in children's understanding of mind. In J. W. Astington (Ed.), *Minds in the making: Essays in honor of David R. Olson* (pp. 267–284). Oxford, UK: Blackwell.
- Vinden, P. G., & Astington, J. W. (2000). Culture and understanding other minds. In S. Baron-Cohen, H. Tager-Flusberg, & D. J. Cohen (Eds.), *Understanding other minds: Perspectives from developmental cognitive neuroscience* (pp. 503–519). Oxford, UK: Oxford University Press.

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- Astington, J. W., & Jenkins, J. M. (1999). A longitudinal study of the relation between language and theory of mind development. *Developmental Psychology*, 35, 1311–1320.
- Astington, J. W. (Ed.). (1999). *Cognitive Development*, 14(2).
- Astington, J. W. (Ed.). (1999). *Cognitive Development*, 14(3).
- Astington, J. W. (Ed.). (1999). *Cognitive Development*, 14(4).

CASE, ROBBIE

Books and Book Chapters

- Case, R. (1999). Conceptual development in the child and in the field: A personal view of the Piagetian legacy. In E. Scholnick & S. Gelman (Eds.), *Conceptual representation: The Piagetian legacy* (pp. 23–52). Mahwah, NJ: Erlbaum.
- Case, R., Griffin, S., & Kelly, W. (1999). Social class gradients in mathematical ability and their responsiveness to compensatory education. In D. Keating & C. Hertzman (Eds.), *Developmental health and the wealth of nations: Social, biological, and education dynamics*. New York: Guilford.



Refereed Journal Articles

- Kalchman, M., & Case, R. (1999). Diversifying the curriculum in a mathematics classroom streamed for high-ability learners: A necessity unassumed. *School Science and Mathematics*, 99(6), 320–329.
- Moss, J., & Case, R. (1999). Developing children's rational number sense: A new model and an experimental program. *Journal of Research in Mathematics Education*, 30(2), 122–147.

DUCHARME, JOSEPH

Refereed Journal Articles

- Ducharme, J. M. (2000). Treatment of maladaptive behaviour in acquired brain injury: Remedial approaches in post-acute settings. *Clinical Psychology Review*, 20, 405–426.
- Ducharme, J. M. (1999). A conceptual model for treatment of externalizing behaviour in acquired brain injury. *Brain Injury*, 13, 645–668.
- Feldman, M. A., Ducharme, J. M., & Case, L. (1999). Using self-learning pictorial manuals to teach child-care skills to mothers with developmental handicaps. *Behavior Modification*, 23, 480–497.

FERRARI, MICHEL

Refereed Journal Articles

- Ferrari, M. (1999). The influence of expertise on the intentional transfer of motor skill. *Journal of Motor Skills*, 31, 79–85.
- Ferrari, M., Taylor, R., & VanLehn, K. (1999). Adapting work simulations for school: Preparing students for tomorrow's workplace. *Journal of Educational Computing Research*, 21, 25–53.
- Sternberg, R. J., Grigorenko, E. L., Ferrari, M., & Clinkenbeard, P. (1999). A triarchic analysis of an aptitude treatment interaction. *European Journal of Psychological Assessment*, 15, 1–11.

GEVA, ESTHER

Books and Book Chapters

- Geva, E. (1999). Learning to read in a second language: Implications for assessment and instruction. In T. Nunes (Ed.), *Integrating literacy, research and practice* (pp. 343–368). Dordrecht: Kluwer.

Refereed Journal Articles

- Geva, E. (2000). Issues in the assessment of reading disabilities in L2 children: Beliefs and research evidence. *Dyslexia*, 6, 13–28.
- Geva, E. (Ed.). (1999). *Journal of Reading and Writing: An Interdisciplinary Journal*, 11(4).
- Geva, E., & Siegel, L. S. (2000). Orthographic and cognitive factors in the concurrent development of basic reading skills in two languages. *Reading and Writing: An Interdisciplinary Journal*, 12(1), 1–31.
- Wade-Woolley, L., & Geva, E. (2000). Processing inflected morphology in second language word recognition: Russian-speakers and English-speakers read Hebrew. *Reading and Writing: An Interdisciplinary Perspective*, 11, 321–343.
- Geva, E. (1999). Linguistic processes in reading across orthographies: Introduction to special issue: Cross-orthography perspectives on word recognition, *Journal of Reading and Writing: An Interdisciplinary Journal*, 11, 275–280.



Gholamain, M., & Geva, E. (1999). The concurrent development of word recognition skills in English and Farsi. *Language Learning*, 49(2), 183–218.

Nassajizavareh, H., & Geva, E. (1999). Cognitive and linguistic processes in adult L2 readers. *Applied Psycholinguistics*, 20, 241–267.

JENKINS, JENNY

Refereed Journal Articles

Jenkins, J. M., & Bucciocioni, J. (2000). Children's understanding of marital conflict and the marital relationship. *Journal of Child Psychology and Psychiatry*, 41, 161–168.

Jenkins, J. M., & Ball, S. (2000). Distinguishing between negative emotions: Children's understanding of the social regulatory aspects of emotion. *Cognition and Emotion*, 14, 261–282.

Jenkins, J. M., & Oatley, K. (2000). Psychopathology and short-term emotions: The balance of affects. *Journal of Child Psychology and Psychiatry*, 41, 463–472.

Astington, J. W., & Jenkins, J. M. (1999). A longitudinal study of the relation between language and theory of mind development. *Developmental Psychology*, 35, 1311–1320.

Goldberg, S., Grusec, J., & Jenkins, J. M. (1999). Confidence in protection: A critique of attachment theory. *Journal of Family Psychology*, 13, 475–483.

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O'Connor, T., & Jenkins, J. M. (2000). *Marital transitions and children's adjustment: Understanding why families differ from one another and why children in the same family show different patterns of adjustment*. Report submitted to Human Resources Development Canada.

Sprott, J. B., Jenkins, J. M., & Doob, A. N. (2000). *Early offending: Understanding the mechanisms that place youth at risk and understanding why some "at risk" youth do not become delinquent*. Report submitted to Human Resources Development Canada.

KEATING, DANIEL

Books and Book Chapters

Keating, D. P., & Hertzman, C. (Eds.). (1999). *Developmental health and the wealth of nations: Social, biological, and educational dynamics*. New York: Guilford.

Keating, D. P. (1999). Developmental health as the wealth of nations. In D. P. Keating & C. Hertzman (Eds.), *Developmental health and the wealth of nations: Social, biological, and educational dynamics* (pp. 337–347). New York: Guilford.

Keating, D. P. (1999). The learning society: A human development agenda. In D. P. Keating & C. Hertzman (Eds.), *Developmental health and the wealth of nations: Social, biological, and educational dynamics* (pp. 237–250). New York: Guilford.

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Keating, D. P., & Miller, F. K. (1999). Individual pathways in competence and coping: From regulatory systems to habits of mind. In D. P. Keating & C. Hertzman (Eds.), *Developmental health and the wealth of nations: Social, biological, and educational dynamics* (pp. 220–233). New York: Guilford.

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- Keating, D. P. (2000). Social capital and developmental health: Making the connection. *Developmental and Behavioral Pediatrics*, 21(1), 50–52.
- Matthews, D. J., & Keating, D. P. (1999). What we are learning about how children learn and what this means for teachers. *Education Canada*, 39(1), 35–37.

LEWIS, MARC

Books and Book Chapters

- Lewis, M. D. (1999). A dynamic systems approach to measuring behavioural flexibility in early personality development. In M. Fingerle & A. Freytag (Eds.), *The strengths of children: Education between risk and resilience* (pp. 328–342). Berlin: Ernst-Reinhardt-Verlag.
- Lewis, M. D., & Granic, I. (Eds.). (2000). *Emotion, development, and self-organization: Dynamic systems approaches to emotional development*. New York: Cambridge University Press.

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- Lewis, M. D. (2000). The promise of dynamic systems approaches for an integrated account of human development. *Child Development*, 71, 36–43.
- Lewis, M. D., Lamey, A. V., & Douglas, L. (1999). A new dynamic systems method for the analysis of early socioemotional development. *Developmental Science*, 2, 458–476.

MUSSELMAN, C.

Books and Book Chapters

- Akamatsu, C. Tane, Musselman, C. (2000). Nature vs nurture in the development of cognition in deaf people. In P.E. Spencer, C. J. Erting, & M. Marschark (Eds.), *The deaf child in the family and at school*. Mahwah, NJ: Erlbaum.

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- Musselman, C. (2000). How do children who can't hear learn to read an alphabetic script? A review of the literature on reading and deafness. *The Journal of Deaf Studies and Deaf Education*, 5, 9–31.
- Musselman, C., & Akamatsu, T. (1999). The interpersonal communication skills of deaf adolescents and their relationship to communication history. *The Journal of Deaf Studies and Deaf Education*, 4, 305–320.

OATLEY, KEITH

Books and Book Chapters

- Oatley, K. (2000). *Les tumultes du siècle (A Natural History, Trans.)*. Paris: Presses de la Cité. (Original work published in 1998)
- Oatley, K. (1999). Foreword. In T. Dalgleish & M. Power (Eds.), *Handbook of cognition and emotion*. Chichester, UK: Wiley.
- Oatley, K. (1999). Emotions. In R. A. Wilson & F.C. Keil (Eds.), *The MIT encyclopaedia of the cognitive sciences* (pp. 273–275). Cambridge, MA: MIT Press.

Refereed Journal Articles

- Oatley, K. (1999). Meetings of minds: Dialogue, sympathy, and identification, in reading fiction. *Poetics*, 26, 439–454.



- Oatley, K. (1999). Why fiction may be twice as true as fact: Fiction as cognitive and emotional simulation. *Review of General Psychology*, 3, 101–117.
- Ali, A., Oatley, K., & Toner, B. (1999). Emotional abuse as a precipitating factor for depression in women. *Journal of Emotional Abuse*, 1(4), 1–13.
- Oatley, K., & Kerr, A. (1999). Memories prompted by emotions—emotions attached to memories: Studies of depression and of reading fiction. *Journal of the American Academy of Psychoanalysis*, 27, 659–671.

OLSON, DAVID

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- Olson, D. R. (1999). Literacy. In R. Wilson & F. Keil (Eds.), *MIT Encyclopedia of cognitive science*. Cambridge, MA: MIT Press.
- Olson, D. R. (1999). There are x kinds of learners in a single class: Diversity without “individual differences.” In J. Gaffney & B. Askew (Eds.), *Stirring the waters: A tribute to Marie Clay*. Portsmouth, NH: Heinemann.
- Olson, D. R., & Kamawar, D. (1999). The theory of ascriptions. In P. Zelazo, J. Astington, & D. Olson (Eds.), *Developing theories of intention*. Mahwah, NJ: Erlbaum.
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- Olson, D. R. (1999). Le rôle de l’alphabétisation dans la culture occidentale. *Revue européenne des sciences sociales, Tome 37, 114*, 249–263.
- Homer, B., & Olson, D. R. (1999). Literacy and children’s conception of words. *Written Language and Literacy*, 2, 113–137.

PELLETIER, JANETTE

Refereed Journal Articles

- Pelletier, J. (1999). “Tell me what you do at school” ... A comparison of children’s school scripts in English first language and French immersion second language kindergarten programs. *Language and Education*, 13, 1–15.

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- Pelletier, J., Harris, P., Mueller, M., & Morgan, J. (1999). *Early indices of achievement in kindergarten*. Toronto: Education Quality and Accountability Office.

PETERSON-BADALI, MICHELE

Refereed Journal Articles

- Peterson-Badali, M., Abramovitch, R., Koegl, C., & Ruck, M. (1999). Young people’s experience of the Canadian youth justice system: Interacting with police and legal counsel. *Behavioral Sciences and the Law*, 17, 455–465.

STANOVICH, KEITH

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- Stanovich, K. E. (2000). Progress in understanding reading: Scientific foundations and new frontiers. New York: Guilford.
- Stanovich, K. E. (1999). Foreward. In R. J. Sternberg & L. Spear-Swerling (Eds.), *Perspectives on learning disabilities: Biological, cognitive, and contextual* (pp. vii-xiii). New York: Westview Press.
- Stanovich, K. E., & Stanovich, P. J. (1999). How research might inform the debate about early reading acquisition. In J. Oakhill & R. Beard (Eds.), *Reading development and the teaching of reading* (pp. 12-41). Oxford: Blackwell.
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- Stanovich, K. E. (1999). The search for theoretically meaningful subtypes of reading disability. *Thalamus, 17*(1), 2-20.
- Gottardo, A., Chiappe, P., Siegel, L. S., & Stanovich, K. E. (1999). Patterns of word and nonword processing in skilled and less-skilled readers. *Reading and Writing: An Interdisciplinary Journal, 11*, 465-487.
- Sa, W., West, R. F., & Stanovich, K. E. (1999). The domain specificity and generality of belief bias: Searching for a generalizable critical thinking skill. *Journal of Educational Psychology, 91*, 497-510.
- Stringer, R., & Stanovich, K. E. (2000). The connection between reaction time and variation in reading ability: Unravelling covariance relationships with cognitive ability and phonological sensitivity. *Scientific Studies of Reading, 4*, 41-53.
- Stanovich, K. E., & West, R. F. (1999). Discrepancies between normative and descriptive models of decision making and the understanding/acceptance principle. *Cognitive Psychology, 38*, 349-385.

WIENER, JUDITH

Refereed Journal Articles

- Kuhne, M., & Wiener, J. (2000). Stability of social status of children with and without learning disabilities. *Learning Disability Quarterly, 23*, 64-75.
- Smith, C., & Wiener, J. (2000). Development and validation of the Smith Learning Disability Screen. *Journal of College Reading and Learning, 30*(1), 62-83.

WILLOWS, DALE

Books and Book Chapters

- Willows, D. M., & Watson, C. (1999). Diagnosis and remediation in reading. In D. A. Wagner, R. L. Venezky, & B. V. Street (Eds.), *Literacy: An international handbook* (pp. 60-67). Boulder, CO: Westview Press.



WOODRUFF, EARL

Refereed Journal Articles

Woodruff, E., & Brett, C., (1999) Collaborative knowledge-building: Pre-service teachers and grade 5/6 students talking to learn. *Language and Education*, 13(4), 280–302.

Reports, Monographs, and Published Conference Proceedings

Woodruff, E. (1999). Concerning the cohesive nature of CSCL communities. *Proceedings of the Computer Supported Collaborative Learning* (pp.675–685). Palo Alto, CA: CSCL.

Brett, C., Woodruff, E., and Nason, R. (1999). Online community and preservice teachers' conceptions of learning mathematics. *Proceedings of the Computer Supported Collaborative Learning* (pp. 57–65). Palo Alto, CA: CSCL.

Woodruff, E., Percy, J., Kalchman, M., & Chandra, N. (1999) *Professional development for the new elementary school science curriculum*. Report to the Ontario Ministry of Education.

HUMAN DEVELOPMENT & APPLIED PSYCHOLOGY

Research Grants—New and Ongoing 1999 – 2000

Project Title	Project Leader	Granting Agency	Start Date
A Narrative Approach to Moral Socialization in the Three Generational Family: Contexts, Themes, and Connections	Mary-Lou Arnold, Michael W. Pratt (PI), & Joan Norris	SSHRC	1998
Women and Minorities as Educational Change Agents	Mary-Lou Arnold & Ruth Hayhoe (PI) Who else to list?	CIDA	1996
Children's Understanding of Truth and Negation	Janet Astington	NSERC	1997
Fostering Vocabulary and Language with EFL and ESL children	Andy Biemiller	SSHRC	1998
Assessing the Effect of Early Mathematics Instruction on the Cognitive And Neurological functioning of Young Children	Robbie Case	James S. McDonnell Foundation	1997
Developing Children's Capabilities for Abstract Mathematical Thought: An Experimental Program for Teaching Linear and Non-Linear Functions	Robbie Case	James S. McDonnell Foundation	1997
"Errorless" Compliance Training: Enhancing Cooperation Between Parents with ABI and Their Children	Joseph Ducharme	Ontario Neurotrama Initiative	1998
Personal Cognitive Development in Adolescents	Michel Ferrari	Connaught Fund	1999
Understanding and Developing Adaptive Ethical Expertise Through Cases about Informed Consent	Michel Ferrari, Edward Etchells, & Rosa Lynn Pinkus	SSHRC	1999



Project Title	Project Leader	Granting Agency	Start Date
Developing Sensitive Benchmarks for Early Identification of Potentially-at-Risk ESL Children	Esther Geva	MET Transfer Grant	1999
The Development of Reading Skills in English-as-a-Second Language Children in Grades 4-6: A Longitudinal Perspective	Esther Geva	SSHRC	2000
Impact of Student Factors and Teaching Factors in Kindergarten and Grade One on Junior-Grade Reading and Writing: Longitudinal Follow-up of English and ESL Students	Esther Geva & Dale Willows	MET Transfer Grant	1999
Human Development Program	D. P. Keating	Canadian Institute for Advanced Research	1998
Millennium Dialogue for Children, UT Campaign	D. P. Keating	Invest in Kids and Lawson Foundation	1999
Family Life and Peer Context: Interactions Between Individual and Contextual Factors in Children's Development	D. P. Keating & Jenny Jenkins	Applied Research Branch HRDC	2000
New Methods for Dynamic Systems Analysis of Human Development.	Marc Lewis	NSERC	1997
Undergraduate Student Research Award	Marc Lewis	NSERC	2000
Coping with Parents' Marital Transitions: Understanding Why Children in the Same Family Show Different Patterns of Adjustment	T. G. O'Connor & Jenny Jenkins	Applied Research Branch, HRDC	1999
Early offending: Understanding the Mechanisms that Place Youth at Risk and Understanding Why Some "At Risk" Youth Do Not Become Delinquent	A. N. Doob, Jenny Jenkins, & J. B. Sprott	Applied Research Branch, HRDC	1999

Project Title	Project Leader	Granting Agency	Start Date
Incidents of Emotion: Elicitation and Effects on Memories and Interpersonal Interaction	Keith Oatley	SSHRC	1996
Biosocial Examination of Critical Thinking Skills Across Academic and Social Domains Among Adults with Learning disabilities	Keith Oatley & Catherine Smith	MRC Canada	1999
A Review and an Examination of Parenting and Readiness Centres	Jan Pelletier	Ontario Ministry of Education	1999
Developing Teacher Beliefs and Practices in a Teacher Education Program	Jan Pelletier	Connaught	1999
Parents' and Children's Understanding and Use of Rights	Michele Peterson-Badali	SSHRC	1998
Literacy Experience and Cognitive Decontextualization	Keith Stanovich	SSHRC	1998
Cognitive and Psycholinguistic Processes in Reading	Keith Stanovich	NSERC	1997
Development of a Compendium of best Practices in Neurotrauma Injury Prevention	Rick Volpe	Ontario Neurotrauma Foundation	2000
The Leadership/Fellowship Dimension in Integrating Schools and Community Services	Rick Volpe	Ontario Ministry of Education	2000
Children with Attention-Deficit/Hyperactivity Disorder's Self-Esteem, Domain-Specific Self-Concepts and Understanding of the Nature of Their Disorder	Judy Wiener	Hospital for Sick Children Foundation	2000
Impact of Student Factors and Teaching Factors in Kindergarten and Grade One on Junior-Grade	Dale Willows	MET Transfer Grant	1999



Project Title	Project Leader	Granting Agency	Start Date
Reading and Writing: Longitudinal Follow-up of English and ESL Students			
The Literacy Diet: Putting Theory into Practice: Raising Literacy Levels in Grade One Through Teacher Development	Dale Willows	Bluewater District Board of Education	1999
National Reading Panel Reviews and Meta-Analyses	Dale Willows	National Institute of Child Health	1999
Effects of Computer-Mediated Collaborative Learning Among Pre-service Teachers, Elementary Students, and Mathematicians on Teachers' Math Knowledge	Earl Woodruff	SSHRC	1997



SOCIOLOGY AND EQUITY STUDIES IN EDUCATION

Highlights

The Department has a full-time-equivalent faculty complement of 14 as well as 4 full-time support staff members. A large majority of our graduate student body is full-time (77 percent in 1998/99) and in the doctoral stream.

The quality of students who enter our programs is very high. Most have impressive grade averages in their previous programs. Their excellent record in gaining OGS and SSHRC awards (about 15 per year in total) further confirms the high quality of our students and of our program. Another notable feature of our graduate student body is its diversity. Three-quarters or more of our students are women, in keeping with OISE/UT generally. No figures are kept on representation of visible minorities, but it is clear that the proportion has risen greatly in the past few years. We believe we have pioneered in this respect. We also have a several of francophone students and we provide a modest program of courses taught in French. Very recently, we have begun to attract a small number of Aboriginal students, and we expect those numbers to rise as we increase our course offerings and supervisory capacity in Aboriginal and indigenous studies. Sadly, one of the pioneers in that field, George Burns, a valued and respected colleague who worked in the Department and in the OISE/UT Field Centre in Sudbury, passed away in the spring of 2000.

SESE courses are primarily organized through foci—informal groupings of courses and faculty clustered around research interests. Foci are reviewed and sometimes changed each year. Current foci are: Aboriginal and Indigenous Studies in Education; Critical Race and Anti-Racism Studies in Education; Critical Pedagogy and Cultural Studies; Feminist Studies and Gender Relations in Education; and Learning, Work and Change. Faculty who teach in the preservice program usually teach School and Society, a required course, or a related studies course (elective) such as Anti-racism and Education, Cross-Cultural Counselling, or School, Family and the Community.

Much energy within the Department is devoted to collaboration within and outside SESE, and one of the products has been the recent approval of three new Centres based here. Several faculty and students are also involved with the Centre de recherches en éducation franco-ontarienne (CREFO) and the Centre for Women's Studies in Education (CWSE).

Internal centres include: the Centre for Integrated Anti-Racism Studies (CIARS), which provides a focal academic point to carry out sustained intellectual work in the areas of race, social difference and education; the Centre for the Study of Education and Work (CSEW), which is devoted to pursuing critical investigations of all aspects of learning (formal and informal) that may be relevant to work; and the Centre for Independent Visual Media and Education (CIVME), which fosters links with the fast expanding network of film/video artists, cultural workers, activists, teachers and students who use experimental visual forms as a site for political critique, resistance, and change.



We are also involved in collaborative efforts with other University of Toronto units. SESE was one of the co-sponsors of a conference on Race and Ethno-cultural Equity in the University, which took place at New College in March 2000. SESE faculty also liaise with the Transitional Year Program.

The Department organizes a series of scholarly seminars each year, with speakers drawn from among regular and visiting faculty or graduate students. There are also workshops on particular themes, such as proposal-writing. The Department has a long history of democratic participation by faculty, staff, and students in its governance. Each of the three groups has its own caucus and provides members for committees dealing with admissions, personnel, programs, events, and other key functions. Everyone can participate in General Assemblies.

Faculty and graduate students (and SESE graduates) have a strong research profile. Faculty hold principal investigatorships or co-investigatorships on grants from agencies including the Social Sciences and Humanities Research Council of Canada, the Centre of Excellence for Research on Immigration and Settlement, Citizenship and Immigration Canada, the Ontario Ministry of Education, Health Canada, the Connaught Foundation, Statistics Canada, the Spencer Foundation, the Department of Education and Employment (UK), the Secrétariat aux affaires intergouvernementales canadiennes (Québec), and the Provost's Office of U of T. The researchers travel extensively and have networks and collaborations all over the world.

Listed in this Report are publications in Australia, Brazil, Canada, Germany, Japan, the Netherlands, Switzerland, Trinidad and Tobago, the United Kingdom and the United States, as well as those in international journals.

Among recent honours received by faculty are:

- The John Porter Award, a high-prestige Canadian recognition for sociological writing, which went to David Livingstone for the book *The Education-Jobs Gap*, and
- An honorary degree from Carleton University and the 1999 American Sociological Association's Career of Distinguished Scholarship Award went to Professor Emerita Dorothy Smith.

Faculty members not only produce valuable scholarship and research, but they are also active in community activities, using their academic skills in the service of broader justice and equity concerns.

SESE is an exciting place to study and to work. Its combination of path-breaking internationally-known scholarship, unusual teaching subjects, diverse student body and faculty, and meld of equity studies and sociology in education make it unique in the country and in the world.





SOCIOLOGY AND EQUITY STUDIES IN EDUCATION

Faculty Publications

ACKER, SANDRA (CHAIR)

Books and Book Chapters

Smyth, E., Acker, S., Bourne, P., & Prentice, A. (Eds.). (1999). *Challenging professions: Historical and contemporary perspectives on women's professional work*. Toronto: University of Toronto Press.

Acker, S. (1999). Caring as work for women educators. In E. Smyth, S. Acker, P. Bourne, & A. Prentice (Eds.), *Challenging professions: Historical and contemporary perspectives on women's professional work* (pp. 277–95). Toronto: University of Toronto Press.

Smyth, E., Acker, S., Bourne, P., & Prentice, A. (1999). Introduction. In E. Smyth, S. Acker, P. Bourne, & A. Prentice (Eds.), *Challenging professions: Historical and contemporary perspectives on women's professional work* (pp. 3–22). Toronto: University of Toronto Press.

Reports, Monographs, and Published Conference Proceedings

Acker, S. (1999). Rethinking the chilly climate metaphor: A Canadian study of academics in teacher education. In D. Cohen et al. (Eds.), *Winds of change: Women and the Culture of Universities conference proceedings*. Sydney, Australia: University of Technology Sydney.

BÉLANGER, NATHALIE

Books and Book Chapters

Bélanger, N., & Garant, N. (1999). Educational opportunities and polysemic notions of equality in France. In F. Armstrong & L. Barton (Eds.), *Disability, human rights and education: Some comparative perspectives* (pp.132–148). London: The Open University Press.

Reports, Monographs, and Published Conference Proceedings

Bélanger, N. (1999). *Les élèves en difficulté à l'école école élémentaire franco-ontarienne*. Research report submitted to the Ontario Ministry of Education.

DEI, GEORGE

Books and Book Chapters

Dei, G. J. S., & Calliste, A. (Eds.). (2000). *Anti-racist feminism: Critical race and gender studies*. Halifax, NS: Fernwood Publishing.

Dei, G. J. S., & Calliste, A. (2000). Introduction: Anti-racist feminism. In A. Calliste & G. J. S. Dei (Eds.), *Anti-racist feminism: Critical race and gender studies* (pp. 11–18). Halifax, NS: Fernwood Publishing.

Dei, G. J. S., & Calliste, A. (2000). Anti-racist feminism: A conclusion to a beginning. In A. Calliste & G. J. S. Dei (Eds.), *Anti-racist feminism: Critical race and gender studies* (pp. 165–68). Halifax, NS: Fernwood Publishing.

Dei, G. J. S., & Calliste, A. (2000). Historical overview of theories of race and racism. In A. Calliste & G. J. S. Dei (Eds.), *Anti-racist feminism: Critical race and gender studies* (pp. 19–37). Halifax, NS: Fernwood Publishing.



Refereed Journal Articles

- Dei, G. J. S. (2000). Local knowledge and education reform in Ghana. *Canadian and International Education*, 29(1), 35–55.
- Dei, G. J. S. (2000). Rethinking the role of indigenous knowledges in the academy. *International Journal of Inclusive Education*, 4(2), 111–132.
- Dei, G. J. S. (2000). Recasting anti-racism and the axis of difference: Beyond the question of theory. *Race, Gender and Class Studies*, 7(2), 39–56.
- Dei, G. J. S. & Karumanchery, L. (1999). School reforms in Ontario: The 'marketization of education' and the resulting silence on equity. *The Alberta Journal of Educational Research*, 45(2), 111–131.
- Dei, G. J. S. (1999). Knowledge and politics of social change: The implication of anti-racism. *British Journal of Sociology of Education*, 20(3), 397–411.

Reports, Monographs, and Published Conference Proceedings

- Dei, G. J. S. (2000). *Making excellence accessible and equitable*. Final productivity report submitted to SSHRC.
- Dei, G. J. S. & Cheddie, S. (2000). *Untapped knowledge: Cultural resource knowledge of minoritized communities and the potential for educational change in Canada*. A project report submitted to the NALL Project.

EICHLER, MARGRIT

Books and Book Chapters

- Eichler, M. (1999). Considering sustainability from a Canadian sociological perspective: A framework for disciplinary reorientation. In E. Becker & T. Jahn (Eds.), *Sustainability and the social sciences: A cross-disciplinary approach to integrating environmental considerations into theoretical reorientation* (pp. 182–206). London: Zed Books.

Reports, Monographs, and Published Conference Proceedings

- Eichler, M. (2000). Changes in Canadian families or, Alexi's family. In *The future of family in Canada and Japan*. (1999 Kwansei Studies Seminar, pp. 1–10). Tokyo: Canadian Embassy and Nishinomiya: Kwansei Gakuin University.

FOLSON, ROSE BAABA

Books and Book Chapters

- Folson, R. B. (1999). Dependency structures and the advancement of women. In J. Williams (Ed.), *African women and leadership towards the 21st century* (pp. 79–96). Leusden, The Netherlands: University of Leusden.
- Folson, R. B. (1999). Transformation in the German labor market: Educational potential, devaluation of competence, loss of potential: African and Asian female academics in the cleaning sector of the economy. In Afrikanish-Asiatische Studentenforderung e.V., Goettingen (Eds.), *Wissen und Produktion [Knowledge and Production]* (pp. 50–62). Frankfurt-am-Main, Germany: IKO Verlag.

FULLAN, MICHAEL (DEAN, OISE/UT)

Books and Book Chapters

- Fullan, M. (1999). *Change forces: The sequel*. Philadelphia, PA: Taylor & Francis & Falmer Press.

Refereed Journal Articles

- Fullan, M. (2000). The return of large-scale reform. *Journal of Educational Change*, 1(1), 5–38.
- Fullan, M. (2000). Three stories of education reform. *Phi Delta Kappan*, 8(8), 581–584.
- Fullan, M., & Hargreaves, A. (2000). Mentoring in the new millenium. *Theory into Practice*, 39(1).
- Fullan, M., & Hargreaves, A. (2000). There can be no improvement without the teacher. *ENC Focus*, 7(1).

HARVEY, EDWARD

Books and Book Chapters

- Harvey, E. B., & Blakely, J. H. (1999). *Re-thinking HR management: Strategies for success in an era of change*. Toronto: CCH Canadian Publishers.

Refereed Journal Articles

- Harvey, E. B., Siu, B., & Reil, K. D. V. (1999). Ethnocultural groups: Period of immigration and socioeconomic situation. *Canadian Ethnic Studies*, 31(3), 95–103.

Reports, Monographs, and Published Conference Proceedings

- Lo, L., Preston, V., Wang, S., Reil, K., Harvey, E., & Siu, B. (2000). *Immigrants' economic status in Toronto: Rethinking settlement and integration strategies* (Working Paper No. 15). Ottawa: Joint Centre of Excellence for Research on Immigration and Settlement.

HELLER, MONICA

Books and Book Chapters

- Heller, M. (1999). Heated language in a cold climate. In J. Blommaert (Ed.), *Language ideological debates* (pp. 143–170). Berlin: Mouton de Gruyter.
- Heller, M. (1999). Immigrant language issues. In J. Mey (Ed.), *Concise encyclopedia of pragmatics* (pp. 369–371). Oxford: Elsevier.

Refereed Journal Articles

- Heller, M. (1999). Alternative ideologies of la francophonie. *Journal of Sociolinguistics*, 3(3), 336–359.
- Heller, M. (1999). A analise do discurso interacional. *Trabalhos em Linguistica Aplicada*, 31, 21–36.
- Heller, M., & Budach, G. (1999). Prise de parole: la mondialisation et la transformation des discours identitaires chez une minorité linguistique. *Bulletin Suisse de Linguistique Appliquée*, 69(1), 155–166.

ISEKE-BARNES, JUDY

Books and Book Chapters

- Iseke-Barnes, J. (2000). (En)Countering stereotypes and gathering in educational settings. In C. James (Ed.), *Experiencing difference: Encounters in culture, language and identity*. Toronto: Errol Sharp.

Refereed Journal Articles

- Iseke-Barnes, J. (1999). Student multimedia stories as readings of cultural narratives. *Discourse: Studies in the Cultural Politics of Education*, 20(3), 409–426.



LENSKYJ, HELEN

Books and Book Chapters

Lenskyj, H. (1999). Women, sport, and sexualities: breaking the silences. In P. White & K. Young (Eds.), *Sport and gender in Canada* (pp. 170–182). Toronto: Oxford University Press.

Refereed Journal Articles

Lenskyj, H. (1999). Sydney 2000, Olympic sport and the Australian media. *Journal of Australian Studies*, 62, 76–83.

LIVINGSTONE, DAVID

Books and Book Chapters

Livingstone, D. W., & Secombe, W. (Eds.). (1999). *“Down-to-earth people”: Beyond class reductionism and postmodernism*. Toronto: Garamond Press.

Refereed Journal Articles

Livingstone, D. W., & Sawchuk, P. (2000). Beyond cultural capital theory: Hidden dimensions of working class learning. *Review of Education, Pedagogy and Cultural Studies*, 22(2), 121–146.

Livingstone, D. W. (1999). Lifelong learning and underemployment: A North American perspective. *Comparative Education*, 35(2), 163–186.

Livingstone, D. W. (1999). Beyond human capital theory: The underemployment problem. *International Journal of Contemporary Sociology*, 36(2), 163–192.

Livingstone, D. W. (1999). Exploring the icebergs of adult learning: Findings of the first Canadian survey of informal learning practices. *Canadian Journal for the Study of Adult Education*, 13(2), 49–72.

Reports, Monographs, and Published Conference Proceedings

Livingstone, D. W. (1999). Informelles Lernen in der Wissensgesellschaft. In *Kompetenz für Europa. Wandel durch Lernen–Lernen im Wandel: Referate auf dem internationalen Fachkongress* (pp. 65–91). Berlin: European Commission.

Livingstone, D. W. (1999). The limits of lifelong learning in class societies: A Canadian perspective. In *Passion and politics: 99 years of adult education: Proceedings of the 18th Annual Conference of the Canadian Association for the Study of Adult Education* (pp. 222–230). Sherbrooke, QU: CASAE.

Livingstone, D. W. (1999). Researching expanded notions of learning and work and underemployment. In *Researching work and learning: A First International Conference* (pp. 736–751). Leeds, UK: University of Leeds, School of Continuing Education.

PIERSON, RUTH

Books and Book Chapters

Pierson, R. R. (2000). Nations: Gendered, racialized, crossed with empire. In I. Blom, K. Hagemann, & C. Hall (Eds.), *Gendered nations: Nationalisms and gender order in the long nineteenth century* (pp. 41–61). Oxford/New York: Berg.

RAZACK, SHERENE

Books and Book Chapters

Razack, S. (1999). *Looking white people in the eye: Gender, race and culture in courtrooms and classrooms* (2nd ed.). Toronto: University of Toronto Press.

- Razack, S. (2000). Your place or mine: Transnational feminist collaboration. In G. Dei & A. Calliste (Eds.), *Anti-racism feminism: Critical race and gender studies* (pp.39–53). Halifax, NS: Fernwood Press.
- Razack, S. (1999). The image of the Indian woman in law: What gender persecution claims can tell us about Indianness. In R. Kanhai (Ed.), *Matikor. The politics of Indo-Caribbean women* (pp. 155–174), Trinidad and Tobago: Universities of the West Indies, The Multimedia Production Centre.

Refereed Journal Articles

- Razack, S. (2000). Simple logic: The identity documents rule and the fantasy of a nation besieged and betrayed. *Journal of Law and Social Policy*, 15, 183–211.
- Razack, S. (2000). From the clean snows of Petawawa: The violence of Canadian peacekeepers in Somalia. *Cultural Anthropology*, 15(1), 127–163.
- Razack, S. (1999). Making Canada white: Law and the policing of bodies of colour in the 1990s. *Canadian Journal of Law and Society*, 14(1), 159–184.



SOCIOLOGY AND EQUITY STUDIES IN EDUCATION

Research Grants—

Project Title	Project Leader	Granting Agency	Start Date
Traditions and Transitions in Teacher Education: The Experiences of Teacher Educators in Ontario, Quebec and Saskatchewan, 1945-2002	Sandra Acker	SSHRC	1999
Services spécialisés aux élèves à l'école secondaire de langue française	Nathalie Bélanger	MET	1999
Partenariat entre le Québec, l'Ontario, le Manitoba et le Nouveau Brunswick: enfants en difficulté à l'école et pratiques éducatives et inclusives	Nathalie Bélanger	Secrétariat aux affaires intergouvernementales canadiennes (Québec)	1999
Trajectoires sociales et scolaires d'élèves en difficulté à l'école élémentaire de langue française en Ontario	Nathalie Bélanger	SSHRC	2000
Informal Learning Culture Through the Life Course: Initiatives in Native Organizations and Communities	George Burns, Robert Beaudin, & Paul Olson	SSHRC Network on Lifelong Learning	1998
The Role of Parents In Education Reform	Kari Dehli	SSHRC	1996
Minority Education in Africa: Dealing with Difference and Diversity in Ghanaian Schooling	George Dei	SSHRC	1999
Development of a [Gender-Based Analysis] Tool for Health Canada	Margrit Eichler	Health Canada	1999
Impact of Migration of Women on the Family, Community, and the State: Comparative Studies of the Situation in Ghana & Kenya	Rose B. Folsom	Connaught Fund	2000



Project Title	Project Leader	Granting Agency	Start Date
Evaluation of the National Literacy and Numeracy Strategies	Michael Fullan	Dept. of Education and Employment, UK	1998
Prise de parole: la construction de l'espace discursif de la francophonie minoritaire en Amérique du Nord.	Monica Heller, J. Erfurt, & N. Labrie	GAAPF	1996
La construction discursive de l'espace francophone en milieu minoritaire	Monica Heller, N. Labrie, & J. Erfurt	AUPELF-UREF	1997
Défis et stratégies de développement dans la francophonie canadienne	N. Labrie & Monica Heller	MET Transfer Grant	1999
L'immigration et la communauté franco-torontoise	Monica Heller & N. Labrie	CERIS	1999
L'enseignement de la langue parlée en milieu minoritaire	Monica Heller	MET	2000
Aboriginal Educators and Students in Cyberspace: Identity, Community, Culture, and Pedagogy	Judy Iseke-Barnes	SSHRC	1998
Developing Inter-departmental Programs in Aboriginal Education at OISE/UT to Enhance Recruitment of Aboriginal Students at the University of Toronto	Judy Iseke-Barnes	University of Toronto, Provost's Office, Ethnocultural Academic Initiative Fund	1999
National Research Network on New Approaches to Lifelong Learning (NALL).	David Livingstone	SSHRC	1997
National Survey of Informal Learning Practices	David Livingstone	SSHRC	1997
Working Class Learning Practices	David Livingstone	SSHRC	1997



Project Title	Project Leader	Granting Agency	Start Date
The N'Swakamok Native Friendship Centre: An Urban Aboriginal Learning Environment	Paul Olson & George Burns	SSHRC Network on Lifelong Learning	1999
Informal Learning Culture Through the Life Course: Initiatives in Native Organizations and Communities	Paul Olson, George Burns & Robert Beaudin	SSHRC Network on Lifelong Learning	2000
Race and the Canadian Unconscious	Sherene Razack	SSHRC	1999



THEORY AND POLICY STUDIES IN EDUCATION

Highlights

As a result of the OISE/UT merger, three departments of the former OISE and some faculty from the former FEUT now constitute the Department of Theory & Policy Studies in Education (TPS). The Department consists of three graduate programs with four fields of study, two representing cognate disciplines (History and Philosophy) and two representing the application of cognate scholarship to domains of practice (Educational Administration and Higher Education). Each program offers courses of study leading to MEd, MA, EdD and PhD degrees. Certificate and diploma programs are also offered in the Department. TPS, as well, has an important pre-service education function. As such, some faculty members in TPS teach pre-service courses.

Within the Department, a wide range of research projects focused on provincial, national, and international issues in education are being conducted. The Department faculty obtain research support from a variety of sources which include the Spencer Foundation, the Walter & Duncan Gordon Foundation, Bureau des technologies of Learning Technologies, the Hong Kong Department of Education, and the Department of Education and Employment in England, just to name a few. In addition to supporting such research projects, the Department is also home to three research centres, the Centre for Leadership Development (CLD), the International Centre for Educational Change (ICEC), and the Centre for the Studies of Values and Leadership (CSVL).

Among this year's highlights are the following:

- Michael Skolnik, a leading international figure within the field of higher education, one of Canada's most respected scholars in the area of higher education policy, and a professor and program coordinator for the Higher Education Program, was appointed as the William G. Davis Chair in Community College Leadership. This is the first endowed chair at OISE/UT, one of a very small number in education in Canada, and the first chair in the field of Higher Education in the country.
- The BAITWorM (Biology As If The World Mattered) Network hosted its first annual conference at OISE/UT. The keynote address was given by Ruth Hubbard (Harvard University Biological Laboratories) entitled, "Reproductive Freedom, Yuppie Eugenics and Feminist Values". Members of the network include Linda Muzzin (project leader), Jamie-Lynn Magnusson, Deanne Bogdan, Charles Middleton and Ahmad Mah.
- Two new faculty members joined our department in the Educational Administration Program—Reva Joshee as an Assistant Professor and John Portelli as a Professor.
- The International Centre for Educational Change hosted six visitors from Hong Kong who came to the Centre to learn more about school effectiveness and school improvement in the Ontario context.

Student awards included:

- Michelle Goldberg, PhD candidate in the Educational Administration Program, was rated number one in Social Sciences across the University of Toronto among applicants for SSHRC doc-



toral thesis awards. Her thesis will deal with published reactions to Canada's immigration and employment policies using critical discourse analysis as a methodology.

- Dr. Sandra Gillespie, a recent PhD graduate of the Higher Education Program, was awarded the Gail Kelly Award for the Best Dissertation in Comparative Education. This annual award is presented by the Comparative and International Education Society (CIES). The title for her thesis was "South-South Transfer: A Study of Sino-African Exchanges."
- Wambui Gathenya, a PhD candidate in the Educational Administration Program, returned from field research looking at alternative educational provisions for street children in Kenya. While there, she introduced an innovative program for street children in her own village, which will offer a model for programs elsewhere in the country.



THEORY AND POLICY STUDIES IN EDUCATION

Faculty Publications

BEGLEY, PAUL

Books and Book Chapters

- Begley, P. T., & Slater, C. (Eds.). (2000). *School leadership in Canada (2nd ed.)*. Mt. St. Louis, ON: Paul Begley & Associates.
- Begley, P. T. (Ed.). (1999). *Values and educational leadership*. Albany, NY: SUNY Press.
- Begley, P. T., & Leonard, P. (Eds.). (1999). *The values of educational administration*. London: Falmer Press.
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CAMPBELL, C. ELIZABETH

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CORSON, DAVID

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EARL, LORNA

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HACHÉ, DENIS

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JONES, GLEN (CHAIR)

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MUZZIN, LINDA

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TROPER, HAROLD

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THEORY AND POLICY STUDIES IN EDUCATION

Research Grants—New and Ongoing 1999 – 2000

Project Title	Project Leader	Granting Agency	Start Date
Developing a Framework for the Study of Diversity in Education as a Component of the Reform programme of the Delhi Government schools	Reva Joshee	SSHRC	2000
Evaluation of the Implementation of the National Literacy and National Numeracy Strategies in England and Wales	Lorna Earl, Michael Fullan & Ken Leithwood	Dept. of Education and Employment, England	1998
The Nature and Effects of External Accountability Initiatives on Secondary Schools	Ken Leithwood	Ministry of Education and Training	1998
An Investigation of Schools as Self-Organizing Systems	Ken Leithwood	SSHRC	1998
The Moral and Ethical Bases of Teachers' Interactions with Students	Elizabeth Campbell	SSHRC	1998
Student engagement, Democratic Practices, and Curriculum of Life	John P. Portelli	Connaught	1999
The Relationship Between Universities and Colleges of Applied Arts and Technology	Michael Skolnik	SSHRC	1999
Biology As If The World Mattered (BAITWorM)	Linda J. Muzzin	SSHRC	1999
Gendered Retrenchment: Non-Tenured Faculty and the Dynamics of Knowledge Production in University-Based Professional Education	Linda J. Muzzin	SSHRC	1999
School-Based Budgeting in Theory and Practice	Daniel W. Lang	Ontario Principals Council	2000
La vitalité ethnolinguistique des élèves du Conseil scolaire public du	Denis Haché	Conseil scolaire public du Nord-	1999



Project Title	Project Leader	Granting Agency	Start Date
Nord-Est de l'Ontario (Students ethnolinguistic vitality Conseil scolaire public du Nord-Est de l'Ontario)		Est de l'Ontario	
Le projet Bloc-notes Thinkpad: une innovation en téléinformatique et en apprentissage au niveau collégial (The Blocs-notes Thinkpad project at Collège Boréal: An innovation in teleinformatics and learning)	Denis Haché	Bureau des technologies of Learning Technologies	1998
Beyond Transitions: A Longitudinal Study of Teachers Involved in Innovation	Lorna Earl	MET Transfer Grant	1999
Evaluation of the Manitoba School Improvement program	Lorna Earl & Michael Fullan	Walter & Duncan Gordon Foundation	1999
Secondary School Reform and Teachers' Performance: The Impact of Changes in Teaching Time and Class Size on Performance of Teaching Responsibilities.	Lorna Earl & Nancy Torrance	MET Transfer Grant	1999
Impact 2000	Lorna Earl	OSSTF	1999
The Academic Senate and University Governance in Canada	Glen Jones	SSHRCC	1998
University Financing and Its Implications in Ontario	Glen Jones & Daniel W. Lang	OCUFA	1998
Research Fellowship Award Planning Grant	Andy Hargreaves & Lorna Earl	Spencer Foundation	2000
Hong Kong Administrator Development Project	Andy Hargreaves	Hong Kong Dept. of Education	2000
Networks for Change: Supporting Secondary Administrators and Teachers in Interpreting, Integrating and Implementing Secondary School Reform	Andy Hargreaves & Paul Shaw	MET Transfer Grant	1999
Change Over Time? A Study of Culture, Structure, Time and Change in Secondary Schooling	Andy Hargreaves & Ivor Goodson	Spencer Foundation	1998



Project Title	Project Leader	Granting Agency	Start Date
Creating Conversations Across Differences: Principals' Communication Strategies for Diverse Educational Communities	Jim Ryan	SSHRCC SSHRC	1999
Parent Involvement in Education: Models, Strategies and Contexts	Shawn Moore	EQAO	1999

PROFESSIONAL RESEARCH STAFF

With rare exceptions, the work of OISE/UT research officers is affiliated with the academic departments. The publications listed below are written by professional research staff affiliated with the Centre for Women's Studies in Education (Bourne) and Centre de recherche en éducation nouvel-Ontario (Januario).

Elizabeth Smyth, Sandra Acker, Paula Bourne, Alison Prentice (Eds.).(1999). *Challenging professions: Historical and contemporary perspectives on women's work*. Toronto: University of Toronto Press.

Januario, I., & Marujo, M. (2000). Voices of Portuguese immigrant women. In C. Teixeira & V.M.P. da Rosa (Eds.), *The Portuguese in Canada: From the sea to the city* (pp. 97–111). Toronto: University of Toronto Press.



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CONTINUING EDUCATION HIGHLIGHTS

Continuing Education

Continuing Education offers *Quality Learning and Leadership* for educators and other professionals. Through institutes, courses and customized projects, we provide the knowledge, skills, motivation and resources to build the capacity to manage change.

This year was particularly successful for our Additional Qualification courses for educators (AQ), both in terms of increased enrollment and efforts to tailor courses to meet evolving needs. The range of courses offered was expanded to include International Languages and Family Studies, and all AQ studies are concentrated on integrating new technology into teaching practice. In addition, new distance education opportunities were introduced that included a unique partnership with TVOntario in developing a series of videos to supplement a distance education Special Education course. All 130 courses have received accreditation by the Ontario College of Teachers.

Our custom-designed services have continued to expand and develop. New clients and partnerships have included school districts from across the province, as well as the private sector. For example, the Leadership Development program has focussed on leadership skills for current and aspiring leaders, providing renewal strategies to deal with the politics of school change, advanced facilitation skills and models for meaningful community involvement. The Toronto Stock Exchange sponsored the development of a document designed to provide secondary staff with the resources to help introduce students to the effective management of personal finance. The document was launched at a three-day Institute in August 2000. Another project, *Shape the Future*, has been developed in collaboration with the Canadian Education Association and funded by the Walter and Duncan Gordon Foundation. A nation-wide dialogue for the development of secondary schools for the next decade, *Shape the Future's* national plan for action has stimulated interest in individuals, organizations and governments who want to work collaboratively to learn and share effective improvement strategies.

Highlights of international projects have included two CIDA-funded initiatives: the Economic Development Project-Cuba, a distance education plan that partners U of T, Dalhousie and KPMG Consulting; and a five-year project in Free State, South Africa. The Free State project encompasses building leadership capacity at all levels, including school principals, school development teams, curriculum support teams, District Managers and Senior Management of the Free State Department of Education. As well, the conference *International Trends in School Change*, focussing on leadership development, will be sponsored in Beijing in November 2000 in collaboration with Bond International College and the China National Institute for Studies in Education.



FAST FACTS ABOUT OISE/UT

The establishment of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) on July 1, 1996 integrated the following:

- Ontario Institute for Studies in Education (OISE)
- Faculty of Education, University of Toronto (FEUT), including
- University of Toronto Schools (UTS)
- Institute of Child Study (ICS)

Locations

252 Bloor Street West • 371 Bloor Street West (UTS) • 45 Walmer Road (ICS)

Overall Operating Budget 1999–2000

\$49.7 million

Student Enrolment

<i>Initial Teacher Education</i>	1128
including MA in Child Study	
<i>Master's</i> (projected)	610
MA 190; MEd 420	
<i>Doctoral</i> (projected)	750
PhD 470; EdD 280	
<i>Inservice Teacher Education</i>	
Summer 1998	3378
Winter (projected)	1725
<i>Laboratory Schools</i>	
ICS	208
UTS	539

Faculty and Staff

Tenured/Tenure Stream /Tutorial	160
Additional Instructional Staff	44
Initial Teacher Education only	
Research Officers	28
UTS	36
ICS	14
Administrative Staff	159

Sponsored Research Funding

\$5 million

Departments

Adult Education, Community Development and Counselling Psychology
Curriculum, Teaching and Learning
Human Development and Applied Psychology
Sociology and Equity Studies in Education
Theory and Policy Studies in Education

Research Centres

Centre for Applied Cognitive Science
Centre for Integrative Anti-Racism Studies
Centre de recherches en éducation franco-ontarienne
Centre for Independent Visual Media and Education
Centre for the Study of Education and Work
Centre for Teacher Development
Centre for Women's Studies in Education

Comparative, International and Development Education Centre
Dr. R.G.N. Laidlaw Centre (ICS)
Imperial Oil Centre for Studies in Science, Mathematics, and Technology Education
International Centre for Educational Change
International Institute for Global Education
Modern language Centre
Transformative Learning Centre

Field Centres

Centre de recherches en éducation du nouvel-ontario (Sudbury)
Midnorthern/Northeastern Centre (North Bay)
Midwestern Centre (Kitchener)

Northwestern Centre (Thunder Bay)
Ottawa Valley Centre (Nepean)
Trent Valley Centre (Peterborough)
Southern Field Centre (Toronto)



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