



# **Faculty of Education**

A Report of the Office of the Dean

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## **Biennial Report** **2000-2002**

Issued November 2006

TABLE OF CONTENTS

**I. MISSION STATEMENT**.....2

**II. DEAN’S REPORT**.....3

**III. DEPARTMENTS AND DIVISIONS**.....6

**IV. DEPARTMENT AND PROGRAM REPORTS**.....9

    GRADUATE AND UNDERGRADUATE STUDIES DEPARTMENT.....9

    PRE-SERVICE DEPARTMENT.....24

    TECHNOLOGICAL EDUCATION PROGRAM.....26

    ENTREPRISE EDUCATION PROGRAM.....27

    THE WATERLOO-BROCK FRENCH TEACHING SPECIALIZATION.....27

    CONCURRENT EDUCATION PROGRAMS.....28

    CENTRE FOR ABORIGINAL STUDIES AND NATIVE TEACHER EDUCATION.....29

    CENTRE FOR ADULT STUDIES & DISTANCE LEARNING.....30

    CENTRE FOR CONTINUING STUDIES.....30

    CENTRE FOR EDUCATIONAL OUTREACH.....30

    INSTRUCTIONAL RESOURCE CENTRE AND COMPUTING SERVICES.....31

**V. FACULTY, PUBLICATIONS, PRESENTATIONS, ADDRESSES AND WORKSHOPS**.....33

**VI. COMMITTEE INFORMATION / COMMUNITY SERVICES**.....59

    SENATE COMMITTEES.....59

    STANDING COMMITTEES.....60

**VII. SPECIAL AWARDS AND HONOURS**.....61

**VIII. GRANTS**.....64

    INTERNAL.....64

    EXTERNAL.....66

**IX. CHARTS AND GRAPHS**.....69

    EDUCATION DEGREES AND CERTIFICATES GRANTED.....69

    CONSECUTIVE PRE-SERVICE PROGRAM: APPLICANTS VS. REGISTRANTS.....70

    PRE-SERVICE INSTRUCTIONAL FACULTY GROWTH.....71

    FACULTY DEMOGRAPHICS BY RANK DISTRIBUTION.....72

    FACULTY DEMOGRAPHICS BY GENDER BALANCE.....72

    BROCK EDUCATION FTE (FULL-TIME EQUIVALENT) ENROLLMENT.....73

**X. ACKNOWLEDGEMENTS**.....74

**I. FACULTY OF EDUCATION  
MISSION STATEMENT**

The Faculty of Education, Brock University, as a fully constituent faculty of the University, shares with the University the Statement of Mission and the goals of the University approved by the Board of Trustees.

In addition, by virtue of its unique position within the University, the Faculty of Education has a mission which extends beyond the range and goals of the University in a number of ways.

This uniqueness is the direct result of its mandate from the Ontario Ministry of Education and its consequent association with the practice of education, and rests on its role as being a primary source of programs and research in the field of teaching and learning.

In particular, the mandate from the Ministry of Education and the Ontario College of Teachers is to provide certification programs leading to credentials to teach and serve in the public and separate schools of Ontario. Associated with this mandate is the expectation of educational agencies outside the University that the Faculty will provide educational opportunities, research, assistance and advice on a wide variety of professional issues associated with teaching and learning.

To fulfill its unique mission, the Faculty has specific goals additional to those of the University. They are:

1. The promotion of the integration of theory, practice and research in all programs of study and activities offered by the Faculty.
2. The promotion of the principle that all programs of undergraduate, pre-service, post certification and graduate education constitute a continuum of professional education.
3. The promotion of a proactive role of all facets of the Faculty of Education as a primary resource for those concerned with teaching and learning in a variety of environments through demonstration, example, and the sharing of expertise.
4. The promotion of the professional role of the Faculty by setting high standards for teaching, research and practice and a critical examination of educational issues.
5. The promotion of a positive attitude towards articulated governmental and professional needs consistent with University policy and high standards of academic rigor and freedom.

## **II. DEAN'S REPORT**

In addition to sharing in the mission and goals of Brock University for teaching, research and service, the Faculty of Education (the Faculty) has the particular mandate from the Ontario Ministry of Education (MOE) and the Ontario College of Teachers (OCT) to provide certification programs that credential educators for the school systems of the province. Over the 2-year span (May 1, 2000 – April 31, 2002) of this report, the Faculty has continued to meet its mandate through programs in pre-service, additional qualifications, undergraduate, graduate, aboriginal and adult education.

### **Programs**

In response to a demand for more concurrent pre-service programs, plans were completed for a concurrent generic model. This required collaboration among five faculties: Education, Applied Health Sciences, Humanities, Mathematics and Science, and Social Sciences; development of **undergraduate** education courses; expansion of the Interfaculty Concurrent Committee and team planning between the Pre-Service Department and the Graduate/Undergraduate Department.

In the **Pre-service Department**, enrollment in the 1-year consecutive program peaked at 646, a dramatic increase over previous years and in line with the provincial pattern in response to a general teacher shortage. Under the leadership of the new chair, Dr. James Kerr, more technology initiatives were introduced into the program. The Enterprise Education program offered its first regular session after its pilot and accreditation by the Ontario College of Teachers (OCT). This program is offered in partnership with the Institute for Enterprise Education. The technology studies certification program (Intermediate/Senior), was awarded

recognition for excellence by Ontario's Technological Education Association.

Amid much controversy and attendant anxiety, the Ontario Teachers' Qualification Test (OTQT), developed and administered by the Educational Testing Service (Princeton), was introduced as a provincial requirement of all graduating teachers.

Labour dispute among the teachers' associations, several boards of education and the Ontario Ministry of Education (MOE) impacted the practicum portion of the pre-service program, intensified anxiety and made it a turbulent period indeed.

Under the directorship of Dr. Merle Richards, the off-site **Native Teacher Education Programs** (NTEP) at Six Nations and Chippewa of the Thames, expanded and undergraduate courses in the Hodinohsonni language and culture were added to the well established courses in Mohawk and Cayuga.

Significant changes in the Additional Qualifications Program (A-Q) in the **Centre for Continuing Studies** were: the accreditation of all courses by the OCT, participation in the very controversial Professional Learning Program (PLP) for all members of the Ontario College of Teachers (OCT) and delivery of A-Q courses at new sites: Mississauga, ON and Nanjing, China.

In the **Graduate/Undergraduate Department** the joint Ph.D. program, with an on-line component, began with 16 students across the four participating universities: Brock, Lakehead, Western and Windsor. The M.Ed. program experienced enrollment growth in all four streams: Curriculum Studies, Integrated Studies, Organizational/Administration Studies and Teaching and Learning. Enrollment also increased in the M.Ed./TESL program offered in collaboration with the Faculty of Humanities. Tracking M.Ed. students to

## Faculty of Education

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increase completion rate and implementing the Joint Ph.D. program were the two main challenges in the department.

In the **Centre for Adult Studies and Distance Education** a new team, composed of director, administrative assistant, curriculum advisor and two full-time coordinators revised the mainstream adult education program, introduced a parallel on-line alternative to the site-based program, developed and implemented the B.Ed. and certificate site-based programs in Aboriginal Adult Education.

### Support Services

With the expansion of the pre-service program at the Hamilton Campus the **Instructional Resource Centre and Computing Services** were upgraded; library holdings increased and two computer labs were equipped towards the goal of equity of services with the St.Catharines campus. Here, instructional computing services in the University were centralized under Information Technology Services (ITS)

A full-time **research officer** provided support to the Faculty, students, the Dean's Office and the Research and Development Committee. An aspect of her work was developmental and exploratory, making connections beyond the Faculty and the University. Plans for a centre for enterprise studies and transformative learning evolved into the **Centre for Educational Outreach**.

### Student Graduation

These numbers include degrees and certificates awarded at the fall and spring convocations.

PROGRAM	2000	2001	2002
M.Ed.	57	68	74
B.Ed.	590	661	698
Certificates	32	37	60

### Faculty and Staff

Two staff members retired: Cynthia Peterson and Pam Pratt.

### New Staff Appointments

New support staff was hired in various capacities, permanent, full-time and part-time:

Janie Hodson, Administrative Assistant, Centre for Adult Education and Distance Learning

Shawn Marriott, Computer Technologist, Computing Services

Marie McCallum, Administrative Assistant, Centre for Continuing Teacher Education

Deborah Mindorff, Research Officer

Sandra Plavinskis, Coordinator Mainstream B.Ed., Adult Education Programs

Kyle Tuck, Computer Technologist, Computer Services

Leslie Wenzl, Administrative Assistant, Finance

Christine Wysmyk, Library/Media Assistant, IRC, Hamilton Campus

**New Faculty Appointments**

Leo Elshof, Ph.D., University of Toronto, Technology and Science Education, Pre-service Department

David Kanatawakhan Maracle, Centre for Aboriginal Studies and Native Teacher Education

Xiaobin Li, Ph.D., University of Toronto, Graduate/Undergraduate Department

Debra McLauchlan, Ph.D., University of Toronto, Drama Education, Pre-service Department

Denise Paquette-Frenette, M.Ed., University of Toronto, Graduate/Undergraduate Department

Alice Schutz, Ph.D., University of Toronto, Graduate/Undergraduate Department

Carmen Shields, Ed.D., Toronto University, Graduate/Undergraduate Department

Tiiu Strauss, Ph.D., University of Toronto, Centre for Adult and Distance Learning

Mary Louise Vanderlee, M.Ed., Brock University, Graduate/Undergraduate Department

Claudine Van Every-Albert, M.Ed., University of Toronto Centre for Aboriginal Studies and Native Teacher Education

These new faculty appointments include permanent, full- and part-time appointments.

**Appreciation**

The Faculty of Education has maintained and expanded programs and services with a strong and loyal cohort of full-time faculty and staff supported by an equally strong and able group of part-time faculty and staff. They have worked together to move the Faculty forward and while I thank them all, I want to name a few who had additional responsibilities: Dr. Raymond Chodzinski, as Associate Dean in charge of Hamilton campus, and for his initiative with *Teaching and Learning*, Dr. Rosemary Young, Chair of the Graduate/Undergraduate Department, Dr. James Kerr, Chair of the Pre-service Department, Dr. Don Dworet, Director of the Centre of Continuing Studies, Dr. Merle Richards, Director of the Centre for Native Teacher Education and Aboriginal Studies, Dr. Richard Bond, Director of the Centre for Adult Education and Distance Learning and Ms. Joanne Smith, Manager of the Instructional Resource Centre and Media Services.

**III. DEPARTMENTS AND DIVISIONS**

**OFFICE OF THE DEAN**

<i>Dean:</i>	Michael Manley-Casimir
<i>Assistant to the Dean:</i>	Pat Hodgson (2000)
<i>Administrative Officer:</i>	John Bird
<i>Admin. Officer Finance:</i>	Pat Hodgson (2001)
<i>Research Officer:</i>	Deborah Mindorff (2001)
<i>Admissions Counsellor:</i>	Phyllis Stanley
<i>Administrative Assistants:</i>	Beulah Alexander, Heather McGuiness (2000) Heather McGuiness, Leslie Wenzl (2001)

**Hamilton Campus**

<i>Associate Dean:</i>	Ray Chodzinski
<i>Administrative Assistant:</i>	Nancy Schoeberle
<i>Receptionist/Admin. Assistant:</i>	Marjorie Wamsley
<i>Program Coordinator:</i>	Ruth Scott
<i>Tech. Studies Coordinator:</i>	Bob Moulton

**COMPUTER SERVICES**

<i>Network/System Administrator:</i>	Rahul Kumar
<i>St. Catharines Campus Staff:</i>	Shawn Marriott (2000)    Kyle Tuck (2001)
<i>Hamilton Campus Staff:</i>	Kyle Tuck

**INSTRUCTIONAL RESOURCE CENTRE**

<i>Manager:</i>	Joanne Smith
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**St. Catharines Campus**

<i>Public Services Coordinator:</i>	Kim Pelchat
<i>Library Services:</i>	Sandie Bingley            Arlene Pitkanen Brenda Emerson            Sharon Smith
<i>Media Services:</i>	Audrey Fraser            Jim Windjack (2000)

**Hamilton Campus**

<i>Library &amp; Media Services Coordinator:</i>	Mary Louise Duncan
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## **Faculty of Education**

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### **CENTRE FOR ABORIGINAL STUDIES & NATIVE TEACHER EDUCATION**

*Director:* Merle Richards  
*Acting Director:* Claudine VanEvery-Albert (2001)  
*Administrative Assistant:* Beulah Alexander (2000) Leslie Wenzl (2001)  
*Program Coordinator:* Claudine VanEvery-Albert (2000)

### **CENTRE FOR ADULT EDUCATION & DISTANCE LEARNING**

*Director:* Michael Kompf (2000)  
*Acting Director:* Richard Bond (2001)  
*Administrative Assistant:* Janie Hodson  
*Aboriginal Curriculum Consultant:* John Hodson  
*Program Coordinator:* Phyllis Stanley (2000)  
Sandra Plavinskis (2001)

### **CENTRE FOR CONTINUING STUDIES**

*Chair:* Don Dworet  
*Administrative Assistant:* Pam Pratt (2000) Marie McCallum (2001)

### **PRINCIPALS' COURSES**

*Director:* Vic Cicci

### **CENTRE FOR EDUCATIONAL OUTREACH**

*Director:* Sybil Wilson  
*Research Officer:* Deborah Mindorff

### **GRADUATE & UNDERGRADUATE DEPARTMENT**

*Chair:* Rosemary Young  
*Administrative Assistant:* Lynn Duhaime

*St. Catharines Campus Faculty:* Richard Bond      John Novak  
Sandra Bosacki      Patrick O'Neill  
Ron Common (2000)      Denise Paquette  
Susan Drake      Frenette  
Kris Kirkwood      Carmen Shields  
Michael Kompf      Susan Tilley  
Renee Kuchapski (2001)      Mary Louise  
Michelle McGinn      Vanderlee (2001)  
Coral Mitchell (2001)      Jim Wagner  
Jonathan Neufeld      Alan Wheeler  
Vera Woloshyn

*Hamilton Campus Faculty:* Richard Bond  
Kris Kirkwood  
Carmen Shields

## **Faculty of Education**

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### **JOINT PhD. PROGRAM**

*Director:* Rosemary Young  
*Administrative Assistant:* Lynn Duhaime

### **READING CLINIC**

*Director:* James Wagner

### **PRE-SERVICE DEPARTMENT**

*Chair:* Ray Chodzinski (2000)      Jim Kerr (2001)  
*Administrative Assistant:* Lesa Mansfield

*St. Catharines Campus Faculty:*

Sharon Abbey	Joe Engemann
Rodger Beatty	Lynette Fast
Sheila Bennett	Rosemary Hunter
Joyce Castle	David Hutchison
Ray Chodzinski (2000)	Jim Kerr
Ralph Connelly	Anthony Mollica
Roger Crane	Merle Richards
Tony DiPetta	Susan Sydor
Don Dworet	Adele Thomas
Anne Elliott	Sybil Wilson

*Hamilton Campus Faculty:*

Ray Chodzinski	Debra McLachlan
Joanne Graham	Ruth Scott
John Kearns	

#### **IV. DEPARTMENT AND PROGRAM REPORTS**

##### **DEPARTMENT OF GRADUATE AND UNDERGRADUATE STUDIES IN EDUCATION**

Graduate and Undergraduate Studies are integral parts of the continuum of professional development in education. In our undergraduate program we offer courses to approximately 500 students each year, including those in the B.Sc./B.Ed., B.A./B.Ed. in Child Studies, and the B.Ph..Ed./B.Ed. concurrent programs. Our research-based M.Ed. program, the second largest in Ontario, has almost 700 students enrolled each year. The M.Ed. courses are delivered by a core of 17 full-time faculty members from the Department, colleagues from the Pre-Service Department, and part-time instructors both from Brock and the larger educational community.

Students in the M.Ed. focus on one of the following four areas of study: Curriculum Studies, Studies in Teaching and Learning, Organizational and Administrative Studies, or Integrated Studies. The program also offers students the opportunity to specialize in Teaching English as a Second Language. We use a number of sites for course-delivery in the Niagara, Hamilton and Mississauga areas as well as delivering selected courses at Seneca College, the Grand-Erie District School Board, and Trillium School in Milton, one of three provincial schools for students with learning disabilities.

While most of our masters' students study on a part-time basis and are employed as elementary or secondary teachers, in the past year, a small number are enrolled as full-time students, many of whom plan to proceed to doctoral studies in education. About 10% of our M.Ed. students work as

nurses, community college instructors, or in other careers. All M.Ed. students in our program must complete a thesis or project as part of their exit requirement. Their work is available in the Instructional Resource Centre at Brock and it covers a wide array of educational issues, many of which have been addressed in school-based research. We also hold a yearly Graduate Conference which highlights student research.

In 1997/98, the Ontario Council of Graduate Studies (O.C.G.S.) approved continuation of our Masters' program until the next assessment in 2003/2004 and recognized it in the highest category, "of good quality", following an intensive external review. Then, in the spring of 1999, our joint application with Lakehead University, The University of Western Ontario, and the University of Windsor for approval to offer a Ph.D. program in Educational Studies was approved by the Ontario Council of Graduate Studies (OCGS). Approval for the program was granted and it began at Brock University in the summer of 2000 with 16 new students. The doctoral program has continued to grow since then, and the presence of doctoral students enriches the Department.

In 2000, Marcia Macia MacKenzie was awarded the Jack Noble Book Prize and the Distinguished Graduating Student Award. Congratulations, Marcia, on your excellent work throughout the program, and best wishes in the doctoral program at Simon Fraser University. In 2001, Kim Jansen won the Jack Noble Book Prize. Congratulations, Kim, and best wishes for continued success with the Interact Program at Vaughan Road Academy.

Faculty members in the department have had a busy and productive year. Their considerable accomplishments are listed in this document and illustrate involvement at local, national and international levels.

GRADUATING STUDENTS AND THEIR ADVISORS 2000/2002

June 2000

Banks, Anthea (Harris, Brigitte)	Evaluation of a modified matrix structure in an academic healthcare setting (Project)
Barrow, Christopher (Kompf, Michael)	Perceptions of anabolic steroid use and non-use amongst competitive amateur female bodybuilders (Project)
Biggs, Bobbi (Kompf, Michael)	The person inside the nurse: The professional socialization of baccalaureate nursing students (Thesis)
Brown, Michael (Kirkwood, Kris)	Teaching students with learning disabilities in mathematics: A cognitive approach (Project)
Celli, Anna-Lisa (Guilmette, Ann Marie)	Educators' perceptions of spirituality in their personal and professional lives (Project)
Cunningham, Timothy (Harris, Brigitte)	Teacher leadership: Examining the meaning and strategies to develop it (Project)
Davenport, Lynda (Mitchell, Coral)	Emerging trends in work: Implication for individuals (Project)
DeAngelis, Marcello (Bond, Richard)	The elementary school principals' perceptions of their primary roles in identifying effectiveness as administrators (Project)
Dick, Janet (Young, Wagner)	An assessment of the effectiveness of literature circles versus teacher-directed reading programs on students' participation and comprehension skills (Project)
DiGangi, Rita (Chodzinski, Ray)	An historical study on the issues of power and control in the daily interactions between service providers and service recipients who have a developmental disability (Project)
Dixon, Julie (Mitchell, Coral)	Students' perceptions of online learning: A study of teachers as learners in the virtual classroom (Project)
Dobbie, Karen (Popp, Len)	Curriculum design unit on narrative writing (Project)
Dueck, Deborah (Giles, Corrie)	Significant factors affecting a long tenured nurse administrators' decisions to leave a health care organization experiencing prolonged and profuse change (Project)
Durnford, Mary (Harris, Brigitte)	A qualitative study of dietician's perspectives on practice-based research (Project)
Giangregorio-Chiodo, Anna (Popp, Len)	A curriculum in writing using problem solving for intermediate students (Project)
Giorgi, Domenic (Novak, John)	An examination and evaluation of the diagnostic centers (Project)
Hicks, Thomas (Harris, Brigitte)	Advisor/advisee program review attitudes and perceptions of staff and students (Project)
Karges, Patricia (Lambie, William)	Effectiveness of reciprocal school-home communication: A case study of an elementary school (Project)
Kartasinski, Linda (Marini, Zopito)	The nature of bullying among secondary school students (Thesis)

## Faculty of Education

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Knott, Kristina (Kirkwood, Kris)	Comparisons of the levels of participation, enjoyment and self-confidence of grade eight females participating in same-sex and co-educational physical education classes (Project)
Leis, Carol (Schutz, Alice)	A qualitative study of the issue of authority from the perspective of secondary school principals (Thesis)
MacBride, John (Neufeld, Jonathan)	Private versus public: How one gay professor negotiates the boundaries between his personal and professional lives (Thesis)
Macri, Samuel (Kirkwood, Kris)	A survey of the expectations of preservice teachers (Project)
Marshall, Peter (Norrie, Alex)	Teacher assessment for the Motive 8 program: A handbook for teachers (Project)
Massi, Domenic (Norrie, Alex)	Effective schools (Project)
McDowell, Jennifer (Engemann, Joe)	The effect of calculators on the numerical problem-solving skills and attitudes of primary students towards mathematics (Thesis)
McFadden, Linda (Chodzinski, Ray)	Children and grief: A resource for helping bereaved children (Project)
McKenzie, Marcia (Mitchell, Coral)	Gaining a better understanding of how outward bound western Canada course outcomes are achieved: A research study (Thesis)
Miller, Peter (Schutz, Alice)	Factors influencing a student's decision to seek assistance at an Ontario CAAT Learning Centre (Project)
Mountford, Eric (Shattuck, Don)	Educating adolescents with fetal alcohol syndrome: A handbook for education practitioners (Project)
Quinn, Karen (Norrie, Alex)	An internet technology school implementation plan (Project)
Regehr, Kimberly (Kompf, Michael)	The development, assessment and implementation of an evaluation of the EMPOWER Program at shelters for abused women (Thesis)
Ricker, Kathleen (Mitchell, Coral)	A meta-ethnography of the role of the Ontario principal (Project)
Rowles, Maria (Norrie, Alex)	A school-based programme to deliver climate change awareness and action (Project)
Stacey, Carolyn (Chodzinski, Ray)	How much do educators know about stimulant medication in the treatment of attention deficit hyperactivity disorder? The investigation of teaching and coping strategies without the use of medication as a means of healthier treatment for ADHD? (Project)
Stavnitzky, Edmund (Mitchell, Coral)	What constitutes an effective secondary school teacher-advisor? (Project)
Tessaro, Mary Lynn (Norrie, Alex)	Brain gym: A study of the design of a specific program (Project)
Watson, Shannon (Chodzinski, Ray)	Student perceptions of preferred teacher qualities that promote learning (Project)
Wright, Phyllis (Neufeld, Jonathan)	Cybermind and logical mind: A synthesis toward information literacy (Project)

## Faculty of Education

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### October 2000

Biggs, Darrell (Neufeld, Jonathan)	Authenticity and the teaching of OAC literature and writing (Project)
Bigrigg, Eric (Kompf, Michael)	A case study of the process of developing a web-based English as a second language learning environment (Project)
Billeci, Mena (Schutz, Alice)	Self-directed learning with unregulated careproviders (Project)
Bloomberg, Anne (Di Petta, Tony)	Evaluating the school and psychological perspectives of a grade 6 French immersion class as they endeavour to begin their first school newspaper (Project)
Bullen, Pauline (Latimer, Milree)	A multifaceted study of institutional racism in the Toronto public education system: Perspectives of a black educator (Project)
Butler, Bradley (Mitchell, Coral)	The educational impact of the Bridges Project: A distance education project between the District School Board of Niagara, and Kent County, England (Project)
Cachia, Maureen (Janzen, Katharine)	Attitudes, values, and beliefs of health care workers in long-term care regarding compliance with mandatory influenza vaccination (Project)
Chalmers, David (Kirkwood, Kris)	A case study of five practicing teachers' perceptions of pre-service education (Project)
Chiki, Brigitte (Marini, Zopito)	Student aggression and disruptiveness on campus: Understanding and managing its occurrence in the post secondary educational environment (Project)
Clinton, Allison (Kirkwood, Kris)	A survey of student demographics, satisfaction levels, and perceptions of safety concerning Turner Fenton Secondary School (Project)
Cotnam, Linda (Harris, Brigitte)	The benefits of looping: Teaching the same set of students for two consecutive years (Project)
Coulson, Elizabeth (Latimer, Milree)	Assessing the needs of four beginning English teachers: An evaluative study examining the effectiveness of teacher training institutions, school boards, and individual schools in the preparation and support of novice teachers (Project)
Craine, Jennifer (Engemann, Joe)	On-line virtual instruction: A case study (Project)
Daku, James (Kirkwood, Kris)	Student evaluation of teachers in the Colleges of Applied Arts and Technology: The development of a reliable and valid assessment instrument (Project)
Donville, Linda (Kompf, Michael)	Out of the garret: Assessing the need of a business skills component in a fine arts curriculum (Project)
Drewett, Marnie (Bond, Richard)	Grade one curriculum for rural schools in developing countries (Project)
Dunn, Marilyn (Janzen, Katharine)	A study and comparison of the motivational sources and achievement goals of visa students and local students studying in one business program of an Ontario College of Applied Arts and Technology (Project)

## Faculty of Education

Ekels, Neil (Kirwood, Kris)	Determining correlations between teachers' personal computer use and their instructional computer use (Project)
Elaieb, Mohamed (Kirkwood, Kris)	Assessing the approach used to teach reading comprehension to fourth-year university English foreign language majors in Libya (Project)
Falcone, Dora (Scott, Ruth)	A model linking the Ontario kindergarten program with ministry approved language resources (Project)
Fera-Massi, Emma (Norrie, Alex)	Attention deficit hyperactivity: A handbook (Project)
Finn, Martha (Drake, Susan)	The lived experience of women with recurrent ovarian cancer (Thesis)
Gagliardi, Michael (Novak, John)	Volleyball in the elementary school: A handbook for the teacher-coach (Project)
Gold, Avi (Neufeld, Jonathan)	An examination of the autocratic and democratic models of education with reference to the 1998 Ontario Ministry of Education Guideline for Social Studies (Project)
Grewal-Thandi, Poleen (Kompf, Michael)	The effects of being a first generation south Asian woman in Canada (Project)
Guyatt, Karen (Lambie, William)	Factors influencing student achievement in a large suburban high school (Project)
Hawes, Dawn (Cranton, Patricia)	Diversity in the fitness industry: A cross-case comparison (Thesis)
Hussien, Mustafa (Neufeld, Jonathan)	An experiment with distance education in Sudan (Project)
Jol, Martina (Bond, Richard)	Developing and measuring the effectiveness of a nurse initiated telephone support program on the state anxiety of open heart patients (Project)
Ker, Brian (Connolly, Maureen)	The learning and interpretive possibilities of an alternate delivery model for the Canadian Physical Activity, Fitness and Lifestyle Appraisers Certification (Project)
Kolesar, Rastislav (Wagner, Jim)	Participation observation as a supplemental assessment approach for students with visual impairments and multiple disabilities (VI/MD) (Project)
Krause, Katharina (Woloshyn, Vera)	The application of the Montessori philosophy in Canadian and German Montessori preschools (Project)
Krzymzanowski, Stan (Janzen, Katharine)	The role of course outlines in teaching and learning at the Ontario College of Arts and Design (Project)
Landry, Claudette (Novak, John)	Teachers' experiences of Tribes implementation (Project)
Laporte, Rachelle (Abbey, Sharon)	Teaching writing for radio: A collaborative experience between St. Andrews and Ryerson University students (Project)
Lee, Jane (Novak, John)	Using invitational education to identify the needs of university females rowers (Project)
Lytle, Sharon (Elliott, Anne)	An exploration of teachers' and principals' perceptions of reading recovery (Project)

## Faculty of Education

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Mall, Jonathan (Guilmette, Ann Marie)	AIDS prevention program CD-ROM (Project)
McClelland, Ken (Novak, John)	From absolutes to aesthetics: John Dewey and the art of experience (Thesis)
McKinley, Janet (Young, Rosemary)	An examination of varsity athletes' knowledge about bulimia (Project)
Millar, Deborah (Janzen, Katharine)	Perceived learning needs in staff development of some nursing staff in five long-term care settings in southern Ontario (Thesis)
Mindorff, Deborah (Mitchell, Coral)	Exploring the events that engage graduate students in transformative learning (Thesis)
O'Reilly, Gerald (Janzen, Katharine)	An exploration of the perceptions of faculty and students regarding the use and impact of computer assisted learning (Project)
Picone, Greg (Mitchell, Coral)	A blueprint for in-service training of leadership candidates in developing presentation portfolios in the Hamilton Catholic District School Board (Project)
Polillo, Lisa (Young, Rosemary)	Teacher qualifications and developmentally appropriate practice (Project)
Rasimir-Pierre, Eleanor (Kompf, Michael)	Teaching teachers how to teach: The impact of teacher education on professional and personal development (Project)
Rizzo, Kelly (Novak, John)	Teacher principled negotiation skills to parents and their children: The impact of parental involvement (Thesis)
Robertson, Blake (Wagner, Jim)	Facilitative effects of CD-Rom reading programs on the reading behaviours of poor readers (Project)
Roehrig, Christopher (Giles, Corrie)	Secondary administration perceptions and utilization of micropolitical strategies (Project)
Sarkisian, Georgina (Young, Rosemary)	Keyhole to literacy: The interaction between student and teacher is the key to the effectiveness of explicit reading strategies for adolescent students at the secondary school level with reading disabilities (Project)
Short, Andrew (Kompf, Michael)	Innovation in research: An experiential narrative (Project)
Sider, Steven (Richards, Merle)	Beyond Woodstock: Language attrition, maintenance, and retrieval amongst students who attended Woodstock School (India) (Project)
Sincerbox, Scott (Mitchell, Coral)	Empowerment, teacher efficacy, and student achievement (Project)
Taraba, Lisa (Neufeld, Jonathan)	Dietary reconceptualization of individuals with coronary artery disease (Project)
Tonellato, Mary (Di Petta, Tony)	Perceptions of learning derived from student participation in the student alumni associations/student foundation (Project)
Tsai, Shun-Heng (Luo, Cheng)	The relationship of cultural thought patterns and traditional rhetorical style in Chinese ESL students' English writing (Project)
Weatherson, Dianne (Novak, John)	The development of a diversity camp staff training handbook (Project)

**June 2001**

Abernethy, Joan (Novak, John)	The good, the true, and the beautiful: An educational meditation (Project)
Allan, Paula (Latimer, Milree)	Analysis and evaluation of the implementation of the Ontario secondary school reform (Project)
Banfield, Katherine (Latimer, Milree)	The power of voice and reflection: A narrative approach (Project)
Bell, Susan (Bond, Richard)	Giving voice to lifelong learning in professional nursing practice (Thesis)
Benjamin, Iscenty (Janzen, Katharine)	The perceived impact of leadership training on the personal growth of former students leaders from Seneca College of Applied Arts and Technology (Project)
Bowman, Joni (Boak, Terry)	A hands-on inquiry approach to the Ontario science curriculum (Project)
Campbell, Wendy (Adams, Lorne)	The self-management approach of health education in the treatment of chronic illnesses (Thesis)
Crawford Baggs, Christine (Elliot, Anne)	The effects of the reading recovery program on the beliefs, understandings and practices of the regular classroom teacher throughout the primary division of a school (Project)
DiFrancesco, Dean (Drake, Susan)	Sexuality education in Roman Catholic schools (Project)
Eller, Catharine (Cranton, Patricia)	The effects of personality type and gender on communication style (Project)
Farrugia, Emanuel (Kirkwood, Kris)	How do secondary teachers assess their students? (Project)
Fergin, Christine (Kirkwood, Kris)	Phonological assessment: A handbook for early literacy teachers (Project)
Fraleigh, Sue (Schifellite, Carmen)	Girls' perceptions of their abilities to successfully complete the Grade 3 EQAQ testing and its relation to overall academic self-concept (Project)
Garson, Amanda (Novak, John)	The effect of education on the self-esteem of women returning to school (Project)
Gormley, Louise (Tilley, Susan)	Mothers' experiences in the elementary school education of their children of mixed heritage (Thesis)
Green, Vernie (O'Neill, Patrick)	African-Canadian teachers' perceptions of the impact of racism in the secondary school system (Project)
Gretsinger, Lorne (Harris, Brigitte)	Visibility or invisibility? The hidden identity: One educator's narrative and its implications for educational leadership (Project)
Hobin, Christopher (Murray, Nancy/Morgan, Norah)	Overcoming victim behavior through physical education (Thesis)
Holmes, David (Novak, John)	A junior grade novel study program (Project)
Hucal, Morris (Mitchell, Coral)	How beginning principals deal with the notion of school culture (Project)

## Faculty of Education

Jack-Malik, Sandra (McGarrell, Hedy)	Reformulation: A technique for providing written feedback (Project)
Jackson, Rhonda (Thomas, Adele)	Early years' teacher development in a multiage study group (Project)
Janzen, Kim (Latimer, Milree)	An exploration of the elements and impact of an authentic service learning module in one Ontario credit (OAC) politics class (Project)
Janzen, Lisa (Woloshyn, Vera)	A systematic review of the "Way to Go" Decision Making Program: An analysis of students' written responses and facilitator's perspective (Project)
Kelly, Patrick (Janzen, Katharine)	A comparison of the impact of computer assisted instruction and traditional instruction in a college level algebra class in one private vocational school in Ontario (Project)
Kocis, Irene (Bond, Richard)	The impact of economics on professional nursing practice (Project)
Kokotka, Joanne (Schutz, Alice)	Parental caregiver's perspectives on change in education (Project)
Kouri, Donald (Harris, Brigitte)	A narrative exploration of how second career teachers develop professional competence (Project)
Lack, Karolyn (Popp, Len)	A curriculum unit for grade eight remedial mathematics (Project)
Lawrence, Susan (Elliott, Anne)	Teacher beliefs and practices concerning writing journals in mathematics classrooms (Project)
MacDonnell, Judith (Novak, John)	Educational issues perceived by expectant lesbian couples (Thesis)
Maynard, Margaret (Neufeld, Jonathan)	A transformative learning model for middle-aged adults in transition to alternate careers (Project)
McLaughlin, Karin (Wagner, Jim)	Teaching reading comprehension using visual-spatial organizers in combination with listening comprehension instruction (Project)
Morrison, Sue (Novak, John)	Preparing students for the transition from college to work (Thesis)
Neamtz, Lisa (Wagner, Jim)	Multisensory education and its relationship to the acquisition of literacy skills in low achieving grade 1 students (Project)
Nickerson, Mary-Katharine (Mitchell, Coral)	Perceived effectiveness of alternative programming: A case study (Thesis)
Niesink, Paul (Young, Rosemary)	The effects of educational programs on recidivism among first-time convicted impaired drivers (Project)
Pinter, Ildiko (Young, Rosemary)	How effective is sight-word cuing in poor readers? (Project)
Preiner, Norbert (Engemann, Joe)	A handbook for introductory trigonometry (Project)
Robertson, Carmen (Kompf, Michael)	The expanding circle: A study of aboriginal ways of teaching and learning with regard to adult education (Project)
Robertson, Sharon (Kirkwood, Kris)	An investigation into the best practice instructional strategies from theory to practice (Project)
Rocco, Patrick (Engemann, Joe)	A handbook for vice-principals (Project)

## Faculty of Education

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Rutherford, Gail (Drake, Susan)	Social learning: A defensible curriculum (Project)
Sager, Shelley (Adams, Lorne)	I just found out I have Hepatitis C: A booklet for newly diagnosed clients (Project)
Slomka, Kim (Boak, Terry)	An integrated, holistic approach to alternative education: An examination of the initial implementation process of the CHANGE Program (Project)
Smith, Rhonda (DiPetta, Tony)	Employee perceptions of computer and multimedia-based training and engagement in self development (Project)
Sydor, Shelley (Kerr, Jim)	Information technology in grade 9 core subjects: The implementation strategies for the Halton Board of Education (Project)
Treleaven, Cheryl (Drake, Susan)	An exploration of mentoring in an alternative setting (Project)
Van Kuren, Tina (Guilmette, Ann Marie)	The role of humour in the education and practice of health care professionals (Project)
VanLeeuwen, Kevin (Mitchell, Coral)	An evaluation of leadership preparation programs for educational administrators (Project)
Wimmer, Carey (Kompf, Michael)	Motivation: An in-depth examination of the techniques used to instill it (Project)
Young, James (Novak, John)	Adapting the successful intelligence theory: A handbook for applications in grade 9 mathematics at the academic level (Project)
Zonneveld, Mark (Schutz, Alice)	How school administrators promote and support curriculum implementation (Project)

## October 2001

Abbey, Hilary (Novak, John)	Discovering the sanctuary within: Developing a handbook for teachers of students with behaviour exceptionalities (Project)
Attridge, Sarah (Neufeld, Jonathan)	A secondary school science department animal dissection policy and alternative assignment to a fetal pig dissection (Project)
Berault, Judith (Hutchison, David)	Facilitating information and communication technology in the high school classroom: Implementing WebCT in a senior level information technology course (Project)
Bidal, Jay (Woloshyn, Vera)	The on-line ESL practicum: Helping preservice teachers gain practical knowledge in grammar teaching (Project)
Black, Cheryl (Drake, Susan)	Managing transitions (Project)
Budetic-Borges, Suzana (Kirkwood, Kris)	Examining induction practices for beginning teachers (Project)
Candelino, Vincenzo (Engemann, Joe)	Meeting curriculum expectations at the Idle Plow Outdoor and Environmental Centre (Project)
Caron, Michelle (Lawrance, Kelli-An)	The impact of education on the use of breast self-examination among Canadian women (Thesis)

## Faculty of Education

Cassidy, Kathleen (McGinn, Michelle)	Bringing clarity to group development: Synthesizing a meta-framework from practitioner-authored group-development models (Project)
Chalmers, Heather (Mitchell, Coral)	An examination of learning resulting from a transition from a directed to a self-directed work environment (Thesis)
Christie, Brenda (Manley-Casimir, Michael)	My journey: An action research report (Project)
Corbett, Bradley (Lawrance, Kelli-An)	An impact evaluation of the Ontario ban on smoking in schools and on school property: Does the ban on smoking influence high school students' intentions to smoke cigarettes? (Thesis)
Crawford Patricia (Schutz, Alice)	Job satisfaction among nurses and its relationship to reflective practice (Thesis)
Daley, Silvera (Bosacki, Sandra)	A play-based, holistic curriculum training unit for early childhood educators (Project)
Davis, Marilyn (Manley-Casimir, Michael)	How can I help students improve their writing skills? An action research project focusing on myself as a secondary school English teacher (Project)
De Angelis, Lisa (Bond, Richard)	An investigation into the physical and psychological stress factors that elementary teachers experience: Recommendations to boards and personal calming strategies (Thesis)
DiCesare, Linda (Young, Rosemary)	Learning resource manual: Policy and procedure (Project)
Dowds, Marion (Manley-Casimir, Michael)	Conscience: A compass for the school principal? (Project)
Elsbury, Brenda (Latimer, Milree)	Structural redesign project as the impetus for change in the informal structure (Project)
Figueiredo, Manuel (Schutz, Alice)	The principal as leader of a new school: The experiences of one elementary school principal and seven teachers (Project)
Friday, Donald (Harris, Brigitte)	Implementing new curriculum: The 1999 Guidance Curriculum in Ontario (Project)
Gath, Trudy (Drake, Susan)	How can I fully live out my value of care to improve my influence on student learning? A teacher's quest to take responsibility for her own professional development (Project)
Golden, Leigh (Guilmette, Ann Marie)	Reflections on the role of feedback in TA performance (Project)
Grant, Finola (Kirkwood, Kris)	An examination of the association among hardiness, job stress, and burnout with nurses in a hospital during health care restructuring (Project)
Kotsovos-Green, Carey (Kirkwood, Kris)	The effects of music education on achievements of secondary school graduates (Project)
Haire, Catherine (Manley-Casimir, Michael)	Education reform in Ontario from the perspective of an ethic of care and democratic citizenship (Project)
Iannuzzi, Robert (Neufeld, Jonathan)	Implementation of the Ontario curriculum in intermediate-combined grade classrooms (Project)
Jain, Lata (Vanderlee, Mary-Louise)	The CareWatch Handbook: A guide to community health (Project)

## Faculty of Education

Johnston, Cynthia (Giles, Corrie)	Charter schools in Ontario: The framework's in place (Project)
Johnstone, Diane (Drake, Susan)	Collaboration: Negotiating the path of partnership (Project)
Jones, Ronald (Cote-Laurence, Paulette)	Physical education in secondary schools: Factors determining enrolment after grade 9 (Project)
Jones, Sandra (Mitchell, Coral)	Challenges facing women administrators as they move into administration (Project)
Kline, Marion (Manley-Casimir, Michael)	Understanding teaching: An ontological exploration (Project)
Knill-Griesser, Heather (Manley-Casimir, Michael)	A vision quest of support to improve student learning: validating my living standards of practice (Project)
Laidlaw, Andrea (Kirkwood, Kris)	Canadian connections: The development of a cross-cultural EFL handbook for Vietnamese learners (Project)
Llewellyn, Lori (Engemann, Joe)	The role of the administrator: Administrators as mentors for induction programs (Project)
Loganathan, Suguna (Young, Rosemary)	Does teachers' ethnicity influence minority students' self-esteem? (Project)
MacInally, Michael (Norrie, Alex)	A study of assessment in school science in Ontario: The practices of a selected group of junior division teachers of science (Project)
Maukonen, Haarl (Mitchell, Coral)	Worldview awareness and adult education (Thesis)
McDonald, Karen (Drake, Susan)	How can I positively influence my students' ability to be successful? An action research inquiry into how I can improve my practice (Project)
McDonald, Michael (Drake, Susan)	A handbook for new secondary school administrators: A narrative approach (Project)
Murray, Monica (Kirkwood, Kris)	Evaluation study of the B3 Program: An intervention program for violent students (Project)
Ogilvie, Robert (Manley-Casimir, Michael)	Cohort story: Re-searching and learning together (Project)
Pilibbossian, Steven (Kirkwood, Kris)	French immersion education in Ontario administrator's and parent's perceptions, beliefs and opinions: French immersion parent handbook (Project)
Pisek, Kelly (Marini, Zopito)	Introducing the concept of empathy through storytelling to kindergarten students: The development of a handbook (Project)
Rupnik, Anthony (Dworet, Don)	A drinking and driving curriculum for secondary school students (Project)
Sallewsky, Phillip (Manley-Casimir, Michael)	How can I improve my practice as a French teacher? Negotiating the curriculum as a means of motivation (Project)
Sangpanasthada, Thinan (Richards, Merle)	Identifying techniques and styles of ESL instructors in a university Intensive English Language Program (IELP) (Project)
Senko, Janie (Drake, Susan)	How do I best and excite the learner? An action research project (Project)

## Faculty of Education

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Shaw, Katherine (Kirkwood, Kris)	A comparison of performance-based assessment and traditional assessment in science (Project)
Siedlaczek, Katarzyna (Janzen, Katharine)	Perceptions of some teachers about the similarities and/or differences in teaching online versus in a classroom environment (Thesis)
Skinner, Jennifer (Engemann, Joe)	Problem-solving and computer-assisted instruction in science education: Analysis of research findings and the research process (Thesis)
Slaney, Catherine (Bosacki, Sandra)	Exploring multiracial/cultural identities through mothers' voices (Thesis)
Smith, Karen (Thomas, Adele)	Teacher perspective and reflection during literacy program implementation (Project)
Spence, Wendy (Mitchell, Coral)	Trust, respect and value: The affective characteristics that support an optimal learning experience (Project)
Stewart, Christine (Harris, Brigitte)	Creating the constructivist classroom using computers and the internet (Project)
Stewart, Lindsey (Drake, Susan)	How can I improve my practice by creating my own living theory of education? (Project)
Suderman-Gladwell, Geoffrey (Manley-Casimir, Michael)	The ethics of personal subjective narrative research (Project)
Sylvester, Deborah (Drake, Susan)	Collaboration: Negotiating the path of partnership (Project)
Uniac, Joy (Scott, Ruth)	Implementation of school-wide assessment in literacy at the middle school (Project)
Vallance, Mary (Schutz, Alice)	How college teachers perceive their mandate to meet the structural changes and skill requirements of the labour market (Project)
Cicinelli-Viegandt, Anna (Latimer, Milree)	Inclusive classrooms: A micro perspective (Project)
White, Julie (Drake, Susan)	I teach who I am: An action research values-based approach to professional growth (Project)
Witte, Jane (Drake, Susan)	Advocating for family studies: Using the story model to learn from the past and present to help us better prepare for the future (Project)
Won, Pil-Sun (Sivell, John)	A methodology for teaching grammar to develop oral communicative fluency (Project)
Zahos, Manta (Dworet, Don)	An examination of the utility of the social/environmental (SEB) checklist (Project)

## June 2002

Angiolillo, Julie (Mitchell, Coral)	Principal preparation programs (Project)
Armstrong, Grant (Kompf, Michael)	The effectiveness of education and learning programs in a financial institution through the needs assessment, design, delivery and evaluation stages (Project)

## Faculty of Education

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Armstrong, Tracy (Abbey, Sharon)	A journal into narrative inquiry: One teachers' lived experience with eating disorders (Thesis)
Blackwell, Terri (Kirkwood, Kris)	The grade 9 mathematics marking experience: Future pedagogical implications (Project)
Bombay, Kristen (Marini, Zopito)	The relationship between self-serving cognitive distortions and bullying behaviours among elementary school children (Thesis)
Bowler, Sharon (Manley-Casimir, Michael)	Protestant conscience in Ontario education (Project)
Callan, Maureen (Giles, Corrie)	Leading a change initiative during chaotic times: A curriculum perspective (Project)
Charles, Gloria (Bond, Richard)	Exploring the experiences of male spousal care givers for their wives with Alzheimer's Disease in their homes: The lived experience and the men's perception of support groups (Thesis)
Colton, Patricia (Woloshyn, Vera)	A learning needs assessment of public health nurses regarding mother/child attachment (Project)
Copelin-Smith, Anna (Wagner, Jim)	Meeting the needs of children at risk for reading failure in the first grade (Project)
Desrosiers, Denis (Kirkwood, Kris)	A handbook for the E-school teacher (Project)
Di Marie, Vincenzina (Bond, Richard)	Analyzing the social behaviour of a 15 year old boy with Attention Deficit Hyper Disorder and assessing his social, emotional and academic needs (Project)
Dine, Christine (Shields, Carmen)	Forging a personal script through action research: Drama and learning in the classroom (Project)
Dixon, Warren (Dworet, Don)	Alcohol use and truancy in adolescents (Project)
Doucet, Jennifer (Abbey, Sharon)	Understanding how a spiritual retreat enhances the search for meaning and fulfillment in a large corporate workplace (Thesis)
Dowling Wendy (Norrie, Alex)	An investigation into the perceptions of teachers involved with the Ontario provincial testing program (Project)
Elliott, Patrick (Engemann, Joe)	A masters of education experience: One individual's experiential journey (Project)
Farrelly, Laura (Schutz, Alice)	An exploration of the impact of a mandatory quality assurance program on the staff nurse's commitment to professional development (Thesis)
Faulkner, Veronica (Schutz, Alice)	Motives for adult learning (Project)
Fournier, Katherine (Wagner, Jim)	The effects of oral word meaning elaboration on word reading ability of at-risk readers (Project)
Freckelton, Kevin (Giles, Corrie)	The usefulness of competency profiles as a self-evaluation tool for aspiring and newly hired vice-principals and principals (Project)
Goldspink, Jane (Bond, Richard)	A behavioural program implementation (Project)

## Faculty of Education

Guiney, John (Bond, Richard)	School life for gays: A critical study through story (Project)
Henderson, Lori (Bond, Richard)	The ant and the rubber tree plant: An evaluation of the implementation and influence of employee driven organizational change (Project)
Hogue, Douglas (Tilley, Susan)	A qualitative focus on the teaching of reading: Elementary teachers report on practice (Project)
Hughes, Leanne (Arai, Susan)	Standards of practice and competencies: A revision of Georgian College's Therapeutic Recreation Internship Manual (Project)
Hur, Young (Schutz, Alice)	A comparison of creative teaching in Korea and Canada (Project)
Jensen, Cheryl (Bond, Richard)	Granting of applied degrees by Ontario community colleges: A needs analysis (Project)
Kelly, Mary (Engemann, Joe)	Creating a climate of success for adolescent girls in science (Project)
Kennedy, Christine (Wagner, Jim)	The effects of oral word meaning elaboration on word reading ability of normal achieving readers (Project)
Kenworthy, Roger (Mitchell, Coral)	ESL students' off-line and on-line texts: Differences and similarities (Thesis)
Kirk, Judith (Kirkwood, Kris)	An analysis of Peel District School Board policies and practices concerning teacher evaluation and professional growth (Project)
Klassen, Joy (McGinn, Michelle)	A formative evaluation of Choices Into Action at the intermediate level (Project)
Koniditsiotis-Chatzis, Georgia (Engemann, Joe)	Comparative study of attitude towards science between male and female elementary students (Project)
Kotecha, Kalpesh (Schutz, Alice)	Practitioners' experience with cellular memory retracing (Project)
Kudeba, Amber (Castle, Joyce)	Gifted programming in Ontario schools: Exploring its impact on parents (Project)
Lloyd, Siobhan (Norrie, Alex)	Bridging the gap between theory and practice: A handbook for junior teachers on delivering the Ontario curriculum using an integrated model (Project)
Lyons, Joyce (Chodzinski, Ray)	Slavery and war: An exploration in forgiveness (Project)
McMorris, Beverley (Scott, Ruth)	Magnifying words: A handbook for the effective integration of content vocabulary into word study programs: Grade 3 (Project)
Micsinski, Sandra (Bond, Richard)	Examining self-directed learning: Developing a common language for education (Project)
O'Connor, Michael (O'Neill, Patrick)	Prospective principals: Beware! The demands of the job are numerous and diverse (Project)
Piorkowski, Boguslav (Schutz, Alice)	Understanding instruction: Space and time in theoretical perspectives (Project)
Power, Denise (Adams, Lorne)	A qualitative analysis of reflection in undergraduate and graduate programs (Thesis)

## Faculty of Education

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Raja, Shreyshree (Latimer, Milree)	Learning in a changing environment (Project)
Reimer Friesen, Marian (Drake, Susan)	An exploration of the experience of implementing the Second Step Violence Prevention Curriculum in one primary general learning disabilities class (Thesis)
Robertson, Gavin (O'Neill, Patrick)	Portfolios, evaluation and teacher practice: Recommendations for the creation of a portfolio process (Project)
Ronsysn, Kathleen (Neufeld, Jonathan)	Moral negotiating skills for positive change: An examination of values and principles for school governance (Project)
Schieweck, Hildegard (Scott, Ruth)	A study of the international languages (elementary) program and a curriculum-planning guide for this program (Project)
Schram, Elizabeth (McGarrell, Hedy)	An investigation on peer feedback for EFL students ages 10 to 14 (Thesis)
Short, Victoria (Wagner, Jim)	Building on children's perceived similarity of between word patterns (Project)
Smedmor, Lise (Abbey, Sharon)	The impressions of nutrition educators concerning the Kellogg Canada Inc. Special K* Cereal body image campaign magazine advertisements (Project)
Stewart, Dana (Wagner, Jim)	The relationship between work retrieval ability and cognitive skills (Project)
Swedlove, Jacqueline (Connolly, Maureen)	Multicultural education: A resource module (Project)
Szick Dana (Young, Rosemary)	Examining the relationship between teacher training, field experience, and perceptions of developmentally appropriate practice (Project)
Watson, Shelley (Griffiths, Dorothy)	Sex education for individuals who have a developmental disability: The need for assessment (Thesis)
Wei, Sui-Yen (Sivell, John)	Evaluation and revision of EFL reading materials for adult learners in Taiwanese junior high school programs (Project)
Wigham, Kathryn (Schutz, Alice)	The effects of graphic organizers on the comprehension of expository text (Project)

## **PRE-SERVICE DEPARTMENT**

The Pre-service Department is a dynamic and integral part of Brock University. It has experienced a great deal of student growth over the past several years and continues to add programs with many complex dimensions.

### **The Numbers**

The Pre-service department provides instruction and support service to more than 642 graduating students. The faculty is comprised of 24 full-time faculty, 93 part-time instructors and 30 secondary school subject specialist tutors. More than 90% of full-time faculty have attained doctorate degrees. Most are registered with the Ontario College of Teachers and hold various teaching specialty certificates. Our part-time instructors are highly qualified teachers, coordinators and administrators who bring to the department a rich background of current experience and partnership connections.

### **The People**

The Chair of the department and Special Student Coordinator is Dr. James Kerr and the Dean of the Faculty of Education is Dr. Michael Manley-Casimir. All of our faculty and staff contribute to the success of our department and those who have extended key roles of responsibility include:

Dr. Rodger Beatty, Program Committee;

Dr. Anne Elliott, Interfaculty Concurrent Committee;

Dr. Lynette Fast, Counselling Group Coordinator;

Dr. J. Kearns, Out-of-Region Coordinator

Bob Moulton, Team Leader Technology Education;

Dr. Merle Richards & Claudine VanEvery-Albert, Native Teacher Education Program

Bert Murphy, Outdoor Education Coordinator;

Dr. Ruth Scott, Hamilton Campus Coordinator.

Dr. Sybil Wilson, Enterprise Education

Dr. Joe Engemann was granted tenure and promoted to Assistant Professor.

Our administrative assistants, Ms. Lesa Mansfield, St. Catharines Campus and Ms. Nancy Schoeberle and Marjorie Walmsley, Hamilton Campus, keep the department running smoothly.

### **The Program**

The Pre-service program has many components and is therefore, complex and unique. We operate two full-time parallel Brock University Campus locations. One is at our St. Catharines campus and the other is centered at our Hamilton Campus. Our candidates meet rigorous admission standards. The competition for Brock University Pre-service placements has approximately 5 applicants for every available Pre-service position. Graduating students in the consecutive stream come from many different universities and programs and meet the requirements for a B.Ed. after they have completed their degree(s) in their former university. Concurrent students meet the requirements for a BA/BEd, BSc/BEd or a BPhEd/Bed by completing their degree requirements and teacher education program at Brock University. In addition, based on the recommendation of the Dean, candidates qualify for an Ontario Teacher certification at

one of the following levels - Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions. Affiliation with concurrent programs includes Child and Youth Studies, Department of Mathematics and Science, Physical Education and most recently a new concurrent program has been approved within the department of Romance Languages. Other faculties also have expressed a desire to establish concurrent programs with the Pre-service department.

Besides the concurrent partnerships, the department is home to a French co-operative program between Waterloo and Brock Universities, a Native Teacher Education Program in co-operation with Six Nations of the Grand River and an award winning Design and Technology stream located at the Hamilton Campus. The department also offers a unique extended year Enterprise Teacher Education program. This number of graduates in this program continues to grow.

Our counselling group structure is another unique component of our Pre-service program. Teacher candidates select and are assigned placements in one of the many counselling groups based on geographical and programmatic considerations. Our full-time faculty along with our part-time instructors act as advisors and/or counsellors to our teacher candidates within the context of a school-based internship setting. Our faculty are highly involved with the education community and have established critical partnerships with all curriculum areas. The Pre-service faculty also serve on the many committees that have been established at Brock University.

Our Primary/Junior program focuses on the K-3 area and is highly regarded as an exemplary model. So too is our intensive family of schools internship model which has been established in a variety of school-based settings. Our research and community involvement continues to meet high

standards. We are a very collaborative and active University department. The Intermediate/Senior program is a highly-intensive site-based involvement and our Technology program was recently awarded recognition of excellence for its contribution of the training and education of Technology teachers.

### **The Events**

The department recently completed an internal review process and received accreditation from the Ontario College of Teachers. We have now begun the process of implementing suggestions from the OCT to prepare for the next accreditation in 2005.

The Faculty can be proud of their research publication and conference achievements, which span a variety of education related areas, such as Critical Issues in Education, Special Education, Family Literacy, Mathematics, Science and Technology, Computers in Education, Action and Collaborative Research Initiatives, French and E.S.L., Conflict Management and Enterprise Education.

This academic year has been very successful and we look forward and plan for the next group of candidates who will continue to advance the reputation of Brock University, Pre-service department as one of the best programs anywhere! As predicted, teacher retirements continue to grow and we see new challenges for the department in the areas of mentoring, training new associate teachers, meeting the demands of a new curriculum and assisting school boards with certification issues.

## **TECHNOLOGICAL EDUCATION PROGRAM**

### **Backgrounder**

The Technological Education Pre-service program has been part of the Brock Faculty of Education for over fifteen years. In 1990-91, Dr. Ted Kish was the first co-ordinator of the program and began the first year with 12 students. In 1998, James Kerr, retired Technological Education Co-ordinator for the Hamilton District School Board took over from Dr. Kish. In the spring of 2000, Bob Moulton became the third co-ordinator and continues in that role. Ten years after Dr. Kish began, in the fall of 2000, forty-nine (49) applicants were offered seats in the program. While degreed applicants are preferred in the program, applicants with diplomas from a College of Applied Arts and Technology are also admitted to the program. Each year a number of the candidates possessed an undergraduate degree, a three year diploma or an applied degree from a College of Applied Arts & Technology, or a two year diploma (or two year equivalent) from a College of Applied Arts & Technology. This means all candidates in the Technological Education program at Brock have documented at least 16 months of post-secondary education. In addition every candidate has a minimum of two years documented wage earning skilled work-related experience. In most cases each candidate also holds a certificate of qualification or equivalent representative of the broad-based technology area to which they have applied. The seven areas are: Communication, Construction, Health and Personal Services, Hospitality and Tourism, Manufacturing, Technological Design and Transportation.

In addition to the standard Intermediate/Senior program courses,

the Technological Education program offers two additional courses – Design and Technology Part 1 and Part 2 of the Three Part Specialist in Design and Technology. These two courses are equivalency courses designed to specifically provide an opportunity for the university to assess the skills set of the technological education candidates in their area of specialty and other technical areas outside of their specialty. The practical assessment occurs in the month of July. The candidates use these experiences to assist them in developing their curriculum work throughout the fall and winter.

Another unique feature of the program is the applicant interview held with each individual who is assessed in the top 50% of the applications received. Over the years there has been a steady increase in the number of applications received with the numbers ranging from 50 to 150 by 2004. The employment rates for our candidates have consistently been over 80% within 12 to 18 months of graduation. In fact, a principal will often advise our counsellors the candidate in his/her school is being recommended as a “potential hire” for the following fall.

Many of the instructors and counsellors involved in the Technological Education pre-service program have extensive backgrounds in their particular field. After a career in a technology area for a minimum of five years and often many more they chose teaching as their profession. Their roles have been classroom teacher, department head, consultant, vice-principal or principal at a secondary or tertiary level. This richness of experience adds an important dimension to the education of the technological education teacher candidates

As the program has matured we are fortunate to have many of our previous graduates as our associate teachers.

Currently there is a strong demand in the education system for technological education teachers and Brock continues to facilitate meeting that need.

For the 2000-01 and 2001-02 years there was a dramatic difference in the number of applicants who accepted a seat in the Hamilton program. In 2000-01 a class of 49 was realized from a pool of approximately 100 applicants. In 2001-02 there was a class of 32 drawn from a similar sized pool of applicants. The counselling role involved Alice Gregoire, Tony DiPetta, Phil Scordino and Bob Moulton. Degree candidates in the program during these years graduated with a Bachelor of Education – Technological Studies and non-degree candidates received a Certificate in Education – Technological Studies. There is a provision for Certificate in Education graduates to receive a Bachelor of Education - Technological Studies once they have completed their undergraduate degree and apply to the University for the change. Full accreditation of the Technological Education Pre-service program was granted by the Ontario College of Teachers as part of the overall accreditation of the faculty of Education.

### ENTERPRISE EDUCATION PROGRAM

The Enterprise Education/Teacher Education program began as a pilot with 8 students in collaboration with the Institute for Enterprise Education in 1998/99. It marked an unusual venture, working with a community organization in education to prepare teachers. The program differentiated itself from the usual eight month teacher education program by being 10 months, and adding to the basic curriculum of high school teacher preparation, a summer session with courses in Enterprise education, Guidance and Cooperative Education and Technology for the Classroom.

The program segment in Enterprise Education, consisting of three full courses, continued throughout the academic year, with a focus on preparing the teacher to develop, explore and apply characteristics of enterprise in their teaching. Another point of differentiation is that an interview is a required part of the screening process. Yet a third point of difference is that the program is self-financed.

After a year's interval consequent to the pilot, which time was used to complete the evaluation of the pilot and make suggested adjustments to the program, the classes of 2000/01 and 2001/02 each had 23 candidates with 100% graduation success rate. The program was accredited as part of the larger initial accreditation process of all teacher education program streams in the Pre-service department by the OCT in 2000.

### THE WATERLOO-BROCK FRENCH TEACHING SPECIALIZATION

The Waterloo-Brock French Teaching Specialization Program (FTS), created in 1987, is a concurrent B.A.-B.Ed. program, administered jointly by the Pre-service Department (Faculty of Education, Brock University) and the Department of French Studies at the University of Waterloo. The program allows students to graduate concurrently with B.A. in French (with a second teachable) and B.Ed. at the Intermediate/Senior level, leading to the Ontario Teaching Certificate.

Although most of Brock's B.Ed courses are completed in the students' fifth year, three 0.5 units must be completed prior to admission at Brock University at the end of the 4<sup>th</sup> year. FTS candidates must spend their third year at a francophone university in France or in Québec. The FTS program has

## Faculty of Education

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a 4-term Co-op component. The students' last three Co-op term placements must be related to their future career in education. Because students in FTS come to Brock with a great deal of experience in the classroom, the Pre-service program has been adapted to the short time that they spend at Brock University's Hamilton campus.

### Faculty

The program uses regular faculty in the Department of French Studies and part-time faculty (2), appointed by Brock University.

### Number of students enrolled 2002

4<sup>th</sup> year – 15  
3<sup>rd</sup> year – 14  
2<sup>nd</sup> year – 20

The program appears to be on target, as far as enrolment is concerned. However, program coordinators note a decline from the 1980 intake of close to 30 students in 2<sup>nd</sup> year.

The FTS program is extremely successful in terms of teacher training, linguistic skills and employability. The Co-op component is considered somewhat difficult to manage from the students' point of view, but it does constitute a definite asset in preparing students adequately.

## CONCURRENT EDUCATION PROGRAMS

### Major Focus of the Program

To graduate beginning teachers with an undergraduate degree integrated with a Pre-service Education. Students complete courses for both degrees over four or five-years program depending on whether the undergraduate degree is pass or honours.

Each program has a specific design relevant to the level of certification.

### Locations

The majority of courses for each program were completed at the St.Catharines campus. A few students completed their final Pre-service year at the Hamilton campus. Approval was granted on an individual basis.

### Faculty/Staff

A part-time Co-ordinator and part-time assistant co-ordinator administered the BA CHYS/BEd and the BSc (Pass)/BEd Programs. The BPhEd/BEd P/J Program was the responsibility of the Faculty of Applied Health Sciences.

### Programs

There were three programs: BA Child and Youth Studies (Pass)/BEd P/J; BSc Integrated Studies (Pass)/BEd J/I; BPhEd (Honours)/BEd P/J.

### Number of Students Enrolled

2000-2001		2001-2002	
Year 2	60	Year 2	62
Year 3	59	Year 3	55
Year 4	61	Year 4	48
<b>Total</b>	<b>180</b>	<b>Total</b>	<b>165</b>

BA Child and Youth Studies (Pass)/BEd P/J

2000-2001		2001-2002	
Year 1	29	Year 1	30
Year 2	18	Year 2	23
Year 3	16	Year 3	18
Year 4	22	Year 4	15
<b>Total</b>	<b>85</b>	<b>Total</b>	<b>86</b>

BSc Integrated Studies (Pass)/BEd J/I

## Faculty of Education

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2000-2001		2001-2002	
Year 2	15	Year 2	16
Year 3	19	Year 3	18
Year 4	14	Year 4	15
Year 5	16	Year 5	18
<b>Total</b>	<b>64</b>	<b>Total</b>	<b>67</b>

BPhEd (Honours)/BEd P/J

### New Courses Approved 2001-2002

EDUC 8P06 was replaced with 8P14 in the BSc Integrated Studies (Pass)/BEd and BPhEd (Honours)/BEd Programs; EDUC 8P07 was replaced with 8P14 in the BA Child and Youth Studies (Pass)/BEd Program.

## CENTRE FOR ABORIGINAL STUDIES AND NATIVE TEACHER EDUCATION

### Purpose

- 1) Support and strengthen Aboriginal languages and culture through undergraduate education at Brock and in Native communities.
- 2) Prepare qualified teachers and instructors to meet the needs of Aboriginal learners and communities.
- 3) Provide on-site programs adapted to local Aboriginal cultures

### Programs

*Native Teacher Education Programs (NTEP)* courses leading to the Ontario Teachers Qualification Certificate for primary/junior teachers

*Aboriginal Studies* (undergraduate credit courses)

### Faculty/Staff

Director: Merle Richards

NTEP Co-Ordinator, 2000-2001: Claudine Van Every-Albert

NTEP Co-Ordinator, 2001-2002: Romaine Bomberry

Local Liaison Assistant Chippewa of the Thames, 2001-3: Evelyn Albert

Instructors: Hired for each course with consultation between Director, Co-ordinator, and local representatives

### *Location & Number of Students Enrolled*

NTEP Cohort 5: 2002-2004: Chippewa of the Thames. Enrolled 25. 16 graduated in Fall, 2004.

NTEP Cohort 4: 2001-2003: Six Nations. Enrolled 30.

### Aboriginal Studies

Undergraduate courses in Hodinohsonni language and Aboriginal history and culture

Locations: Six Nations and Brock campus in Aboriginal and especially Hodinohsonni culture and history, and in Mohawk and Cayuga language.

### Faculty

David Kanatawakhon Maracle (Lecturer, full-time)

John Hodson (part-time): Aboriginal Culture (Independent Study, 6)  
Tehahenteh Frank Miller (part-time):  
Aboriginal Culture ABST 2M96 12 at Brock

Bob Watt (part-time) History, ABST 2M90 16 at Six Nations.

### **CENTRE FOR ADULT STUDIES & DISTANCE LEARNING**

In the years 2000 - 2002, the Centre for Adult Studies and Distance Learning continued to offer the B.Ed. in Adult Education Degree and Certificate programs and launched the first offering of the B.Ed. in Aboriginal Adult Education Degree and Certificate programs.

Courses for both programs were offered in face-to-face, cohort based, site facilitated distance delivery mode, with B.Ed. in Adult Education programs offering the additional option of exclusively online delivery for those learners with a preference for e-learning. The e-learning platform for course delivery migrated from WebCT to Prometheus.

There was new staff in the unit: director, administrative assistant, curriculum advisor and full-time coordinators for the B.Ed. in Aboriginal Adult Education and the B.Ed. in Adult Education programs. The B.Ed. in Adult Education program enrollments peaked in the fall 2001 session at 258 learners. Courses were offered at nine venues throughout the province of Ontario.

### **CENTRE FOR CONTINUING STUDIES**

The Centre for Continuing Studies continued to deliver over 70 Additional Qualifications, Additional Basic Qualifications, Honour Specialist and Principal Qualifications programs in St. Catharines, Hamilton, Ancaster and Burlington. During this period the Centre also began offering Special Education and English as Second Language AQ courses in Mississauga. In the Summer 2000 English as Second Language part 1 was offered in Nanjing, China with 25 teachers enrolling in ESL part 1. In 2001 we offered parts 1, 2 and 3 and had over 29 teachers enrolled. In 2002 there were over

56 teachers enrolled in our ESL course in China. It has become a very successful program. The Principal's Qualification program ran in Hamilton during this time but with limited enrolment. This program which at one point had over 60 registrants now runs with approximately 20-25.

During this period, all ABQs and Honour Specialist course outlines had to submit to the Ontario College of Teachers for accreditation. All courses submitted received this designation.

In response to the professional learning program of the Ministry of Education our AQ courses were submitted to the Ontario College of Teachers so that teachers were eligible to receive 4 Professional Learning Program (PLP) credits for each AQ course they successfully completed. This was very controversial and caused us to reorganize the administrative assistant's office to accommodate part-time staff employed to work on this program.

### **CENTRE FOR EDUCATIONAL OUTREACH**

The idea of the centre was born in 2000, out of a perceived need for a space in the Faculty where educational ideas, activities or projects that did not fit neatly into any of the existing programs or administrative units, but were related to the role of the Faculty, could be pursued; community partnerships in the non-school sectors for the development of educational ideas, workshops and research projects could be nurtured; and income could be generated to support Faculty initiatives. Faculty Board accepted the idea. The activities centred around the work of the Research Officer in developing the research capacity of the Faculty and in nurturing partners through liaison work as well as

offering workshops to Brock groups outside of the Faculty and to community groups. The first project developed out of a need to support faculty members and graduate students with a variety of workshops. Among these were research skills workshops that quickly evolved into a three-level Higher Education Research Assistant Certificate program. A total of 67 stand alone workshops were delivered at Brock (St. Catharines and Hamilton campuses) and at Seneca College, in graduate classes and independently on Saturdays. Some of these workshops were in the pilot stages; others were refined. The first stage of a website to publicize the workshops was done.

### **INSTRUCTIONAL RESOURCE CENTRE AND COMPUTING SERVICES**

#### **2000-2001**

The Hamilton Campus Library benefited from the 2000/2001 Pre-service program enrolment increases at the Hamilton Campus. A direct telephone line was installed in the curriculum library, additional part-time library assistants were hired, ergonomic staff workstations and additional book stacks were installed, and the curriculum library's acquisition budget was increased from \$12,000 to \$19,500. This funding increase brought the acquisition budget in line with that of the St. Catharines curriculum library, making collaborative collection development work more efficient and equitable.

Faced with a 29% in classroom media equipment bookings over last year, the Hamilton Campus Library's media services were also improved with \$18,000 special funding received to upgrade classroom audio-visual equipment and the creation of one additional equipment storage room. We also hired a new full-time computer technologist, Kyle Tuck, who completed the

upgrade of Laboratory 8 due to \$60,000 special funding received to install 25 Pentium III microcomputers. Mr. Tuck devotes three days to the Hamilton Campus, while offering additional support to the Faculty's St. Catharines Campus programs.

In the St. Catharines Computer Services, servers were upgraded, seven new computers were installed in instructional laboratory WH205, and new computers were installed in the Research and Development laboratory. In the spring of 2001, the Senate Committee on Computing and Communications Policy assumed responsibility for this instructional computer laboratory in Robert S.K. Welch Hall and preparations began to transfer the laboratory management and staff to Information Technology Services.

The St. Catharines Instructional Resource Centre was redesigned to accommodate a larger reserve collection, new ergonomic workstations, and an office was also constructed for the Public Services Coordinator, Kim Pelchat, who oversees the daily management of the IRC. Processing services were enhanced with the extension of our processor's nine-month contract to twelve months, reflecting the need to provide library processing on a year-round basis at both campuses. Between November – May, processing and circulation assistance was also supplemented with the addition of a secondary school student volunteer.

Also at the St. Catharines Campus, electronic security bypass controls were installed in the IRC Media Services division to provide more efficient classroom equipment delivery workflow for our technical staff. The classroom audio-visual equipment inventory was improved with the replacement of 3 mobile workstations, the installation of zip drives on the mobile workstations and the purchase of CD burners for both campuses.

**2001-1002**

***Curriculum Libraries and Media Services***

Staffing at the Hamilton Campus curriculum library was extended with 240 additional part-time assistant hours and the addition of a secondary school co-op student, Jeremy Williams of Delta High School.

In the St. Catharines curriculum library, the processing clerk's part-time 9-month contact was extended to a 12 month part-time contact. Also, a student circulation assistant was hired via the Ontario Work Study Program, which paid 75% of the student's salary, and a student audio-visual technician was added to the Media Services staff for 9 to 17 hours/week, depending on service demands.

In addition to increased student service demands, these staff increases were due to Brock University's decision to change its class start-time from 8:30 a.m. to 8:00 a.m. and extending its evening class times at its St. Catharines Campus. Therefore, the St. Catharines IRC Media Services extended its opening time to 7:30 a.m. and the curriculum library opened at 7:45 a.m. Evening hours were also extended at the St. Catharines IRC to 10:30 p.m. and media services were extended to 6:00 p.m. on Fridays.

Our curriculum libraries' acquisition budgets remained stable in 2001-2002; however our computer software budget has increased from \$7,500 to \$21,000. The additional funding addresses annual site licensing fees. As a result of last spring's Telegrad Campaign, alumni donated \$3,240 to the IRC, which was used to expand our video collection.

***Computing Services***

In 2001-2002, the University began centralizing instructional computer

laboratories under Information Technology Services. As a result, one of the Faculty of Education's St. Catharines Campus instructional computer laboratories, WH205, was moved under the management of Information Technology Services. Three part-time laboratory advisors and one part-time computer technician were transferred from the IRC to User Services, ITS.

At the Hamilton Campus, the internet connection was upgraded from a 128K connection to a full T1 connection and all computers in Computer Laboratory 13 were upgraded from PII-300 to Celeron 800 processors. Also, the internal LAN was upgraded to a 100 Mbytes switched network instead of 10 Mbytes shared network. At the St. Catharines Campus, new switches were installed in computer laboratory WH205, increasing response time 10-fold.

The Faculty of Education received \$35,000 for its 2001-2002 instructional, faculty and staff computer equipment budgets. \$14,000 was allocated to support instructional computing, \$10,500 to upgrade faculty members' computers, and \$10,500 to upgrade staff members' computers.

**V. FACULTY OF EDUCATION  
PUBLICATIONS, PRESENTATIONS,  
ADDRESSES & WORKSHOPS**

**SHARON ABBEY**

**Publications**

Schutz, A. & **Abbey, S.** (2001). Collaborative mentoring: Insights from a university research centre. In M. Richards, A. Elliott, V. Woloshyn & C. Mitchell (Eds.), *Collaboration uncovered* (pp. 159-175). Westport, CO: Bergin & Garvey.

Abbey, S. (2001). Activities for writing instruction. *Voices in the Middle (NCTE)*, 9 (1), 48-55.

Abbey, S. (2000). Guest Editor. Special Theme: Maternal Pedagogy. *Brock Education Journal*, 9(2).

Abbey, S. (2000). Feminist mothers' influences on sons: Images of masculinity. In A. O'Reilly (Ed.), *Mothers and sons today* (pp. 141 - 156). NY: Routledge.

Abbey, S. & Harris, C. (2000). Motherline connections across cultures and generations. In A. O'Reilly & S. Abbey (Eds.), *Mothers and daughters: Connection, empowerment and transformation* (pp. 247-266). Lanham, MD: Rowman & Littlefield.

O'Reilly, A. & **Abbey, S.** (Eds.) (2000). *Mothers and daughters: Connection, empowerment and transformation*. Lanham, MD: Rowman & Littlefield.

Abbey, S. (June 2000). Mother matters in education: Maternal learning, teaching and pedagogy. In K. Sanford, H. Blair, & B. Schlender (Eds.), *Engendering Education, the Third Bi-annual Canadian Association for the Study of Women and Education International Summer Institute Proceedings* (pp. 225 - 230). Edmonton, AB: University of Alberta Press

**Presentations, Addresses & Workshops**

Abbey, S. (2001, October). *Images of mothers in children's literature*. Paper presented at the Annual Conference of Association for Research on Mothering, York University, Toronto, ON.

Abbey, S. (2001, October). *Teaching a university course on film and media images of Motherhood*. Paper presented at the 27<sup>th</sup> Annual Conference of Research on Women and Education: Special Interest Group of the American Educational Research Association, Linthicum, MD.

Drake, S., **Abbey, S.**, Elliott, A., Bosacki, S., & Attenborough, D. (2001, August). *Transformation through storytelling*. Paper presented at the Annual Conference of Storytelling in the Americas, Brock University, St. Catharines, ON.

Abbey, S. (2001, June). *Embodied pedagogy: Teaching in and through the body*. Paper presented at the Amina: Soul of the Feminine Conference, Victoria College, Toronto, ON.

Abbey, S., Bosacki, S., Drake, S., Elliott, S., Woloshyn, V., Doucet, J., & Slaney, C. (2000, December). *Narrative research on selves in transition*. Paper presented at the 2000 Ontario Educational Research Council / Conseil ontarien de recherches pédagogiques Act, Reflect, Revise Conference, Toronto, ON.

Abbey, S. (2000, October). *Deconstruction images of mothering in media and film: Possibilities and trends for the future*. Paper presented at the Research on Women and Education 26th Annual Conference, Sam Houston State University, Huntsville, TX.

Abbey, S. (2000, June). *Taking stock of the bits and pieces*. In Her Own Voice: Women Writing and Teaching Symposium. Paper presented at the 28th Annual Canadian Society for the Study of Education Congress, Edmonton, AB.

Abbey, S. (2000, June). *Mother matters in education: Maternal learning, teaching and pedagogy*. Paper presented at the Third Bi-annual Canadian Association for the Study of Women and Education International Summer Institute, Edmonton, AB.

Abbey, S. (2000, May). *Mothers as diverse purveyors of culture: Maternal themes in children's literature*. Paper presented at the 45th International Reading Association Annual Conference (Professors of Reading Teacher Educators SIG), Indianapolis, IN.

Abbey, S. (2000, May). *Maternal knowing: Implications for teachers*. Paper presented at the 28th Annual Canadian Society for the Study of Education Congress, Edmonton, AB.

## **RODGER BEATTY**

### **Publications**

Beatty, R. (2000). Something to sing about!: A selection and analysis of unison Canadian choral compositions for schools. *Canadian Music Educator*, 41(3-4), 71-82.

Beatty, R. (2000). Something to sing about!: A selection and analysis of unison Canadian choral compositions for schools. In B. A. Roberts and A. Rose (Eds.), *Sharing the voices: The phenomenon singing – International Symposium II* (pp. 24-42). St. John's, NF: Memorial University of Newfoundland.

Beatty, R. (2000). Reflecting on learning to teach music in the elementary classroom: Dialogues of preservice teacher education candidates. In M. Taylor and B. Gregory (Eds.), *Music of the Spheres: Proceedings of the 24<sup>th</sup> World Conference of the International Society for Music Education* (pp.38-52). Regina, SK: International Society for Music Education.

Beatty, R. (2000). Assessing for success in music education. In B. Hanley and B. A. Roberts (Eds.), *Looking forward – Challenges to Canadian music education* (pp. 193-209). Victoria, BC: Canadian Music Educators' Association.

### **Presentations, Addresses & Workshops**

Beatty, R. (2001, November). *Creative journeys: Practical music making strategies for J/I students*. Paper presented at the Ontario Music Educators' Association 2001, A Musical Odyssey conference, Waterloo, ON.

Beatty, R. (2001, November). *MusicQuest 2001: Energize your P/J music program*. Paper presented at the Ontario Music Educators' Association 2001, A Musical Odyssey conference, Waterloo, ON.

Beatty, R. (2001, October). *Choral music reading session*. Paper presented at the regional workshop of the Ontario Music Educators' Association, Beamsville, ON.

Beatty, R. (2000, October). *Assess with success in music education*. Paper presented at the regional workshop of the Ontario Music Educators' Association, Beamsville, ON.

Beatty, R. (2000, July). *Reflecting on learning to teach music in the elementary classroom: Dialogues of preservice teacher education candidates*. Paper presented at the International Society for Music Education conference 2000, Edmonton, AB.

### **SHEILA BENNETT**

#### **Publications**

Dworet, D. & **Bennett S.** (2002). A view from the North: Special education in Canada. *Teaching Exceptional Children*, 34(5), 22-28.

Bennett, S., Dworet, D., & Daigle, R. (2001) Educational provisions for exceptional students in the province of Ontario, *Exceptionality Education Canada*, 11(2/3), 99-123.

Bennett, S., Good D., & Zinga D. (2000) Working with children with acquired brain injury. *Professionally Speaking*, June, 47-48.

Elliot, A., Woloshyn, V., DiPetta, T, & **Bennett, S.** (2000). *Stories from Canadian classrooms: Real cases for teacher development*. Toronto, ON: Pearson Publishing.

Elliot, A., Woloshyn, V., DiPetta, T & **Bennett, S.** (2000). *Stories from Canadian classrooms: Real cases for teacher development. Instruction manual*. Toronto, ON: Pearson Publishing.

#### **Presentations, Addresses & Workshops**

Bennett, S. (2002, February). *Educating educators about acquired brain injury*. Paper presented at the Ontario Psychological Association, Toronto, ON.

Bennett, S. (2001, November). *Current issues in special education and teacher professional development*. Paper presented at the Council for Exceptional Children, Provincial Conference. Stratford, ON.

Bennett, S. (2001, November). *Promoting effective reading and writing strategies: Implementing an after school literacy program*. Paper presented at the Council for Exceptional Children, Provincial Conference. Stratford, ON.

Bennett, S. (2001, June). *Promoting Early intervention - Initiative task force findings*. Paper presented at the Research into Practice conference, Toronto, ON.

Bennett, S. (2001, June). *Educating educators about acquired brain injury*. Paper presented at the International Conference on Special Education, Anatalya, Turkey.

Bennett, S. (2001, May). *A Canadian overview of educational services for children with special needs*. Paper presented at the Canadian Society for the Study of Education Conference, Quebec City, PQ.

Bennett, S. (2000, November). *Everyday reading and writing strategies*. Paper presented at the Council for Exceptional Children Provincial Conference, Niagara Falls, ON.

Bennett, S. (2000, November). *Working with children with acquired brain injury in the classroom*. Paper presented at the Council for Exceptional Children Provincial Conference, Niagara Falls, ON.

Bennett, S. (2000, July). *Educating educators about acquired brain injury in the classroom*. Paper presented at the International Conference on Special Education, Manchester, England.

**RICHARD BOND**

**Presentations, Addresses & Workshops**

Bond, R. (2000, June). *Teaching and learning in a postmodern context*. Paper presented at the 20<sup>th</sup> Annual Conference of the Society for Teaching and Learning in Higher Education. Brock University, St. Catharines, ON.

Bond, R. (2000, September). *Teaching teachers teaching: The postmodern apprenticeship*. Invited symposium paper at the European Congress on Educational Research, Edinburgh University, Scotland.

**SANDRA BOSACKI**

**Publications**

Bosacki, S. (2001). "Theory of Mind" or "Theory of the Soul?" The role of spirituality in children's understanding of minds and emotions. In C. Erriker, & J. Erriker, & C. Ota (Eds.), *Spirituality and Morality: Implications for Education* (pp. 156-169). Brighton, UK: Sussex Academic Press.

Bosacki, S. (2001). Spirituality, gendered subjectivities, and education in preadolescents: Canadian preadolescents' reflections on gender roles and their sense of self. *International Journal of Children's Spirituality*, 6, 207-222.

Hutchison, D., & **Bosacki, S.** (2001). Over the edge: Can holistic education contribute to experiential education? *Journal of Experiential Education*, 23, 177-182.

Bosacki, S. (2000). Theory of mind and self-concept in preadolescents: Links with gender and language. *Journal of Educational Psychology*, 92, 709-717.

Bosacki, S., & Ota, C. (2000). Preadolescents' voices: A consideration of British and Canadian children's reflections on religion, spirituality, and their sense of self. *International Journal of Children's Spirituality*, 5, 203-219.

**Presentations, Addresses & Workshops**

Bosacki, S., & Marini, Z. (2002, April). *Preadolescents' theory of mind understanding, self-concept, and bullying*. Poster presented at the Biennial Meeting of the Society for Research on Adolescence, New Orleans, LA.

Bosacki, S., & Marini, Z. (2002, April). *Theory of mind and bullying in preadolescents: Does gender make a difference?* Poster presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Elliott, A., Woloshyn, V., Richards, M., **Bosacki, S.**, & Golden, L. (2002, April). *Grade six students' experiences with traditional and interactive technological media*. Paper, based on a larger study by Elliott A., Bosacki, S., Murray, N., Richards, M., Woloshyn, V., Mindorff, D., Golden, L., & Pollon, D., presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Varnish, A., & **Bosacki, S.** (2002, April). *Education students' and professors' understanding of social competence: Relations to theory of mind*. Poster presented at the Why Language Matters for Theory of Mind Conference, Toronto, ON.

Bosacki, S., & Marini, Z. (2002, April). *Theory of mind understanding, language, and self concept among the players in the school bullying drama.*

Poster presented at the Why Language Matters for Theory of Mind Conference, Toronto, ON.

Murray, N., **Bosacki, S.**, Golden, L., & Pollon, D. (2002, April). *Who am I in what I see?* Paper, based on a larger study by Elliott A., Bosacki, S., Murray, N., Richards, M., Woloshyn, V., Mindorff, D., Golden, L., & Pollon, D., presented at the Department of Physical Education and Kinesiology Colloquium, Brock University, St. Catharines, ON.

Bosacki, S. (with Dr. Z. Marini). (2001, November). Invited Guest Speaker for Ridley Junior College to discuss Bullying in Schools St. Catharines, ON.

Elliott, A., **Bosacki, S.**, Richards, M., & Murray N. (2001, December). *Popular culture: Messages perceived by preadolescents.* Paper, based on a larger study by Elliott A., Bosacki, S., Murray, N., Richards, M., Woloshyn, V., Mindorff, D., Golden, L., & Pollon, D. presented at the Ontario Educational Research Council, Brantford, ON.

Bosacki, S., & Marini, Z. (2001, October). *Theory of mind, self-concept, and bullying in preadolescents.* Poster presented at the biennial meeting of the Cognitive Development Society, Virginia Beach, VA.

Marini, Z., & Bosacki, S. (2001, October). *Gendered bullying narratives in preadolescents.* Poster presented at the biennial meeting of the Cognitive Development Society, Virginia Beach, VA.

Drake, S., Elliott, A., Abbey, S., **Bosacki, S.**, & Attenborough, D. (2001, August). *Collaborative storying: A path to personal and professional transformation.* Paper presented at the annual meeting of the

Storytelling in the Americas Conference, Brock University, St. Catharines, ON.

Slaney, C., & **Bosacki, S.** (2001, August). *Exploring multiracial/cultural Identities through mothers' voices.* Paper presented at the annual meeting of the Storytelling in the Americas Conference, Brock University, St. Catharines, ON.

Bosacki, S. (2001, May). Invited Volunteer Guest Speaker for the Women's Speaker Bureau Words on Work Program (Niagara Business Education Council), West Park Secondary School, St. Catharines, ON.

Bosacki, S. (2001, May). *Mental state language and self understanding: Gendered theories of self and others.* Poster presented at the annual conference of the Canadian Society for the Study of Education. Quebec City, QC.

Bosacki, S. (2001, April). *Preschoolers' mental state understanding, self-knowledge, language, and gender-typed play.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Bosacki, S. (2001, April). *Preadolescents' Theory of Mind understanding, self concept, and social competence.* Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

**Bosacki, S.**, & Moore, C. (2001, April). *Emotion understanding and gender-typed play in preschoolers.* Poster presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Elliott, A., **Bosacki, S.**, & Woloshyn, V. (2001, April). *Preadolescents' stories as cultural mirrors: Does gender distort the mirror or shape the eye?* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Bosacki, S. (2001, April). *Gender differences in preadolescents' psychological understanding, self-concept, and social behaviour*. Poster presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

Bosacki, S. (2001, April). *Mental state understanding, social reasoning, and social competence in preadolescents*. Poster presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Bosacki, S. (2000, July). "Theory of Mind" or "Theory of the Soul?" *The role of spirituality in children's understanding of minds and emotions*. Paper presented at the First International Conference on Children's Spirituality. University College, Chichester, West Sussex, UK.

Bosacki, S. (2000, June). *Preschoolers' self-knowledge and mental state understanding: Links with gender-typed behaviour*. Poster presented at the 30<sup>th</sup> Annual Meeting of the Jean Piaget Society, Montreal, QC.

Bosacki, S. (2000, June). *Preadolescents' understanding of self-judgements: Links with mental state awareness*. Poster presented at the 30<sup>th</sup> Annual Meeting of the Jean Piaget Society, Montreal, QC.

Bosacki, S., & Moore, C. (2000, May). *Preschoolers' emotion understanding and gender-typed behaviour*. Poster presented at the Eleventh Biennial Meeting of the University of Waterloo Conference on Child Development, Waterloo, ON.

## **RALPH CONNELLY**

### **Publications**

Connelly, R. (2001). *Linking Assessment and Instruction: Grades 6-8* (Member of Development Team), Ontario Association for Mathematics Education, London, ON.

### **Presentations, Addresses & Workshops**

Connelly, R. (with J. Graham) (2002, April). *Sharing pre-service teaching ideas*. Paper presented at the National Council of Supervisors of Mathematics 34<sup>th</sup> annual meeting, Las Vegas, NV.

Connelly, R. (2002, April). *Numeracy—What Can we "count on" for the 21<sup>st</sup> century?* Invited Guest Speaker at the National Council of Teachers of Mathematics 80<sup>th</sup> annual meeting, Las Vegas, NV.

Connelly, R. (2002, May). *A dicey situation*. Paper presented at the Ontario Association for Mathematics Education 29<sup>th</sup> annual conference, Barrie, ON.

Connelly, R. (2002, August). *Numeracy—What can we "count on" for the 21<sup>st</sup> century?* Paper presented at the National Council of Teachers of Mathematics Canadian Regional Conference, Montreal, PQ.

Connelly, R. (2002, October). *Numeracy—What can we "count on" for the 21<sup>st</sup> century? A dicey situation*. Invited keynote address and featured session at the National Council of Teachers of Mathematics Eastern Regional Meeting, Boston, MA.

Connelly, R. (2002, November). *Probability panorama*. Paper presented at the California Mathematics Council South, Palm Springs, CA.

Connelly, R. (2002, December). *Probability panorama*. Paper presented at the Asilomar Mathematics Conference, Monterey, CA.

Connelly, R. (2001, April). *Professional development on a shoestring budget*. Invited paper presented at the National Council of Supervisors of Mathematics 33<sup>rd</sup> annual meeting, Orlando, FL.

## **Faculty of Education**

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Connelly, R. (2001, April). *Numeracy—What can we “count on” for the 21<sup>st</sup> century?* Paper presented at the National Council of Teachers of Mathematics 79<sup>th</sup> annual meeting, Orlando, FL.

Connelly, R. (2001, May). *Linking assessment and instruction*. Paper presented at the Ontario Association for Mathematics Education 28<sup>th</sup> annual conference, Scarborough, ON.

Connelly, R. (2001, November). *Numeracy—What can we “count on” for the 21<sup>st</sup> century?* Invited keynote address at the California Mathematics Council South, Palm Springs, CA.

Connelly, R. (2001, December). *Linking assessment and instruction*. Paper presented at the California Mathematics Council North, Monterey, CA.

Connelly, R. (2000, April). *Pleasurable problem solving for primary pupils*. Paper presented at the National Council of Teachers of Mathematics 78<sup>th</sup> annual meeting, Chicago, IL.

Connelly, R. (2000, May). *Pleasurable problem solving for primary pupils*. Paper presented at the Ontario Association for Mathematics Education 27<sup>th</sup> annual conference, Ottawa, ON.

Connelly, R. (2000, August). *Numeracy—What can we “count on” for the 21<sup>st</sup> century?* Paper presented at the National Council of Teachers of Mathematics Canadian Regional Conference, Halifax, NS.

### **TONY DIPETTA**

#### **Publications**

DiPetta, T., & Woloshyn, V.E. (2001). Voice recognition for online literacy: Evaluating the use of voice recognition software for application in adult literacy training. *International Journal of Education and Information Technologies*, 6, 225-240.

Mitchell, C., DiPetta, T., & Kerr, J. (2001). The frontier of web-based instruction. *Education and Information Technologies*, 6(2), 105-121.

Elliott, A., Woloshyn, V. E., DiPetta, T., & Bennett, S. (2000). *Stories from Canadian classrooms: Real cases for teacher education*. Scarborough, ON: Prentice Hall Canada.

Elliott, A., Woloshyn, V. E., DiPetta, T., & Bennett, S. (2000). *Stories from Canadian classrooms: Real cases for teacher education. Instructor's Manual*. Scarborough, ON: Prentice Hall Canada.

#### **Presentations, Addresses & Workshops**

DiPetta, T., Novak, J. & Marini, Z. (2002, April). *Inviting on-line education: Gee wisdom in the age of technology*. Paper presented at the American Education Research Association general meeting. New Orleans, LA.

Novak, J., Marini, Z., & DiPetta T. (2001, July). *Inviting on-line success: Reducing anxiety in on-line teaching and learning*. An on-line presentation and interactive workshop for Ontario Council for University Life-long Learning through Distance Education.

DiPetta, T. & Woloshyn, V. (2001, April). *Evaluating voice recognition software for literacy Instruction*. Paper presented at the International Reading Association. New Orleans, LA.

DiPetta, T. (2001, March). *On-line literacy for adult learners*. Paper presented at the American Education Research Association. Seattle, WA.

DiPetta, T. (2000, April to September). *Technologies for Teaching and Learning Forum*. NODE on-line forum moderator and host for a series of four professional forums on Technologies for Teaching and Learning series. This series was offered by the online Network for Ontario's Distance Educators and attracted its highest number of participants. The four part on-line series deal with issues associated with putting courses on-line, the nature of interactivity, community and assessment in on-line courses and practical issues for implementation and development of online courses from a variety of institutional and instructional perspectives.

**SUSAN DRAKE**

**Publications**

Drake S. M. (2001). Collaboration as central ingredient for systemic change. In M. Richards, A. Elliott, V. Woloshyn, & C. Mitchell (Eds.), *Collaboration uncovered: The forgotten, the assumed and the unexamined in collaborative education*. Westport, CT: Bergin & Garvey.

Drake S. & Miller, J., (2001). Teachers' perceptions of their roles; Life in and beyond the classroom. *Curriculum and Teaching*. 16(1), 5-23.

Miller, J. P., **Drake, S. M.**, Molinaro, V., & Harris, B. (2000). Mandated curriculum change in Ontario: Stories of the change experiences. *Curriculum Perspectives*, 20 (3), 1-12.

**Presentations, Addresses & Workshops**

Attenborough D. & **Drake, S. M.** (2002, April). *Integrated curriculum as a vehicle for professional Transformation*. Paper presented at American Education Research Association, New Orleans, LA.

Drake, S.M. & Burns, R. (2002, March). *Standards-based integrated curriculum*. Presentation at Association for Supervision and Curriculum Development, San Antonio, TX.

Drake, S. M., Elliott, A., Abbey, S., & Bosacki, S. (2001, June). *Reconstructing narratives, transforming lives*. Paper presented at the annual conference for the Canadian Society for the Study of Education, Toronto, ON.

Drake, S. M., Elliott, A., Abbey, S., & Bosacki, S. (2001, June). *We are Dr. Barbie*. Paper presented at the Symposium, Canadian Society for the Study of Education, Toronto, ON.

Drake S. M., Elliott, A., Abbey S., Bosacki, S., Attenborough, D. (2001, June). *Personal and professional transformation through story*. Paper presented at the Storytelling Conference, Brock University, St. Catharines, ON.

Drake S. M., Elliott, A., Abbey S., Bosacki, S., Slaney, C. (2000, December). *Personal and professional transformation through story*. Paper presented at Ontario Educational Research Council Conference, Toronto, ON.

**ANNE ELLIOTT**

**Publications**

Elliott, A. (2001). Introduction. In M. Richards, A. Elliott, V. Woloshyn, & C. Mitchell (Eds.), *Collaboration uncovered: The forgotten, the assumed, and the unexamined* (pp. 1-18). Westport, CT: Greenwood Publishing Group.

Elliott, A., & Woloshyn, V. (2001). Collaboration: A vehicle for professional development. In M. Richards, A. Elliott, V. Woloshyn, & C. Mitchell (Eds.), *Collaboration uncovered: The forgotten, the assumed, and the unexamined* (pp. 177-190). Westport, CT: Greenwood Publishing Group.

Schutz, A., Murray, N., Woloshyn, V., **Elliott, A.**, Morgan, N., & Haskins, B. (2001). Not just smooth sailing: Issues in collaboration. In M. Richards, A. Elliott, V. Woloshyn, & C. Mitchell (Eds.), *Collaboration uncovered: The forgotten, the assumed, and the unexamined* (pp.219-235). Westport, CT: Greenwood Publishing Group.

Richards, M., **Elliott, A.**, Woloshyn, V., & Mitchell, C. (Eds.). (2001). *Collaboration uncovered: The forgotten, the assumed and the unexamined*. Westport, CT: Greenwood Publishing Group.

Woloshyn, V., **Elliott, A.**, & Kacho, S. (2001). So exactly what is explicit strategy instruction? A review of eight critical teaching steps. *The Reading Professor*, 26(1), 66-114.

Elliott, A., Woloshyn, V., DiPetta, T., & Bennett, S. (2000). *Stories from Canadian classrooms*. Toronto, ON: Pearson Education.

Elliott, A., Woloshyn, V., DiPetta, T., & Bennett, S (2000). *Instructors' manual for stories from Canadian classrooms*. Toronto, ON: Pearson Education.

### **Presentations, Addresses & Workshops**

Elliott, A., Woloshyn, V., Bosacki, S., Richards, M., & Golden, L. (2002, April). *Grade six students' experiences with traditional and interactive technological media*. Paper presented at the American Education Research Association, New Orleans, LA.

Elliott, A., Bosacki, S. Murray, N., Richards, M. (2001, December). *Popular culture: Messages perceived by preadolescents*. Paper presented at the Ontario Educational Research Council, Brantford, ON.

Drake, S., **Elliott, A.**, Abbey, S., Bosacki, S., & Attenborough, D. (2001, August). *Collaborative storytelling: A path to personal and professional transformation*. Paper presented at the Storytelling in the Americas conference. Brock University, St. Catharines ON.

Elliott, A. (2001, May). *Perspectives on the Ontario College of Teachers process. The Brock perspective*. In *Accreditation of pre-service teacher education*. Symposium conducted at the meeting of the Canadian Society for the Study of Education annual conference, Quebec City, QC.

Elliott, A. (2001, May). *Stories from Canadian classrooms: A casebook for teachers*. Paper presented at the Canadian Association for the Study of Women and Education Book Launch, Canadian Society for the Study of Education annual conference, Quebec City, QC.

Elliott, A. (2001, May). *Children's stories as cultural mirrors: Children's cultural beliefs and values*. Paper presented at the Canadian Society for the Study of Education annual conference, Quebec City, QC.

Drake, S., **Elliott, A.**, Abbey, S., & Bosacki, S. (2001, May). *Reconstructing professional-personal selves: Creating new transformational stories*. Paper presented at the Canadian Society for the Study of Education annual conference, Quebec City, QC.

Elliott, A., Bosacki, S., & Woloshyn, V. (2001, April). *Preadolescents' stories as cultural mirrors: Does gender distort the mirror or shape the eye?* Paper presented at the American Educational Research Association annual meeting, Seattle, WA.

Drake, S., Elliott, A., Abbey, S. Woloshyn, V., & Bosacki, S. (2000, December). *Professional development through collaborative story telling*. Paper presented at the Ontario Educational Research Council conference, Toronto, ON.

Elliott, A., & Faubert-McCabe, P. (2000, December). *Accreditation: Its potential for institutional renewal*. Paper presented at the Ontario Educational Research Council conference, Toronto, ON.

### **JOE ENGEMANN**

#### **Presentations, Addresses & Workshops**

Engemann, J. (2001, April). *Graphs Galore: Data representation activities*. Paper presented at the Science Now!! Conference, London, ON.

Engemann, J. (2001, March). *The relationship between specific cognitive factors and problem-solving performance in chemistry*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, St. Louis, MO.

Engemann, J. (2001, March). *Dissecting Dissection Software: Evaluation and implementation*. Paper presented at the National Science Teachers Association Conference, St. Louis, MO.

Engemann, J. (with Dr. Frank Fueten, Mr. Gerry Hinton, Ms. Katie Gregg, and Mr. Alastair Gillespie). (2000, May). *The Brock Mentorship Program*. Paper presented at the Dialogue 2000 Conference, St. Catharines, ON.

Engemann, J. (2000, April). *Graphs Galore: Data representation activities*. Paper presented at the Science Now!! Conference, London, ON.

### **LYNETTE FAST**

#### **Publications**

Fast, L. (2001). Narrative stories in elementary school visual arts. *Journal of the Ontario Society for Education through Art*, 27, 39-50.

Fast, L. (2001). Partnerships in art. *The Canadian Art Teacher*, 1(1), 10-12.

Fast, L. (2000). *Mask-making in elementary school visual arts: An approach linked to language arts, and the 1998 Ontario Ministry guideline for visual arts*. Catalogued IRC Curriculum Monograph.

Fast, L. (2000) Artistry in teaching: Observations on the communication styles of three exemplary elementary school art educators. *The Canadian Review of Art Education*, 27(1), 49-69.

Fast, L. (2000). Review: Mothers and daughters. *Brock Education*, 9(2), 113-114.

Fast, L. (2000) Investigating the use of artwork as an observation tool in early reading programs. *Visual Arts Research*, 26(1), 1-12.

#### **Presentations, Addresses & Workshops**

Fast, L. (2001, December). *Hands-on, minds-on: Another perspective on studies of children's art*. Paper presented at the Ontario Education Research Council annual conference, Brantford, ON.

Fast, L. (2001, May). *Non-verbal communication in the classroom*. Paper presented at the Brock Graduate Studies annual conference, St. Catharines, ON.

**JOANNE GRAHAM**

**Publications**

Chodzinski, R., **Graham, J.**, & Kirkwood K. (Spring, 2002). A glimpse of the perceptions of the beginning teacher. *Teaching and Learning Journal*, 1(2), 13-17

**Presentations, Addresses & Workshops**

Graham, J. (2002, April). *Sharing preservice teaching ideas*. Paper presented at the National Council of Supervisors of Mathematics conference, Las Vegas, NV.

Graham, J. (2002, April). *Assessing open-ended problem solving activities*. Paper presented at the National Council of Teachers of Mathematics conference, Las Vegas, NV.

Graham, J. (2000, September). *What is Problem Solving?* Paper presented at Peel District School Board, Terry Fox P.S., Brampton, ON.

**ROSEMARY HUNTER**

**Presentations, Addresses & Workshops**

Hunter, R. (2000, February). *Professional portfolios: Structures and supports*. Paper presented at the 20<sup>th</sup> International Seminar for Teacher Education, Annapolis, MD.

**DAVID HUTCHISON**

**Publications**

Hutchison, D. (2000). *Educação ecológica: Idéias sobre consciência ambiental*. São Paulo: Artmed Editora. Note: Portuguese translation of *Growing Up Green* (New York, NY: Teachers College Press, 1998).

Hutchison, D., & Bosacki, S. (2000). Over the edge: Can holistic education contribute to experiential education? *Journal of Experiential Education*, 23(3), 177-182.

**Presentations, Addresses & Workshops**

Hutchison, D. (2001, November). *Computers in education: A future vision*. Paper presented at the Computer Teachers Conference, Niagara Falls, ON.

Hutchison, D. (2001, November). *Guided visualization journeys in education*. Paper presented at the Transformative Learning Conference, Toronto, ON.

Hutchison, D. (2001, September). *The story curriculum: Accepting guidance from the traditional cultures of the Americas*. Paper presented at Storytelling in the Americas. St. Catharines, ON.

Hutchison, D. (2001, June). *Video production for aesthetic education*. Paper presented at the Apple College of Education Institute. Los Angeles, CA.

Hutchison, D. (2000, October). *Let's talk about our schools*. Paper presented for OTF Public Discussion Series. Niagara Falls, ON.

Hutchison, D. (2000, May). *Aesthetics, architecture, and learning*. Paper presented at the Educational Facility Planners Conference. Toronto, ON.

Hutchison, D. (2000, May). *Visioning the ideal educational space*. Paper presented at the Educational Facility Planners Conference. Toronto, ON.

**JIM KERR**

**Publications**

Mitchell, C., DiPetta, T., & Kerr, J. (2001). The frontier of web-based instruction. *Education and Information Technologies*, 6(2), 105-121.

Mitchell, C., & Kerr, J. (2001). Comparing virtual and face-to-face instruction. *Brock Education*, 10(2), 14-25.

Mitchell, C. & Kerr, J. (2000). Integrating virtual and traditional instruction. In B. Mann (Ed.), *Perspectives on web course management* (pp. 249-261). Toronto, ON: Canadian Scholars Press.

**MICHAEL KOMPFF**

**Publications**

Neufeld, J., & Kompf, M. (2001) Representations of educator knowledge: From Ivory Tower to Tower of Babel. In C. Sugrue & C. Day (Eds.), *Developing teachers and teaching: International research perspectives*. London, UK: Falmer Press.

Kompf, M., & Bond, W. R. (2001). Critical reflection. In T. Barer-Stein III & M. Kompf (Eds.), *The craft of teaching adults*. Toronto, ON: Irwin.

Kompf, M., & Hodson, J. (2001, Spring). Keeping the seventh fire: Developing an undergraduate degree program for Aboriginal adult educators. *Canadian Journal of Native Education*, 24(2), 185-202.

**Presentations, Addresses & Workshops**

Kompf, M. (2002, March). *Applying the principles of LifeMapping to constructivist research*. Invited presentation to faculty and students at the University of Reading, Berkshire, UK.

Kompf, M. (2002, March). *The learning fields: anticipating life in the multiversity*. Invited presentation to faculty and students at the Open University, Milton Keynes, UK.

Kompf, M. (2001, July). *When angels dance with devils: What is sacred and profane in the professorate?* Paper presented at the 10<sup>th</sup> biennial meeting of the International Study Association on Teachers and Teaching, Algarve University, Faro, Portugal.

Kompf, M. (2001, July). *Bodies of work: accidents, injuries and career interruptions*. Paper presented at the 10<sup>th</sup> biennial meeting of the International Study Association on Teachers and Teaching, Algarve University, Faro, Portugal.

Kompf, M. (2001, April). *"Life" and everything else*. Paper presented to Oceans and Fisheries Canada, Ingersoll, ON.

Kompf, M. (2001, April). *Examining the role of "Life" in worklife*. Invited opening address for Oceans and Fisheries Canada, Ingersoll, ON.

Kompf, M. (2001, January). *Recruitment of young people and retirement of our elders*. Invited keynote address to Managing the Millennium, Human Resources Development Canada, Toronto, ON.

Kompf, M. (2000, September). *Designing and developing distance learning programs*. Invited address to the School of Continuing Studies, University of Reading, Berkshire, UK.

Kompf, M. (2000, September). *Technology, knowledge curriculum and the marketplace*. Invited address to the School of Continuing Studies, University of Reading, Berkshire, UK.

Kompf, M. (2000, September). *On the usefulness of teachers' personal, practical knowledge*. Paper presented at the European Conference on Educational Research, Edinburgh, Scotland.

**RENE KUCHAPSKI**

**Presentations, Addresses & Workshops**

Kuchapski, R. (2002, May). *The many colors of transparency*. Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration, Toronto, ON.

Kuchapski, R. (2002, April). *My children, my taxes: Accountability for a better future*. Paper presented at the Eighth Annual Rural Congress, Saskatoon, SK.

Kuchapski, R., & Mitchell, C. (2001, August). *Organizational theories as scripts of organizational reality: A retrospective review*. Paper presented at the Storytelling in the Americas conference, Brock University, St. Catharines, ON.

Kuchapski, R. (2001, May). *The role of the intellectual in the accountability debate*. Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration, Quebec City, QC.

**XIAOBIN LI**

**Publications**

Li, X. (2000, Winter). Variation in Average Teacher Salaries among Canadian Provinces and Its Probable Reasons. *Journal of Education Finance*, 27(3), 909-929.

**MICHAEL MANLEY-CASIMIR**

**Publications**

Haire, C. and **Manley-Casimir, M.E.** (2000) Restoring 'Duty' to the Discourse of Rights and Citizenship Education: A Radical Retrenchment? In R. Bruno-Jofre and G. Jover (Eds.), *Building Common Spaces: Citizenship and Education in Canada and Spain*. (pp. 153-166). Winnipeg, MB: Faculty of Education, University of Manitoba.

Shariff, S., Case, R., & **Manley-Casimir, M.E.** (2000). Balancing Competing Rights in Education: Surrey School Board's Book Ban. *Education & Law Journal*, 10, 47-105.

**Presentations, Addresses & Workshops**

**Manley-Casimir, M.E.** (with S. Shariff, & R Case). (2000, May). *Balancing competing right in education: Surrey school board's book ban*. Paper presented at CASEA/CSSE, Edmonton, AB.

**MICHELLE MCGINN**

**Presentations, Addresses & Workshops**

**McGinn, M. K.** (2001, May). *Research ethics and the ethics review process at Brock*. Workshop facilitator for Faculty of Education Brock University Graduate Conference, St. Catharines, ON: October, 2001.

McGinn, M. K., Power, D., Dunstan, K., & Faulkner, V. (2001, May). *Teaching qualitative research methods using a collaborative research project*. Paper presented at the Canadian Society for the Study of Education annual conference, Quebec City, QC.

McGinn, M. K. (2001, May). *The job hunt and CV preparation*. Panel member for Canadian Society for the Study of Education annual conference, Quebec City, QC.

McGinn, M. K. (2000, April). Research on problem solving and research as problem solving [Abstract]. *2000 NARST annual meeting: Connecting communities of practice through science education research* (p. 232). New Orleans, LA: National Association for Research in Science Teaching.

McGinn, M. K. (2000, June). *Learning about qualitative research by engaging in a collaborative research project: An investigation using WebCT as a shared research database*. Paper presented at the Society for Teaching and Learning in Higher Education annual conference, St. Catharines, ON.

McGinn, M. K. (2000, May). *Legacies and social practices in educational research*. Paper presented at the Canadian Society for the Study of Education annual conference, Edmonton, AB.

McGinn, M. K. (2000, May). *Beginning academic positions: Exploring cultures, conditions, and complexities*. Panel member for Canadian Society for the Study of Education annual conference, Edmonton, AB.

## **DEBRA MCLAUHLAN**

### **Publications**

McLauchlan, D. (2001). Collaborative creativity in a high school drama class. *Youth Theatre Journal*, 15, 42-58.

McLauchlan, D. (2001). Rodney's drama journey: A learning disabled student's song of self-efficacy. *Arizona Symposium on Learning in the Arts: Research Showcase Abstracts*.

### **Presentations, Addresses & Workshops**

McLauchlan, D. (2002, April). *Caesar and Cleopatra: Three drama lessons*. Paper presented at the Shaw Festival Teachers' Day, Niagara-on-the-Lake, ON.

McLauchlan, D. (2001, November). *The migration experience: Forging new paths*. Paper presented at the Council of Drama and Dance in Education Conference, St. Catharines, ON.

McLauchlan, D. (2001, May). *A plague on all your houses: Role-playing homelessness*. Paper presented at the Association for Canadian Theatre Research Conference (CSSE). Laval, QC.

McLauchlan, D. (2001, February). *Rodney's drama journey*. Paper presented at the Arizona Symposium of the Arts: Best Practices Session. Tucson, AZ.

McLauchlan, D. (2001, October). *A brief history of theatre design*. Shaw Festival/Elderhostel Seminar. Niagara Falls, ON.

McLauchlan, D. (2001, September). *A brief history of theatre design*. Shaw Festival/Elderhostel Seminar. Niagara Falls, ON.

**CORAL MITCHELL**

**Publications**

Mitchell, C. (2001). Negotiating agendas in collaborative research. In M. Richards, A. Elliott, V. Woloshyn, & C. Mitchell (Eds.), *Collaboration uncovered: The assumed, the forgotten, and the unexamined* (pp. 310-45). Westport, CT: Greenwood.

Mitchell, C., & Coltrinari, H. (2001). Journal writing for teachers and students. In T. Barer-Stein & M. Kompf (Eds.), *The craft of teaching adults* (3<sup>rd</sup> ed.) (pp. 21-38). Toronto, ON: Culture Concepts.

Mitchell, C., DiPetra, T., & Kerr, J. (2001). The frontier of web-based instruction. *Education and Information Technologies*, 6(2), 105-121.

Mitchell, C., & Kerr, J. (2001). Comparing virtual and face-to-face instruction. *Brock Education*, 10(2), 14-25.

Mitchell, C., & Kumar, R. (2001). The development of administrative moral discourse in a pluralistic society. *Journal of Educational Administration and Foundations*, 15(2), 47-67.

Mitchell, C., & Sackney, L. (2001, February). Building capacity for a learning community. *Canadian Journal of Educational Administration and Policy*, 19. [Online]. Available: <http://www.umanitoba.ca/publications/cjeap/issues19.html>.

Mitchell, C., & Kerr, J. (2000). Integrating virtual and traditional instruction. In B. Mann (Ed.), *Perspectives on web course management* (pp. 249-261). Toronto, ON: Canadian Scholars Press.

Mitchell, C., & Sackney, L. (2000). *Profound improvement: Building capacity for a learning community*. Lisse, NL: Swets & Zeitlinger.

**Presentations, Addresses & Workshops**

Mitchell, C. (2001, October). *Building the capacity for a learning community: Confronting our narratives*. Invited presentation for the combined school divisions of the Battlefords School District, North Battleford, SK.

Mitchell, C., & Sackney, L. (2001, September). *Building the capacity for a learning community: Deconstructing the professional narrative*. Invited presentation for the Saskatchewan Educational Leadership Unit, Saskatoon, SK.

Mitchell, Coral. (2001, August). *Deconstructing the school narrative: Preparing to create a learning community*. Invited presentation for instructional, support, and administrative staff at Aden Bowman Collegiate, Saskatoon, SK.

Kuchapski, R., & Mitchell, C. (2001, August). *Organizational theories as scripts of organizational reality: A retrospective review*. Paper presented at the Storytelling in the Americas Conference, Brock University, St. Catharines, ON.

Kumar, R., & Mitchell, C. (2001, May). *A collaborative-expressive model of administrative ethical reasoning: Some practical problems*. Paper presented at the annual conference of the Canadian Society for the Study of Education, Quebec, QC.

Castle, J., Mitchell, C., & Gupta, V. (2001, May). *Roles of elementary school principals in Ontario: Tasks and tensions*. Paper presented at the annual conference of the Canadian Society for the Study of Education, Quebec, QC.

Mitchell, C., & Sackney, L. (2001, April). *Communities of leaders: Developing leadership capacity for a learning community*. Paper presented at the annual conference of the American Educational Research Association, Seattle, WA.

Mitchell, C., & Sackney, L. (2001, January). *Building capacity for a learning community*. Paper presented at the annual conference of the International Congress for School Effectiveness and Improvement, Toronto, ON.

Sackney, L., Walker, K., & Mitchell, C. (2001, January). *The social construction of educational learning: A study of a school district's attempt to improve teaching and learning*. Paper presented at the annual conference of the International Congress for School Effectiveness and Improvement, Toronto, ON.

Mitchell, C. (2000, November). *Ethics in educational administration: A structural analysis*. Paper presented at the annual conference of the University Council of Educational Administration, Albuquerque, NM.

Mitchell, C. (2000, May). *Reconceptualizations in the study and practice of educational administration – Panel presentation organized and presented at the annual meeting of the Canadian Society for the Study of Education*, Edmonton, AB.

## **ANTHONY MOLLICA**

### **Publications**

Mollica, A., & Campa, R. (Eds.). (2002). *L'Italia nella lingua e nel pensiero* [Italy in language and thought]. *Proceedings of the Conference of the American Association of Teachers of Italian. Quaderni di Libri e Riviste d'Italia. No. 46*. Collana diretta da Angela Padellaro. Ministero per i Beni e le Attività Culturali. (Vols. 1-2). Rome: Istituto Poligrafico e Zecca dello Stato.

Mollica, A. (2001). *Activités créatives et motivationnelles 1: Jouons avec les chiffres!* [Creative and motivational activities. Let's play with numbers]. Welland, ON: Soleil Publishing.

Mollica, A. (2001). *Mots croisés pour les débutants* [Crossword puzzles for beginners]. Nouvelle édition. Welland: Soleil Publishing.

Mollica, A. (2001). *Parole per parlare*: [Words to speak with]. Teaching/expanding the student's basic vocabulary. *Italica*, 78(4), 464-485.

Mollica, A. (2001). L'insegnamento dell'Italiano in Canada [Teaching Italian in Canada]. In G. Acerbi (Ed.), *Quaderni del Premio Letterario* (9<sup>th</sup> edition) (pp. 60-65). Comune di Castel Goffredo, Italy.

Mollica, A. (2001). Introduzione di Anthony Mollica [Introduction by Anthony Mollica]. In P. E. Balboni, C. M. Coonan, & F. R. Garotti (Eds.), *Lingue straniere nella scuola d'infanzia* (p. vii). Perugia, Italy: Edizioni Guerra.

Mollica, A. (2001). L'umorismo figurativo e l'umorismo verbale nella glottodidattica [Visual and verbal humour in second-language teaching]. In P. Diadori (Ed.), *Insegnare italiano a stranieri* (pp. 288-297). Florence: Le Monnier

Mollica, A. (2001). Introduzione [Introduction]. In M. Mezzadri (Ed.), *Internet nella didattica dell'italiano. La frontiera presente Biblioteca Italiana di Glottodidattica diretta da Anthony Mollica* (pp. ix-x). Perugia, Italy: Edizioni Guerra.

Mollica, A. (2000). L'immagine nella glottodidattica [Photographs in second-language teaching]. In M. Catricalà (Ed.), *Lettori e oltre... confine*. Firenze: Aida.

**Presentations, Addresses & Workshops**

Mollica, A. (2002, April). *So you want to be an author?* Paper presented to Ontario Modern Language Teachers' Association, Toronto, ON.

Mollica, A. (2002, April). *Mots pour parler: Teaching/expanding student's basic vocabulary through creative and motivational activities*. Paper presented to Ontario Modern Language Teachers' Association, Toronto, ON.

Mollica, A. (2002, March). *The fun element in teaching*. Paper presented at the Teaching Instructors' Professional Development Conference, School of Continuing Studies, University of Toronto, ON.

Mollica, A. (2002, March). *Creativity and motivation in second-language learning*. Paper presented to French Department, University of Toronto, ON.

Mollica, A. (2002, February). *Gli studi di italianistica in Canada* [Italian studies in Canada]. A reaction/comment to Prof. Tullio De Mauro's research on *Italiano 2000*. Presentation invited by the Ministry of Foreign Affairs, Government of Italy, Rome, Italy.

Mollica, A. (2002, January). *L'ascolto e l'immagine nella glottodidattica* [The listening skill and the iconic text in language teaching]. Invited presentation, Università per stranieri di Perugia, Italy.

Mollica, A. (2002, January). *La lettura come stimolo creativo per la conversazione in classe*. [Reading as a creative stimulus for conversation and discussion]. Invited presentation, Università per stranieri di Perugia, Italy.

Mollica, A. (2002, January). *L'elemento ludico per rafforzare le competenze d'uso* [The fun element to reinforce the basic language skills]. Invited presentation, Università per stranieri di Perugia, Italy.

Mollica, A. (2001, December). *Insegnare italiano a stranieri* [Teaching Italian to foreigners]. Workshop delivered to teachers teaching Italian in Slovenia, Portoroz, Slovenia.

Mollica, A. (2001, November). (with R. T. Chodzinski). *Teaching/expanding students' vocabulary through creative and motivational activities*. Paper presented at TESOL, Rome, Italy.

Mollica, A. (2001, November). *L'elemento ludico, L'umorismo nella glottodidattica e l'immagine e l'ascolto* [The fun element. Humour, the iconic text in second-language teaching and listening]. Invited presentation, Università di Venezia, Italy.

Mollica, A. (2001, October). *Teaching/expanding students' vocabulary through creative and motivational activities*. Paper presented to New York State Association of Foreign Language Teachers, New York, NY.

Mollica, A. (2001, July). *Strategie e tecniche motivazionali nella didattica dell'italiano L2* [Strategies and motivational techniques in teaching Italian as a second language]. Invited presentation, Corso di aggiornamento per gli insegnanti d'italiano all'estero, Responsabile scientifico: Prof. Maria Clotilde Boriosi Katerinov, Università per Stranieri di Perugia, Italy.

Mollica, A. (2001, July). *L'elemento ludico per rafforzare le competenze d'uso* [The fun element to reinforce the basic language skills]. Invited presentation, Corso di aggiornamento per gli insegnanti d'italiano all'estero, Responsabile scientifico: Prof. Massimo Vedovelli, Università per Stranieri di Siena, Italy.

Mollica, A. (2001, July). *L'ascolto e l'immagine nella glottodidattica* [The listening skill and the iconic text in second language teaching]. Invited presentation, Corso di aggiornamento per gli insegnanti d'italiano all'estero, Responsabile scientifico: Prof. Massimo Vedovelli, Università per Stranieri di Siena, Italy.

Mollica, A. (2001, July). *La lettura come stimolo creativo per la conversazione in classe* [Reading as a creative stimulus for conversation in the language classroom]. Invited presentation, Corso di aggiornamento per gli insegnanti d'italiano all'estero, Responsabile scientifico: Prof. Anna Ciliberti & Coordinatore: Dott. Anna Comodi, Università per Stranieri di Perugia, Italy.

Mollica, A. (2001, July). *L'ascolto e l'immagine nella glottodidattica* [The listening skill and the iconic text in second-language teaching]. Invited presentation, Corso di aggiornamento per gli insegnanti d'italiano all'estero, Responsabile scientifico: Prof. Anna Ciliberti & Coordinatore: Dott. Anna Comodi, Università per Stranieri di Perugia, Italy.

Mollica, A. (2001, July). *L'elemento ludico per rafforzare le competenze d'uso* [The fun element to reinforce the basic language skills]. Invited presentation, Corso di aggiornamento per gli insegnanti d'italiano all'estero, Responsabile scientifico: Prof. Anna Ciliberti & Coordinatore: Dott. Anna Comodi, Università per Stranieri di Perugia, Italy.

Mollica, A. (2001, April). *Creativity and motivation in second-language learning*. Invited presentation, Course: JF225Y1, Second-Language Teaching and Learning, University of Victoria College, Toronto, ON.

Mollica, A. (2001, April). (with C. Besnard, & C. Elkabas). *Creative and motivational activities: Jouons avec les chiffres! Les verbes: mots en action*. Paper presented to Ontario Modern Language Teachers Association, Toronto, ON.

Mollica, A. (2001, March). *So you want to be an author?* Paper presented to Ontario Modern Language Teachers' Association, Toronto, ON.

Mollica, A. (2001, January). *Motivation and creativity in second-language teaching*. Paper presented to Faculty of Education, University of Toronto, ON.

Mollica, A. (2001, January). *La lettura nella glottodidattica* [Reading in second-language teaching]. Invited presentation, Corso per gli insegnanti d'italiano all'estero, Università per Stranieri di Perugia, Italy.

Mollica, A. (2001, January). *L'ascolto e l'immagine nella glottodidattica* [The listening skill and the iconic text in second-language teaching]. Invited presentation, Corso per gli insegnanti d'italiano all'estero, Università per Stranieri di Perugia, Italy.

Mollica, A. (2001, January). *Motivazione e creatività nella glottodidattica: L'elemento ludico per rafforzare le competenze d'uso* [Motivation and creativity in language teaching: The fun element to reinforce the basic language skills]. Invited presentation, Corso per gli insegnanti d'italiano all'estero, Università per Stranieri di Perugia, Italy.

Mollica, A. (2000, December). *La lettura nella glottodidattica* [Reading in second-language teaching]. Invited presentation, Università Ca' Foscari di Venezia, Italy.

Mollica, A. (2000, December). *L'elemento ludico per rafforzare le competenze linguistiche* [The fun element to reinforce the basic language skills]. Invited presentation, Università Ca' Foscari di Venezia, Italy.

Mollica, A. (2000, December). *L'insegnamento della cultura* [Teaching culture]. Invited presentation, Università Ca' Foscari di Venezia, Italy.

Mollica, A. (2000, December). *Expanding and reinforcing vocabulary skills*. Paper presented at TESOL Italy, Assisi, Italy.

Mollica, A. (2000, November). *L'elemento ludico nella glottodidattica* [The fun element in language teaching]. Paper presented to American Association of Teachers of Italian/American Council on the Teaching of Foreign Languages, Boston, MA.

Mollica, A. (2000, November). *The fun element in the language classroom*. Paper presented to American Council on the Teaching of Foreign Languages, Boston, MA.

Mollica, A. (2000, September). *Come gestire una classe di lingua* [Managing the language classroom]. Invited presentation, Teaching Assistants Orientation Day, Department of Italian Studies, University of Toronto, ON.

Mollica, A. (2000, July). *Creatività e motivazione nell'insegnamento dell'italiano L2 ovvero L'elemento ludico nella glottodidattica* [Creativity and motivation in Italian as a second language: The fun element in language teaching]. Invited presentation, Università Ca' Foscari di Venezia, Italy.

Mollica, A. (2000, May). *L'elemento ludico nella glottodidattica* [The fun element in language teaching]. Paper presented to Canadian Society for Italian Studies, Edmonton, AB.

## **JONATHAN NEUFELD**

### **Publications**

Neufeld, J. (2001). Understanding postmodernity and its implications for adult educators. In T. Barer-Stein, & M. Kompf (Eds.), *The Craft of Teaching Adults*, 3rd. Ed. (pp. 35-52). New York, NY: Irwin.

Neufeld, J. (2000). Caring as a practice of disciplinary power. *Journal of Curriculum Theorizing*, 13(4), 55-67.

### **Presentations, Addresses & Workshops**

Neufeld, J. (2000, October). *On the effects of learning beyond corporeal states of affairs: Dewey's thinking revisited*. Paper presented at the Bergamo Conference of Curriculum Reconceptualization, Dayton, OH.

## **JOHN NOVAK**

### **Publications**

Novak, J.M. (2002). *Inviting educational leadership: Fulfilling potential and applying an ethical perspective to the educational process*. London, UK: Pearson.

## **Faculty of Education**

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DiPetta, T., **Novak, J.**, & Marini, Z. (2002). *Inviting online education*. Bloomington, IN: Phi Delta Kappa.

Novak, J.M., & Purkey, W.W. (2001). *Invitational education*. Bloomington, IN: Phi.Delta Kappa.

Purkey, W.W., & **Novak, J.M.** (2000). *Invitational Education*. In James Block, et. al. (Eds.). *Comprehensive School Improvement: A Program Perspective*. Dubuque, IA: Kendall/Hunt Publishing.

### **Presentations, Addresses & Workshops**

Novak, J. (2002, April). *Creating an inviting future: The role of new teachers*. Invited convocation address, University of West Georgia, Carrollton, GA.

DiPetta, T., **Novak, J.** & Marini, Z. (2002, April). *Inviting on-line education: Gee wisdom in the age of technology*. Paper presented at the Education Research Association general meeting. New Orleans, LA.

Novak, J., & Kerr, J. (2001, November). *If computers are the answer, what is the question?* Invited keynote presentation for the Central Ontario Computer Association Conference, Niagara Falls, ON.

Novak, J. (2001, October). *Developing inviting leadership*. Invited keynote address for the Invitational Education Leadership Conference, Omaha, NE.

Novak, J., Marini, Z., & DiPetta T. (2001, July). *Inviting on-line success: Reducing anxiety in on-line teaching and learning*. An on-line presentation and interactive workshop for Ontario Council for University Life-long Learning through Distance Education.

Novak, J. (2001, June). *Speaking the language of inviting*. Keynote address for the Western Region of Ontario Colleges of Applied Arts and Technology Conference, Ridgeway, ON.

Novak, J., Marini, Z., & DiPetta, T. (2001, May). *Inviting online success: E-learning a generator of anxiety and hope*. Paper presented at the Canadian Association of Educational Psychology at the Congress of Social Science and Humanities, Laval University, Quebec City, QC.

Marini, Z., DiPetta, T., & **Novak, J.** (2000, November), *Too dazed for Canada: Technology and higher education*. Paper presented at the Canada conference, Brock University, St. Catharines, ON.

Novak, J. (2000, November). *The Conversations of our Life*. Invited plenary address to the Ontario Special Education conference. Niagara Falls, ON.

Novak, J. (2000, November). *Education and the seventh sense*. Invited keynote address to the International Invitational Education conference, Greensboro, NC.

Novak, J. (2000, October). *Creating inviting schools*. Invited keynote address to the Association of American Schools of Central America. Guatemala City, Guatemala.

## **MERLE RICHARDS**

### **Publications**

Richards, M., Elliott, A., Woloshyn, V., & Mitchell, C. (Eds.). (2001). *Collaboration uncovered: The forgotten, the assumed, and the unexamined*. Westport, CT: Greenwood Publishing.

Richards, M. (2001). Negotiating across cultures. In M. Richards, A. Elliott, V. Woloshyn, & C. Mitchell (Eds.), *Collaboration uncovered: The forgotten, the assumed, and the unexamined* (pp. 47-60). Westport, CT: Greenwood Publishing.

Richards, M., & Murray, N. (2001). University researchers' collaborative experiences: A gender analysis. In M. Richards, A. Elliott, V. Woloshyn, & C. Mitchell (Eds.), *Collaboration uncovered: The forgotten, the assumed, and the Unexamined* (205-218). Westport, CT: Greenwood Publishing.

Richards, M. & Schutz, A. (2001). Learner strategies and responses to teaching method in second language learning. *Brock Education*, 10(2), 56-65.

Elliott, A., Bosacki, S., Woloshyn, V., & **Richards, M.** (2001). Exploring preadolescents' media and literacy choices. *Language & Literacy: A Canadian Educational E-Journal*, 3(2), 1-13.

**Presentations, Addresses & Workshops**

Richards, Merle, & Richards, Miriam (2001, June). *Biology majors' skill development and attitudes toward use of computers for academic purposes*. Paper presented at the Society for Teaching and Learning in Higher Education annual conference, St. John's, NF.

Schutz, A., & **Richards, M.** (2001, June). *Sweet and sour: Recollections of the graduate experience by recent doctoral candidates*. Paper presented at the Society for Teaching and Learning in Higher Education annual conference, St. John's, NF.

Richards, M. (2001, May). *Learning from experience: Evaluating a Native language immersion program for adults*. Roundtable presentation at the Canadian Association for the Study of Education annual conference, Quebec City, QC.

Richards, M. (2001, December). *Gaps in computer knowledge of first-year university students*. Paper presented at the Ontario Educational Research Council annual conference, Brantford, ON.

Elliott, A., Bosacki, S., **Richards, M.**, & Murray, N. (2001, December). *Popular culture: Messages perceived by preadolescents*. Paper based on a larger study by Elliott A., Bosacki, S., Murray, N., Richards, M., Woloshyn, V., Mindorff, D., Golden, L., & Pollon, D. presented at the Ontario Educational Research Council, Brantford, ON.

Murray, N., & **Richards, M.** (2000, May). *University researchers' collaborative experiences: A gender analysis*. Paper presented at Canadian Association for the Study of Education annual conference, Edmonton, AB.

Murray, N., & **Richards, M.** (2000, June). *The effects of instruction on students' ability to collaborate in a university setting - Society for Teaching and Learning in Higher Education annual conference, St. Catharines, ON.*

Richards, M. (2000, December). *Learning strategies of adult Aboriginal language learners*. Paper presented at the Ontario Educational Research Council Annual Conference, Toronto, ON.

Maracle, D. K., & **Richards, M.** (2000, May). *Recovering language: An adult immersion program in Mohawk*. Paper presented at the Stabilizing Indigenous Languages International conference, Toronto, ON.

**ALICE SCHUTZ**

**Publications**

Castle, J., & **Schutz, A.** (2002, Spring). Voices at the top: Learning from full professors. *Canadian Journal of University Continuing Studies*. 28(1), 79-101.

Richards, M., & **Schutz, A.** (2001, Spring). Learner strategies and responses to teaching methods in second language learning. *Brock Review*. St. Catharines, 10(2), 56-65.

Schutz, A., & Abbey, S. (2001). Collaborative mentoring. In M. Richards, A. Elliott, C. Mitchell & V. Woloshyn (Eds.), *Collaboration uncovered* (pp. 159-175). Westport, CT: Greenwood Publishing.

Schutz, A., Murray, N., Woloshyn, V., Elliott, A., Morgan, N., & Haskins, B. (2001). Not just smooth sailing: Issues in collaboration. In M. Richards, A. Elliott, C. Mitchell & V. Woloshyn (Eds.), *Collaboration uncovered: The forgotten, the assumed, and the unexamined* (pp. 219-235). Westport, CT: Greenwood Publishing Group.

**Presentations, Addresses & Workshops**

Kumar, R., **Schutz, A.**, & Vanderlee, M. (2002, April). *Parent participation in schools and principles of invitational education*. Paper presented at the American Educational Research Council, New Orleans. LA.

Schutz, A., & Richards, M. (2001, June). *Sweet and sour: Recollections of the graduate experience by recent doctoral candidates*. Paper presented at the Society for Teaching and Learning in Higher Education annual conference, St. John's, NF.

Moore, R., Berry, D., DeMeo, P., Joe, B., **Schutz, Alice**, & Schutz, Andrea (2001, June). *Teaching as process: Skills transcript components*. Panel discussion /presentation at the Society for Teaching and Learning in Higher Education annual conference, St. John's, NF.

**CARMEN SHIELDS**

**Publications**

Shields, C. (2001). Writing research that expands our perspectives on schooling students with Downs Syndrome and other disabilities: Pushing present boundaries. *Curriculum Inquiry*.

**Presentations, Addresses & Workshops**

Shields, C. (2001, October). *Using stories of educative experience as a pathway for leadership*. Paper presented at the American Educational Research Association annual conference, Baltimore, MD.

Shields, C. (2001, June). *Educative experience as a journey*. Paper presented at the Brock Philosophy Society annual conference, Brock University, St. Catharines, ON.

**ADELE THOMAS**

**Publications**

Shively, J., & Thomas, A. (2001). Understanding family literacy. In Centre for Family Literacy (Ed.), *Foundational training manual for family literacy* (pp. 1-59). Edmonton, AB: Centre for Family Literacy.

**Thomas, A.** (2000). Family literacy: Issues and directions for research and practice. In M. Taylor (Ed.), *Adult literacy now* (pp. 171-191). Toronto, ON: Culture Concepts.

**Thomas, A.** (2000, Winter). Parental involvement and high schools [Review of the book *Making our high schools better*]. *Families As Educators*, Newsletter of the AERA Family, School, Community Partnerships Special Interest Group, 1, 3-4.

**Presentations, Addresses & Workshops**

Thomas, A., & Tilley, S. (2001, September). *Finding the balance: Teacher perspectives on participation in an early literacy professional development initiative*. Paper presented at the 10<sup>th</sup> biennial conference of the International Study Association on Teachers and Teaching, Faro, Portugal.

**SUSAN TILLEY**

**Publications**

Tilley, S. (2000). "Provincially speaking: You don't sound like a Newfoundlander", in C.E. James (Ed.), *Experiencing difference* (pp. 235-245). Halifax, NS: Fernwood Press.

**Presentations, Addresses & Workshops**

Tilley, S. (2002, April). *Qualitative inquiry: Turning a critical lens on the work of Transcription*. Paper presented at the American Research Association conference, New Orleans, LA.

Thomas, A., & **Tilley, S.** (2001, September). *Finding a balance: Teacher adaptation to a professional development initiative for early literacy instruction*. Paper presented at the International Study Association on teachers and Teaching 10<sup>th</sup> biennial conference, Faro, Portugal.

Tilley, S. (2001, May). *The hidden curriculum: An historical perspective and the possibilities of informing practice*. Paper presented at the Canadian Association for Curriculum Studies, Canadian Society for the Study of Education annual conference, Quebec City, QC.

Tilley, S. (2000, May). *Curriculum research in Canada: An overview*. In *President's Invitational Symposium*. Symposium conducted at the Canadian Association for Curriculum Studies, Canadian Society for the Study of Education annual conference, Edmonton, AB.

Tilley, S. (2000, May). *A profile of students enrolled in a M.Ed. in curriculum studies: A local perspective informing a broader context*. Paper presented at the Canadian Association for Curriculum Studies, Canadian Society for the Study of Education annual conference, Edmonton, AB.

Tilley, S. (2000, May). *Grappling with experiences of difference*. Paper presented at the annual conference of the Canadian Critical Pedagogy Association, CSSE, Edmonton, AB.

**MARY-LOUISE VANDERLEE**

**Presentations, Addresses & Workshops**

Vanderlee, M. L. (2002, October). *The context of kindergarten children's learning*. Invited keynote address for the Institute of Child Study, Ontario Institute for Studies in Education of the University of Toronto, ON.

Schutz, A., Kumar, R., & **Vanderlee, M. L.** (2002, April). *Parent participation in schools and principles of invitational education*. Paper presented for the Invitational Education: Research and Praxis at the American Educational Research Association, New Orleans, LA.

Vanderlee, M. L., & Lautenbach, L. (2002, March). *Creative movement for infants and toddlers*. Invited workshop for the Niagara Branch of the Ontario Early Childhood Educators Association annual spring conference, Welland, ON.

Vanderlee, M. L. (2000, June). *Supporting families and early childhood (0-6) development within a school based integrated services program*. Paper presented at the Association for Early Childhood Educators, Ontario Conference 2000. Niagara Falls, ON.

Vanderlee, M.L., Cantwell de Macz, J., & Pelletier, J. (2000, May). *Havenwood Place: An integrated services approach to school readiness*. Paper presented at Development 2000, A Conference on Developmental Psychology. University of Waterloo, ON.

### **JIM WAGNER**

#### **Presentations, Addresses & Workshops**

Wagner, J. (2001). *Developing a data-based management approach to assessment*. Hamilton Wentworth District School Board Learning Opportunity Grant Schools.

### **AL WHEELER**

#### **Publications**

Wheeler, A. (2001). Culturally sensitive pedagogy: A key to effective cross-cultural learning in teacher education, *Brock Education*, 11(1), 1-11.

Wheeler, A. (2001, Summer). Bridging the North-South divide in teacher education, *Education Canada*, 12-15.

Wheeler, A. (2000). Reconceptualising teacher education: An experience from Pakistan. *Canadian and International Education*, 29(2), 69-88.

#### **Presentations, Addresses & Workshops**

Wheeler, A. (2001, November). *Achieving critical mass in international teacher education: A commutative lesson from Pakistan*. Paper presented at the annual conference of the Canadian Bureau for International Education, Banff, AB.

Wheeler, A., & Memon, M. (2000, January). *Improving schools through educational leadership programmes in Pakistan*. Paper presented at the 13<sup>th</sup> International Congress for School Effectiveness and Improvement, Hong Kong, China.

Wheeler, A. (2000, January). *Shifting the pedagogical paradigm in inservice teacher education*. Paper presented at the 13<sup>th</sup> International Congress for School Effectiveness and Improvement, Hong Kong, China.

### **SYBIL WILSON**

#### **Publications**

Wilson, S., & Rebel, K. (2001, January). Das Portfolio in der Hand der Lehrerinnen, Lehrer. Sein Beitrag zu einer reflektierten Praxis [The portfolio in the hand of teachers. Its contribution to a reflected practice]. *Paedagogisches Handeln*, 5(2), 53-62.

Wilson, S. (2000, January). Developing the enquiry teacher. *Journal of the International Society for Teacher Education*, 53-57.

Wilson, S. (2000). Developing the enquiry teacher, *Forum Lehrerfortbildung*, 34, 39-44.

Wilson, S. (2000). Developing the enquiry teacher, *Paedagogisches Handeln*, 1, 61-64.

**Presentations, Addresses & Workshops**

Wilson, S., & Mindorff, D. (2000, April). *Trends in entrepreneurship education: Implication for teacher education*. Paper presented at the Twentieth Annual Seminar on Teacher Education, Annapolis, MD.

**VERA WOLOSHYN**

**Publications**

Richards, M., Elliott, A., **Woloshyn, V.**, & Mitchell, C. (Eds.). (2001). *Collaboration uncovered: The forgotten, the assumed and the unexamined*. Westport, CT: Greenwood Publishing Group.

Elliott, A., & **Woloshyn, V.E.**, (2001). Collaboration: A vehicle for professional development. In M. Richards, A. Elliott, V. Woloshyn, & C. Mitchell (Eds.), *Collaboration uncovered: The forgotten, the assumed and the unexamined* (pp. 177-190). Westport, CT: Greenwood Publishing Group.

Schutz, A., Murray, N., **Woloshyn, V.**, Elliott, A., Morgan, N., & Haskins, B. (2001). Not just smooth sailing: Issues in collaboration. In M. Richards, A. Elliott, C. Mitchell & V. Woloshyn (Eds.), *Collaboration uncovered: The forgotten, the assumed, and the unexamined* (pp. 219-235). Westport, CT: Greenwood Publishing Group.

Woloshyn, V., **Elliott, A.**, & Kacho, S. (2001). So exactly what is explicit strategy instruction? A review of eight critical teaching steps. *The Reading Professor*, 24(1), 66-114.

Di Petta, T., & **Woloshyn, V.E.** (2001). Voice recognition for on-line literacy: Evaluating the use of voice recognition software for application in adult literacy training. *International Journal of Education and Information Technologies*, 6(4)

Elliott, A., **Woloshyn, V.E.**, Di Petta, T., & Bennett, S. (2000). *Stories from Canadian classrooms: Real cases for teacher education: Instructor's manual*. Scarborough, ON: Prentice Hall Canada Inc.

Elliott, A., **Woloshyn, V.E.**, Di Petta, T., & Bennett, S. (2000). *Stories from Canadian classrooms: Real cases for teacher education*. Scarborough, ON: Prentice Hall Canada Inc.

**Presentations, Addresses & Workshops**

Levy-Gallagher, T., & **Woloshyn, V.** (2001, December). *An after school literacy program: Cognitive strategy instruction for decoding, comprehension and writing composition*. Paper presented at the National Reading Conference, San Antonio, TX.

Elliott, A., **Woloshyn, V.**, Bosacki, S., Richards, M. (2001, December). *Popular culture: Messages perceived by preadolescents*. Paper presented at the Ontario Education Research Council, Brantford, ON.

Bennett, S., & **Woloshyn, V.** (2001, November). *Teacher competencies and students with learning disabilities: Are teachers up to the challenge?* Paper presented at the Research into Practice conference. Toronto, ON.

Yaworski, C., Bennett, S., & **Woloshyn, V.** (2001, November). *Current issues in special education and teacher professional development*. Paper presented at Council for Exceptional Children, Stratford, ON.

Woloshyn, V., Bennett, S., & Levy-Gallagher, T. (2001, November). *Promoting effective reading and writing strategies: Implementing an after-school literacy program*. Paper presented at the Council for Exceptional Children. Stratford, ON.

Castle, J., & **Woloshyn, V.** (2001, September). *The sacred and profane in academia and motherhood: Reflections on our experience*. Paper presented at International Society for the Advancement of Teachers and Teaching, Faro, Portugal.

DiPetta, T., & **Woloshyn, V.** (2001, April). *Evaluating voice recognition software for literacy instruction*. Paper presented at the International Reading Association conference, New Orleans, LA.

Drake, S., Elliott, A., Abbey, S., **Woloshyn, V.**, & Bosacki, S. (2000, December). *Professional development through collaborative story telling*. Paper presented at Ontario Educational Research Council, Toronto, ON.

Woloshyn, V.E., & Bennett, S. (2000, November). *Everyday reading and writing strategies*. Paper presented at Council for Exceptional Children, Niagara Falls, ON.

Elliott, A., Bosacki, S., & **Woloshyn, V.** (2001, April). *Preadolescents' stories as cultural mirrors: Does gender distort the mirror or shape the eye?* Paper presented at the American Educational Research Association conference, Seattle, WA.

DiPetta, T., & **Woloshyn, V.** (2001, April). *Voice recognition and adult literacy instruction. Evaluating the realities.* . Paper presented at the American Educational Research Association conference, Seattle, WA.

## **ROSEMARY YOUNG**

### **Presentations, Addresses & Workshops**

Young, R. E., & Shattuck, D.H. (2000, April). *The communicative competence of lower and middle- class children: The role of the situation*. Paper presented at the American Educational Research Association annual conference, New Orleans, LA.

**VI. COMMITTEE INFORMATION / COMMUNITY SERVICES**

**SENATE COMMITTEES FACULTY REPRESENTATION**

<b>COMMITTEE</b>	<b>2000-2001 MEMBER</b>	<b>2001-2002 MEMBER</b>
<b>Academic Policy</b>	Sharon Abbey Susan Drake Michael Manley-Casimir888 Susan Tilley Coral Mitchell	Sharon Abbey Ray Chodzinski Denise Paquette-Frenette Susan Tilley Alan Wheeler
<b>Academic Program</b>	Sheila Bennett	Sheila Bennett
<b>Academic Review Committee</b>		Alan Wheeler
<b>Admissions</b>	David Hutchison	Susan Sydor
<b>Appeals</b>	Susan Sydor	Sharon Abbey
<b>Awards and Bursaries</b>	Sandra Bosacki	Debra McLauchlan
<b>Budget</b>	Donald Dworet	Donald Dworet
<b>Campus Development</b>	Anne Elliott James Kerr	Anne Elliott James Kerr
<b>Computing and Communications Policy</b>	James Kerr	James Kerr
<b>Graduate Studies</b>	James Wagner	Susan Drake
<b>Library</b>	Sharon Abbey Joe Engemann	Sharon Abbey
<b>Nominating</b>	Michael Manley-Casimir	Michael Manley-Casimir
<b>Professor Emeritus</b>	Vera Woloshyn	Vera Woloshyn
<b>Research</b>	Jonathan Neufeld	
<b>Research Ethics Board</b>	Sandra Bosacki Joe Engemann	Sandra Bosacki Michelle McGinn
<b>Rules</b>		Michael Manley-Casimir
<b>Faculty Representative to Board of Trustees</b>		Sharon Abbey

**STANDING COMMITTEES**

	<b>2000 – 2001</b>	<b>2001-2002</b>
<b>Executive</b>	Jim Kerr (Chair) Michael Kompf (Vice-Chair)	(data not available)
<b>Computer and Media Advisory Committee (CAMAC)</b>	Jim Kerr (Chair) Tony DiPetta Lynette Fast David Hutchison Rahul Kumar Coral Mitchell Jo Smith	
<b>Library Advisory Committee (LAC)</b>	<i>Rodger Beatty</i>  Carol Gaspari (University Rep) Jo Smith Susan Tilley Wendy Wilson (Student Rep)	
<b>Professional Development Committee</b>	Roger Crane Susan Drake John Novak Jim Wagner	
<b>Research and Development Committee</b>	Sharon Abbey (Chair) Sheila Bennett Joe Engemann Susan Tilley	
<b>Social Committee</b>	John Bird Ralph Connelly Jim Kerr Lesa Mansfield Tony Mollica Phyllis Stanley	
<b>Striking Committee</b>	Jim Kerr, Chair Michael Kompf (Vice-Chair) Susan Drake David Hutchison Merle Richards	

**VII. SPECIAL AWARDS AND HONOURS**

**RODGER BEATTY**

CMEA/ACEM Nominating Committee  
Member (2001)

CMIEC - Canadian Music Industry  
Education Committee: Director (2000-2002)

OMEA - Ontario Music Educators'  
Association: Director (2002-2004)

OMEA - Ontario Music Educators'  
Association: Canadian Music Industry  
Education Committee Representative  
(2000-2002)

OMEA - Ontario Music Educators'  
Association: Choirs Ontario/Ontario Choral  
Federation Link (2000-2002)

OMEA - Ontario Music Educators'  
Association: Co-Editor, *The Recorder* (2000-  
2002)

Choirs Ontario/Ontario Choral  
Federation: Nominating Committee Member  
(2001)

Choirs Ontario/Ontario Choral  
Federation: Vice President (2000-2001)

Choirs Ontario/Ontario Choral  
Federation: President (2001-2002)

Niagara Symphony: Member, Education  
Committee (2000-2002)

**SHEILA BENNETT**

LDAO Meritorious Service Award. Learning  
Disabilities Association of Ontario (2002).

**RICHARD BOND**

Member, Joint Advisory Committee, Hepatitis  
C Division, Medical Research Council of  
Canada/Canadian Institute of Health research  
(MRCC/CIHR) (2001)

**RALPH CONNELLY**

Ministry of Education—Advisory and Review  
Committee for Mathematics Curriculum  
Exemplars Project (2000-2001)

**SUSAN DRAKE**

Reviewer Corwin Press (2001)

President - Ontario Educational Research  
Council (2001)

Ontario Action Research Editorial Board  
(2001-2002)

Reviewer – Christopher Gordon (2001)

External examiner – OISE/University of  
Toronto (2001) (M. Harris)

External examiner – OISE/University of  
Toronto (2001) (N. Bird)

Reviewer for Ontario Action Research (2001)

Reviewer – Canadian Association for the  
Study of Women and Education proposals  
(2000-2001)

Executive Member - Ontario Educational  
Research Association – Canadian  
Association for the Study of Women and  
Education Executive – Editor of newsletter  
(2000)

Reviewer – Canadian Association for  
Teacher Education proposals (2000)

Reviewer – Corwin Press (2000)

## **Faculty of Education**

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Reviewer – American Educational Research association proposals (2000)

PhD Committee member - OISE/University of Toronto (2000)

### **DON DWORET**

Conference Chair, Ontario Provincial Conference, Council for Exceptional Children Niagara Falls, ON (2000)

### **ANNE ELLIOTT**

Reviewer for Social Sciences Humanities Research Council projects (2001)

### **JOE ENGEMANN**

The Science Teachers Association of Ontario Service Award for recognition of significant contributions to the Science Teachers' Association of Ontario and to teachers of science (2000)

### **ROSEMARY HUNTER**

Niagara Catholic District School Board Science Fair Judge (2000-2002)

External Program Review, Ottawa-Carleton Board (2000-2001)

Adjudicator: Regional Public Speaking Contest (2000-2002)

### **DEBRA McLAUHLAN**

Council of Drama and Dance Education Conference Committee (2001)

### **JOHN NOVAK**

Selected as Visiting Exchange Professor for Rand Afrikaans University (2001).

Selected as Co-Presenter for the Utah State Principals' Academy (2001).

Commissioned by Phi Delta Kappa to write Educational Fastbacks (2000).

Selected as a Fellow by the University of Hull's International Centre for Leadership (2000).

Selected to give the Opening Keynote Address at the Utah Association of Principals (2000).

Commissioned as a Visiting Lecturer by the Hong Kong Department of Education (2000).

### **PATRICK O'NEILL**

Ontario Graduate Scholarship Institutional Nominees Committee (2001)

Studies in Teaching and Learning Course Bank Reassessment Committee (ad hoc) (2002)

Portfolio Exit Option Committee (ad hoc) (2002)

### **MERLE RICHARDS**

Treasurer, Canadian Association for the Study of Women and Education (2001)

Board member, Niagara Peninsula Chapter, Archaeological Institute of America (2000)

### **RUTH SCOTT**

Appointed to Community Editorial Board, Hamilton Spectator (regular column every 7 weeks) (2001)

Board of Directors, Ontario Educational Research Council (2000, 2001)

External Examiner, Ph.D. Defense, OISE/UT (2000, 2002)

## **Faculty of Education**

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Reviewer for Social Sciences and Humanities Research Council grant applications (2000-2002)

Reviewer for Gage Learning – Junior Dictionary (2001)

Editorial Board, *Orbit* (OISE/UT: 2000, 2001)

Board of Directors, Ontario Educational Research Council (2000-2001)

### **SUSAN TILLEY**

Editorial Board: *Canadian Journal of Instructional Technology* (2001)

Ad Hoc Reviewer: *International Journal of Qualitative Studies in Education* and the *Canadian Journal of Education* (2001)

Conference Proposal Reviewer American Educational Research Association: Critical Issues in Curriculum, and Division D3: Qualitative Research Methods, Mixed Methods, and Evaluation Methods Canadian Society for Studies in Education: Canadian Association for Teacher Education (2001)

### **SYBIL WILSON**

St. Catharines YWCA Woman of Distinction (2001)

Convocation Citation for Myer Horowitz (2000)

**VIII. GRANTS**

**INTERNAL RESEARCH GRANTS**

<u>TYPE</u>	<u>YEAR</u>	<u>AMOUNT</u>	<u>RECIPIENT(s)</u>	<u>TITLE</u>
Brock Internal Grant	2000	\$1,500	<b>A. Thomas</b> S. Tilley	Teacher Perspectives in Instructional Practices in a District-Wide Literacy Initiative
Research & Development	2000	\$1,400	M. Richards	Collaboration across Campus: Faculty Collaboration in Research
Research & Development	2000	\$700	J. Graham	Improving Attitudes Towards Problem Solving
Brock Internal Grant	2000	\$1,000	S. Abbey	Body Image Concepts of Grade Three Girls
Brock Internal Grant	2000	\$2,278	S. Tilley	Investigating Relations Between Curricular Knowledge and Teacher Practice with Graduate Students
Research Assistant Training Fund	2000	\$750	D. McLauchlan	Do Wings Make Us Fly? Performance Arts Organizations Network for Education
Brock Internal Grant	2000	\$1,885	M. Manley-Casimir	Legal Norm, Politics & Discretion in Academic Promotion & Tenure Decisions
Research & Development	2000	\$1,250	S. Tilley	Transcription Work: Examining an Understudied Piece of the Research Project
Research & Development	2001	\$750	R. Beatty	The State of the Art of Music Education in Ontario Schools
Research & Development	2001	\$1,250	D. McLauchlan	Do Wings Make Us Fly? Performance Arts Organizations Network for Education
Research & Development	2001	\$2,000	<b>Merle Richards</b> Miriam Richards S. Bosacki	Undergraduate Computer Experience
Research & Development	2001	\$1,250	S. Bosacki	Gender Differences in Preadolescents' Psychological Understanding and Social Behaviour

## Faculty of Education

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Brock Internal Grant	2001	\$1,000	S. Bosacki	Gender Differences in Preadolescents' Theory of Mind Understanding and Self-concept
Research & Development	2001	\$1,250	<b>S. Bosacki</b> V. Woloshyn H. Chalmers	Youth Lifestyle Choices-Community University Research Alliance Brock University, Faculty of Education, Pre-service Partnership: A case study of a Community-University Research Alliance
Research Assistant Training Fund	2001	\$1,200	<b>M.L. Vanderlee</b> A. Schutz R. Kumar	Parent Participation in Schools and Principles of Invitational Education
Research & Development	2001-2002	\$1,200	J. Graham	Induction & Mentoring perspectives of Pre-service Faculty of Education Students
Research & Development	2001	\$1,250	M. McGinn	Research
Research Assistant Training Fund	2001	\$1,246	M. McGinn	Research
Brock Internal Grant	2001	\$1,056	M. McGinn	Research
Research & Development	2001	\$1,144	<b>S. Tilley</b> A. Thomas	Teacher Perspectives on Practices in a District-wide Literacy Initiatives
Research & Development	2001	\$1,250	<b>V. Woloshyn</b> S. Bosacki H. Chalmers	The Youth Lifestyle Choices-Community University Research Alliance Pre-service Partnership: A case study of a Community-University Research Alliance
Other Research Grants	2001	\$100	X. Li	University of Macau, Macau, China
Research & Development	2001	\$750	L. Fast	Brock Graduate's Perceptions
Brock Internal Grant	2001	\$1,000	S. Tilley	Seed Money for Social Sciences and Humanities Research Council Application

## Faculty of Education

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Brock Internal Grant	2001	\$5,000	S. Bosacki	Mental State Language in Preadolescents' Theories of Self and Others
Brock Internal Grant	2001	\$2,500	S. Bosacki	Psychological Mindedness in Early Grade School: Links with Self-concept, Social Behaviour and Gender
Brock Internal Grant	2001	\$2,750	S. Bosacki Z. Marini	Sociocognitive Literacy and Bullying
Brock Internal Grant	2001	\$3,000	S. Bosacki	Psychological Pragmatics and School Bullying
Brock Internal Grant	2001	\$2,500	M. McGinn	Research
Research & Development	2001	\$3,000	M. McGinn	Research

### EXTERNAL RESEARCH GRANTS

<u>TYPE</u>	<u>YEAR</u>	<u>AMOUNT</u>	<u>RECIPIENT(s)</u>	<u>TITLE</u>
International Social Survey Program	2000	\$78,000	M. Richards	Experimental Mohawk Adult Immersion Program
Government of Ontario	2000	\$50,000	M. Richards	Native Teacher's Education Program Implementation
Indian and Northern Affairs Canada	2000	\$65,000	M. Richards	Native Teacher's Education Program Implementation
Association for Supervision and Curriculum Development	2000	\$3,000	S. Drake	Integrated Curriculum
Canadian Education Association	2000	\$80,000	S. Drake K. Leithwood & others	Effect of Parental Involvement in the Workplace (\$240,000 funded over 3 years)
Ontario Principal's Council	2000	\$8,000	C. Mitchell	Roles of School Principals in Ontario

## Faculty of Education

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The New Ontario Trillium Foundation	2000	\$150,000	<b>V. Woloshyn</b> & Disabilities Association Niagara	After-school Literacy and Social Skills Program
Social Sciences and Humanities Research Council	2000	\$60,350	<b>A. Elliott</b> V. Woloshyn S. Bosacki	Children's Stories as Cultural Mirrors: Self-concepts and Worldviews
National Literacy Secretariat, Health Canada & Lawson Foundation	2000-2001	\$1,000	<b>M.L. Vanderlee</b> J. Horner J. Cantwel de Marcz	Early Learning Canada Project
Government of Ontario	2001	\$50,000	M. Richards	Native Teacher's Education Program Implementation
Indian and Northern Affairs Canada	2001	\$65,000	M. Richards	Native Teacher's Education Program Implementation
Canadian Education Association	2001	\$80,000	<b>S. Drake</b> K. Leithwood & others	Effect of Parental Involvement in the Workplace (\$240,000 funded over 3 years)
Research & Development	2001	\$250,000	J. Novak W.W. Purkey and others	Inviting School Success: Schools in Washington, D.C.
Ontario Principal's Council	2001	\$9,000	C. Mitchell	The Educational Role of School Principals in Ontario
TVOntario	2001	\$9,900	C. Mitchell	Comparison of Galaxy and Non-Galaxy Classrooms on Educational Quality and Accountability Office Standardized Tests
Ministry of Education early Literacy Program	2001-2003	\$4,000	J. Wagner	Developing and Implementing a Primary Literacy Assessment Model for Prince of Wales Public School Hamilton-Wentworth District School Board (\$8,000 funded over 2 years)
TVOntario	2001	\$3,000	J. Wagner	Data Analysis, Galaxy Project

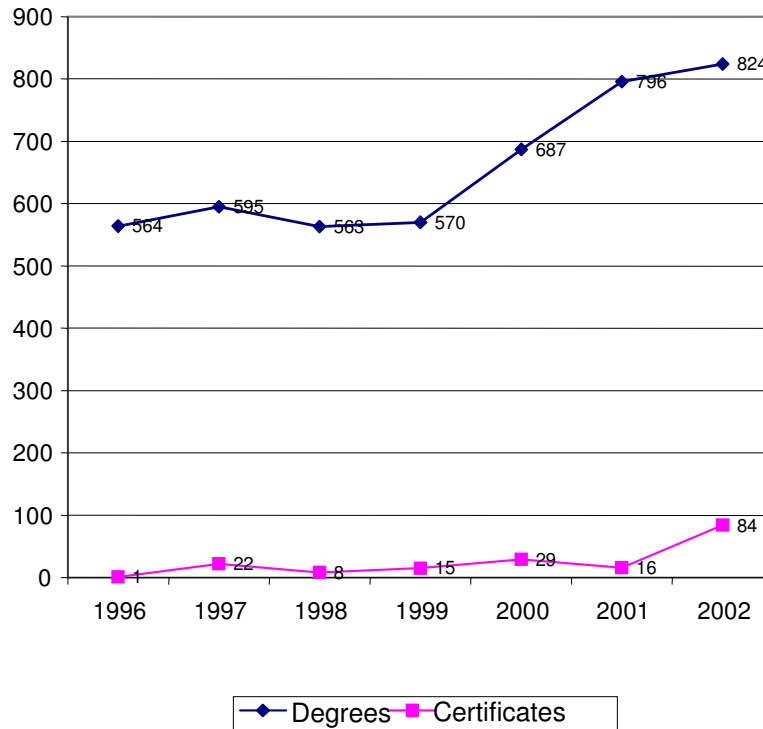
## Faculty of Education

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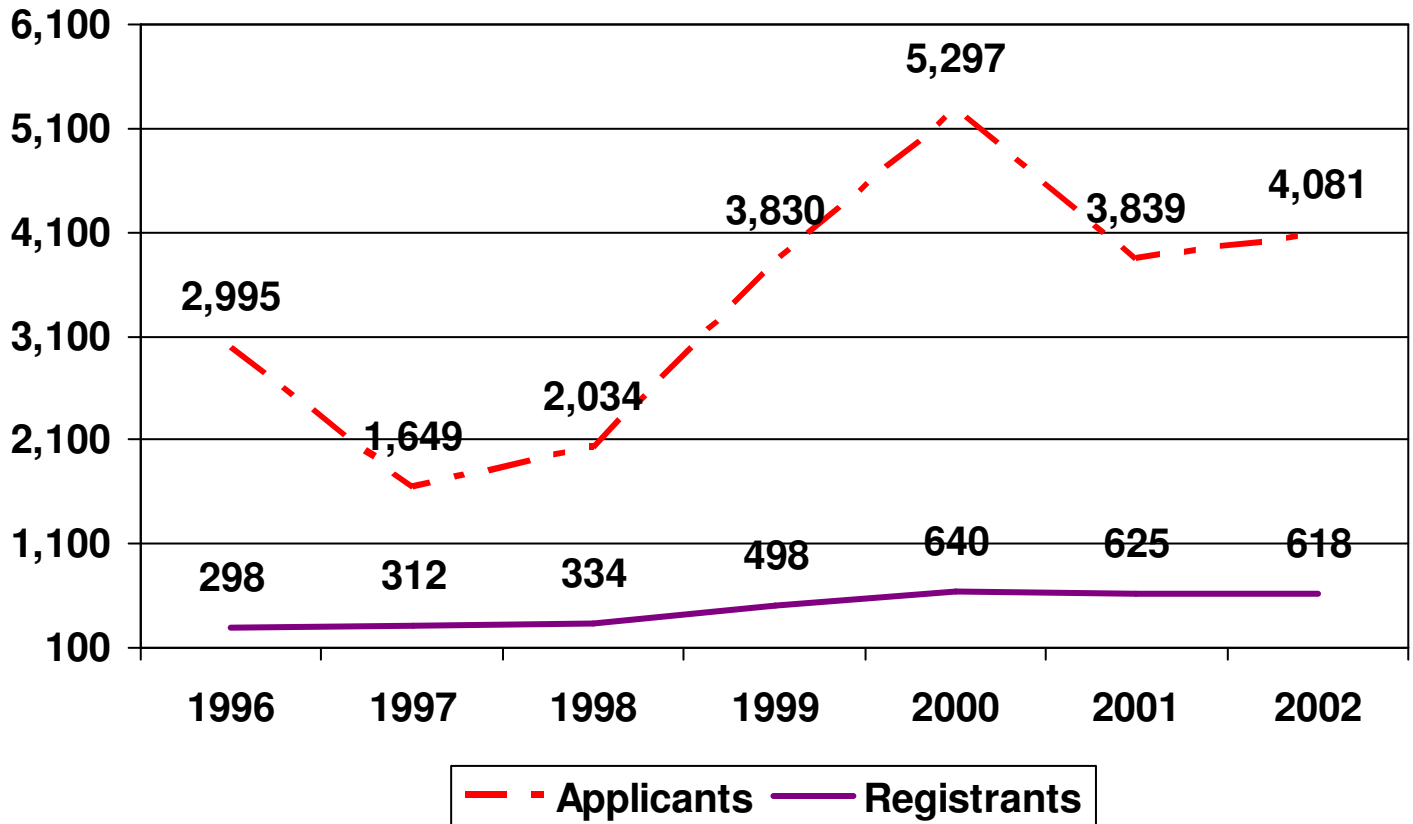
Hamilton – Wentworth District School Board	2001	\$4,000	J. Wagner	Data Management and Assessment for the Learning Opportunity Program
Ministry of Education Support for Schools That Need Extra Help Program	2001	\$6,000	J. Wagner	Data Management of Assessment Program, Prince of Wales Public School
Social Sciences and Humanities Research Council	2002	\$54,000	<b>C. Mitchell</b> L. Sackney K. Walker Univ. of Sask.	Building a School's Capacity as a Learning Community (\$162, 070 funded over 3 years)

IX. CHARTS AND GRAPHS

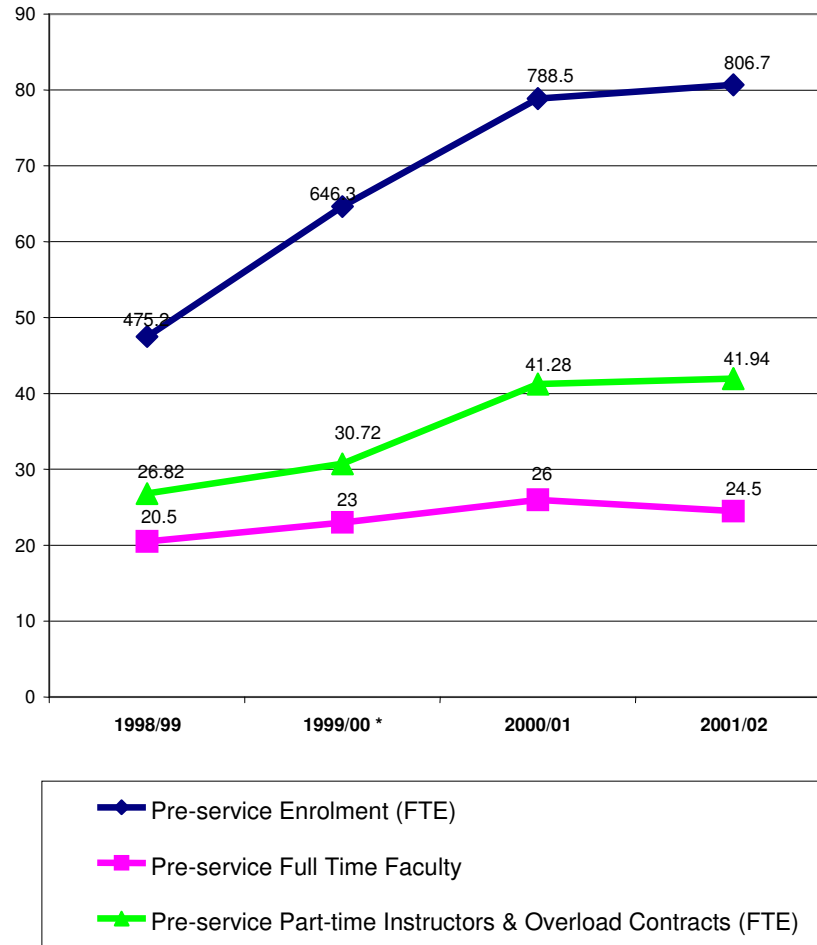
**EDUCATION DEGREES AND CERTIFICATES GRANTED  
1996 - 2002**



**BROCK EDUCATION  
CONSECUTIVE PRE-SERVICE PROGRAM  
APPLICANTS VS. REGISTRANTS  
1996 - 2002**



### PRE-SERVICE INSTRUCTIONAL FACULTY GROWTH 1998/1999 - 2001/2002

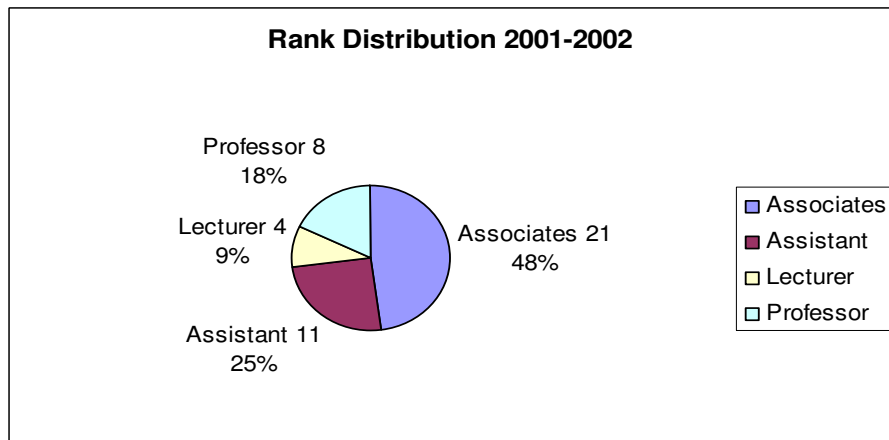
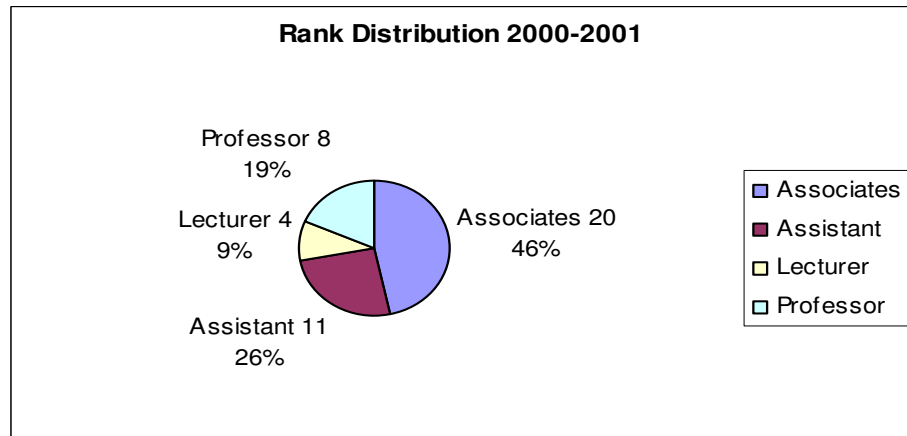


**NOTES:**

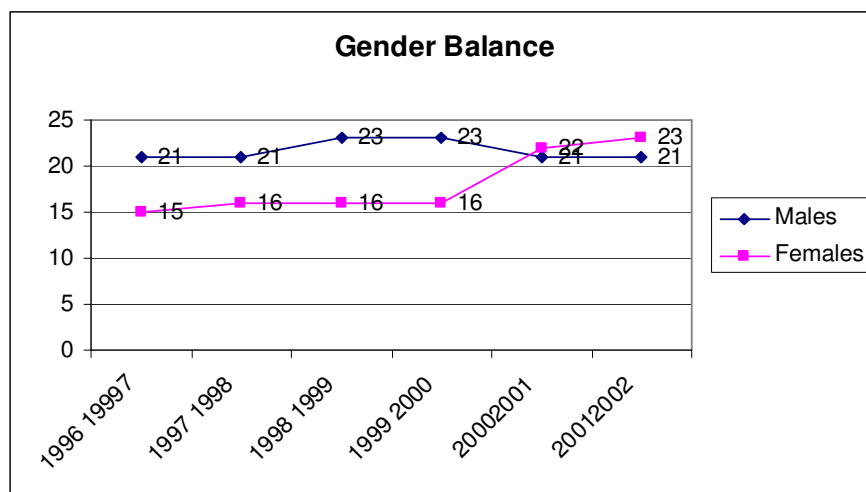
\* *Initial Accreditation Report* received June 21, 2000.

1. Full time faculty calculations include tenured, tenure-track and LTA positions.
2. Enrolment FTE statistics have been provided by P. Beard.

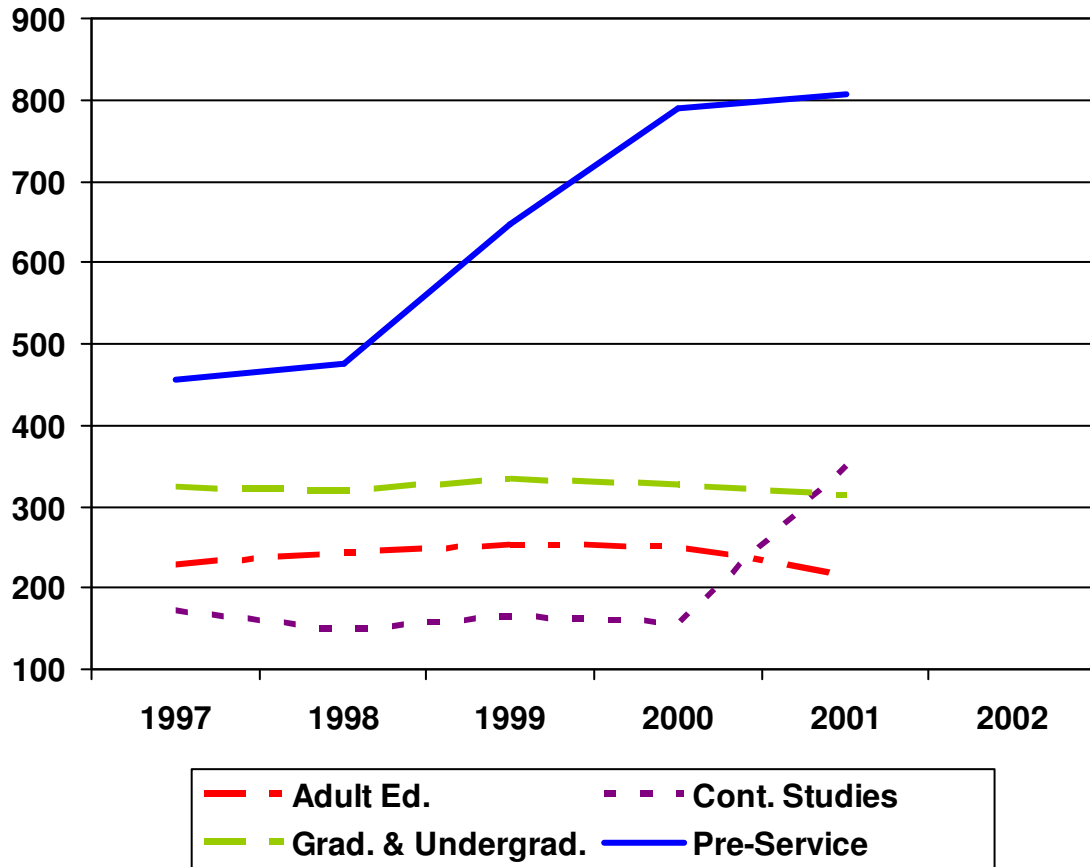
FACULTY DEMOGRAPHICS BY RANK DISTRIBUTION



FACULTY DEMOGRAPHICS BY GENDER BALANCE



BROCK EDUCATION FTE (FULL-TIME EQUIVALENT) ENROLMENT  
1997 - 2002



## **X. ACKNOWLEDGEMENTS**

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Dean, Faculty of Education  
*Rodger Beatty*,  
Associate Dean, Faculty of Education  
*Rosemary Young*,  
Chair, Graduate & Undergraduate Studies in  
Education, Faculty of Education  
*Coral Mitchell*,  
Chair, Graduate & Undergraduate Studies in  
Education, Faculty of Education  
*Sheila Bennett*,  
Chair, Pre-Service Department, Faculty of  
Education  
*François Paré*,  
Chair, Department of French Studies, University  
of Waterloo  
*Merle Richards*,  
Director, Centre for Aboriginal Studies and Native  
Teacher Education, Faculty of Education  
*Don Dworet*,  
Director, Centre for Continuing Teacher  
Education, Faculty of Education  
*Rosamund Battye*,  
Director of Concurrent Education Programs,  
Faculty of Education  
*Robert Moulton*,  
Coordinator, Technological Education Program  
Graduate Assistant, Office of Graduate Studies  
*Kim Pelchat*,  
Manager, Library and Media Services IRC,  
Faculty of Education  
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Undergraduate Studies in Education, Faculty of  
Education  
*Garry Gergely*,  
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Faculty of Education  
*Lesa Mansfield*,  
Administrative Assistant, Pre-Service  
Department, Faculty of Education

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*Joanne Smith*,  
Senior Administrative Officer, Faculty of  
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*Patricia Hodgson*,  
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*Leslie Wenzel*,  
Budget Administrative Assistant, Faculty of  
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Outreach  
*Pauline Wallace*,  
Projects Assistant, Centre for Educational  
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*Patrick Beard*,  
Director, Institutional Planning and Analysis  
*Debby Black*,  
Assistant Registrar, Education  
*Gabriela Donia*,  
Human Resources Officer, Human Resources  
*Patti Froese*,  
Administrative Coordinator, Communication &  
Networking Services  
*Jason Barfoot*,  
Graduate Assistant, Office of Graduate Studies  
*Gloria Gallagher*,  
Assistant Registrar, Office of the Registrar  
*Ewelina Niemczyk*,  
Graduate Student, Faculty of Education