Annual Research Report
Discover OISE Research

OISE is a leader in education research and innovation nationally and internationally. Our research achievements are recognized by the impact of our work in society and also through the numerous awards and honours we receive each year. Our faculty members are recipients of some of the largest Social Sciences and Humanities Research Council grants in Canada, and our research excellence is recognized with nine Canada Research Chairs, one Ontario Research Chair and three endowed research chairs.

OISE’s preeminent community of scholars works collaboratively and interdisciplinarily through our 21 research centres. These centres bring together students, faculty and staff to bridge policy and practice, mobilize knowledge and promote scholarship.

We continually strive to support new and innovative research that challenges the norms and continues to educate the community at large. Our researchers ask questions and provide solutions that expand our reputation as an international leader in the research, teaching, and study of issues that matter in education. To support this excellence, OISE has recently created mentorship and professional development assistance to faculty.

We also continue to explore innovative ways to support our researchers who develop educational products (e.g. web-based teaching and learning tools, curriculum material, research tools), by working closely with the U of T Innovation and Partnerships Office.
Research Funding by the Numbers

Introduction

Maintaining or increasing the current level of external research funding is crucial, as it represents a significant means by which new knowledge is created, published and mobilized. It indicates OISE’s capacity to address relevant issues in education. It also directly contributes to the training of the next generation of researchers and provides basic employment revenues for graduate students.

The creativity and the accuracy linked to evidence-based research are the best guarantees for the quality of our Initial Teacher Education, Graduate and Continuing Education programs.

In addition, the level of external research funding from the Tri-Council has direct impact on the payment of indirect research costs to OISE, and on the calculation of OISE’s share of Canada Research Chairs and CFI research infrastructure funds, i.e. it has a direct impact on our capacity to continue to conduct cutting-edge research.

Total OISE Research Funding

Overall research funding has increased between 2004 and 2006, from slightly above 6 million dollars a year to close to 8 million dollars per year, a level which has been quite stable since then (see Figure 1). A large portion of this increase may be attributed to funding originating from programs such as the Canada Research Chairs and the Canadian Foundation for Infrastructure (GRIP).

Research Funding by Category

The sources of funding have been varying over the years (see Figure 2). The most important source of funding, i.e. the Three Councils, currently account for three million dollars in 2010, while it has reached and even exceeded four million dollars between 2004 and 2006 at a time when two large-scale multi-million SSHRC Initiative in the New Economy projects were awarded to OISE researchers. The evolution of our achievements with the Tri Council in the next couple of years will be crucial particularly in light of SSHRC program changes and health related research moving to CIHR. As already mentioned, the GRIP funding has increased since 2004 and hit a peak in 2008 and 2009, when all nine Canada Research Chairs were filled, and many infrastructure projects were implemented. Major institutional efforts will be needed to maintain our achievements in this area over the next two years. The Not-for-Profit sector has been increasing its overall contribution to our research funding, from roughly one million to two million dollars a year which may be indicative of a new trend, although the completion in 2010 of one of the single largest grant funded by the Wallace Foundation, will probably impact these results next year. The next sector that contributes most to OISE research funding is Governments and Others. There has been a significant increase of research funding from the half-million dollars per year in 2004 to a little above one million per year,
and this has been consistent since 2007. Finally, the Corporate funding accounts for very little in our overall research funding.

**Tri-Council Research Funding**

As mentioned previously, the funding from the Tri Council is crucial for the OISE research community not only because it serves to fund research, but also because it impacts our capacity to access other related sources of funding such as our share of CRCs and CFIs. Two observations can be made regarding our funding from the Tri Council (see Figure 3). First, SSHRC, which provides our largest single funding source, has decreased from up to 4 million dollars between 2004 and 2006 to two million dollars currently. This is attributable partly to the completion of the two INE multi-million dollar projects, but it may also be indicative of more substantial transformations in the allocation of funding for research in education, in the allocation of funds for the type of research conducted by OISE scholars compared to research conducted elsewhere, and with the emergence of a research profile in faculties of education that were typically less research intensive. For example (see Figure 4), SSHRC funding for the three committees on education in the Standard Research Grants Program totaled 9 million dollars in 2010, while it had reached 14 million dollars in 2006. Second, our achievements in research funding from CIHR and NSERC have been fluctuating over the years (see Figure 3). There seems to be a trend towards an increase over time, although this could only be confirmed in a couple of years from now. These sources of funding currently account for approximately one third of all our Tri Council funding, a proportion which is larger than ever. Ongoing changes in the balance of tri-council funding, particularly SSHRC, and CIHR, will have direct impact on our capacity to support a range of important institutional research programs.

**Research Funding by Department**

Research funding in all five academic departments exceeds one million dollars (see Figures 5 to 9). Fluctuations over time vary greatly within each department taken separately. This may be attributed in some cases to the evolution of their own internal demographics, to the obtaining or completion of large-scale projects, or to their own targeted efforts to support researchers.

**Conclusion**

While this report primarily focuses on the research funding received by OISE, we recognize that our research achievements may be better measured by the impact of our work in society and by the number of awards and honours we receive each year. OISE’s faculty members are recipients of some of the largest Social Sciences and Humanities Research Council grants in Canada, and our research excellence is recognized with nine Canada Research Chairs, an Ontario Research Chair and three endowed chairs. We are delighted with our accomplishments to date and present this report to the community with the hope that it will stimulate discussion about future directions.
Figure 1
Total OISE Research Funding Pro-Rated
2004-10

*Note: Numbers for 2010 are accurate as of August 2010 data and may be subject to revision
*GRIP – Government Research Infrastructure Program

Figure 2
Total OISE Research Funding Pro-Rated by Category
2004-10

*Note: Numbers for 2010 are accurate as of August 2010 data and may be subject to revision. 2004-06 included two large grants from the SSHRC Initiatives on the New Economy
*Note: Numbers for 2010 are accurate as of August 2010 data and may be subject to revision.
The following charts include numbers that are accurate as of August 2010 data (representing the research fiscal period of April to March) and may be subject to revision. Numbers placed at the top of columns represent the total pro-rated number of active grants (excluding all internally awarded small scale and travel funding).

**Figure 5**
Total Research Funding for AECP 2004-10

* The nominal faculty count for AECP from 2004-10, was 21; 23; 24; 22; 24; 25; and, 25, respectively.

**Figure 6**
Total Research Funding for CTL 2004-10

* The nominal faculty count for CTL from 2004-10, was 60; 55; 57; 57; 54; 51; and, 49, respectively.
Figure 7
Total Research Funding for HDAP
2004-10

* The nominal faculty count for HDAP from 2004-10, was 24; 26; 26; 28; 28; 28; and, 27, respectively.

Figure 8
Total Research Funding for SESE
2004-10

* The nominal faculty count for SESE from 2004-10, was 19; 19; 19; 17; 18; 18; and, 18, respectively.
Figure 9
Total Research Funding for TPS
2004-10

*The nominal faculty count for TPS from 2004-10, was 31; 32; 33; 33; 33; 30; and, 30, respectively.
Charles Chen
Adult Education and Counselling Psychology (AECP)

Professor Chen’s research in life career development examines the constantly evolving relationship between personal and professional self-development. A main focus to this research is in the career development and cross-cultural adjustment of immigrant professionals.

Jim Cummins
Curriculum, Teaching and Learning (CTL)

Professor Cummins research involves identifying factors that inhibit literacy among four groups: ESL learners; students with hearing impairments; First Nations students; and French immersion students. The aim of this research is to develop a framework designed to support instruction to multilingual contexts.

Kathleen M. Gallagher
Curriculum, Teaching and Learning (CTL)

Professor Gallagher’s research involves investigating issues of social cohesion through theatre education with youth in urban schools. Professor Gallagher is finding that the Arts in education, particularly theatre education, are increasingly being seen as an important route to academic and social success.

Benjamin Levin
Theory and Policy Studies in Education (TPS)

Professor Levin’s research involves learning more about how to increase educational success for students who do not fare well within the Canadian education system. Professor Levin is addressing this disparity by combining education research and evidence with public policy and education practice.
David Livingstone  
Sociology and Equity Studies in Education (SESE)

Professor Livingstone’s research involves creating the world’s most inclusive national profile of adult learning and work activities, trends, and relationships. This research analyzes the entire spectrum of adult learning, from informal to formal and serves as a basis for informed policy and program development.

Karen E. Mundy  
Adult Education and Counselling Psychology (AECP)

Professor Mundy’s research involves determining how international organizations influence domestic educational policy. This research will assist national and international policy makers in establishing more effective educational policies related to globalization.

Katrenea Scott  
Human Development and Applied Psychology (HDAP)

Professor Scott’s research involves studying the impact of abuse in childhood and adolescence and determining specific pathways that can lead from early abuse experiences to violence in adulthood. This research also investigates what can be done to prevent family violence and the cycle of abuse to which it leads.

Jim Slotta  
Curriculum, Teaching and Learning (CTL)

Professor Slotta’s research involves investigating effective applications of information technology in education that support classroom instruction at a new level that will result in tangible benefits for both students and teachers.

Rosemary Tannock  
Human Development and Applied Psychology (HDAP)

Professor Tannock’s area of research involves advancing the neuroscientific understanding of working memory, attention and academic function in children with behavioural and mental health disorders. Through this research Professor Tannock is also developing and evaluating best teaching practices for special education and special needs educators.
Ontario Research Chair

Glen Jones
Theory and Policy Studies in Education (TPS)
Chair in Postsecondary Education Policy and Measurement
Prof. Jones plays a leadership role in creating programs of research that will refocus scholarship and policy discussions about the quality, efficiency, and accessibility of postsecondary education in Ontario and devises new expressions of measurement to evaluate the degree to which individual institutions and programs and the system as a whole are meeting the needs of the Province.

Endowed Chairs

Peter Dietsche
Theory and Policy Studies in Education (TPS)
William G. Davis Chair in Community College Leadership
Prof. Dietsche conducts leading edge research in access, quality and accountability in postsecondary education.
The purpose of the Chair is to contribute to the development of Ontario’s community college system through education and leadership training, research, policy development, and service.

Jennifer Jenkins
Human Development and Applied Psychology (HDAP)
Atkinson Charitable Foundation Chair in Early Child Development and Education
Prof. Jenkins is a distinguished and internationally recognized scholar, and a leader in the generation and dissemination of scientific knowledge in the field of child development and children’s mental health. She has conducted longitudinal cohort studies examining the interplay between biological vulnerability and high-risk environments and the cognitive and social-emotional development of preschool and school-aged children. She has a commitment to the dissemination of excellent quality, scientific knowledge to parents, educators and policy makers on a range of critical issues related to early childhood.

Marlene Scardamalia
Curriculum, Teaching and Learning (CTL)
The Presidents’ Chair in Education and Knowledge Technologies
Professor Scardamalia’s work is devoted primarily to advancing the leading edge of research in the area of education and knowledge technologies. The research’s mission is to develop effective technology-based approaches to major educational challenges facing Canadian schools. Her work leads to the development of new forms of practice particularly in the innovative use of learning technology in school settings. She is acknowledged internationally as a leading authority in knowledge building communities.
MINDFUL LEARNING

Janet Astington

How do children understand the thoughts, wants, and feelings of others when they engage in classroom activities?

“How helping teachers discover more about children’s understanding of the thoughts, wants, and feelings that underlie talk and action is critical to children’s lives in school and social settings.” – Janet Astington

In Janet Astington’s investigation of the development of children’s minds, she links children’s learning with their awareness of other minds. This “theory of mind” emphasizes what happens when children realize that differences exist between their own thoughts and those of others. Children under the age of five often don’t recognize that someone may not know something that they know, for example, that a box of candy doesn’t actually contain candy but pencils. As children use this learning to self-reflect, they begin to acknowledge that interpretations vary from person to person and become able to understand different points of view. Children’s new insight into their own mental life and that of others underlies their emerging capacity to discover new ideas, but also to surprise or deceive their parents and peers in different social contexts.

Making educators more aware of how children learn about the mind as they grow, is an emerging issue in Janet’s work. Together with graduate students and student-teachers, Janet investigates the development of children’s theory of mind and designs classroom activities and learning strategies that build a wider awareness of theory of mind research in the educational community.

Janet’s research on Social Reasoning in Young Children is supported by the Natural Sciences and Engineering Research Council.

For more information about Janet’s research and the impact of her work, please visit http://www.oise.utoronto.ca/oise/About_OISE/Issues_That_Matter_in_Education.html

Janet Astington is a professor in the department of Human Development and Applied Psychology and at the Institute of Child Study.

UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION
How can we best meet the needs of youth and young adults who struggle with addiction?

“We look to teachable moments in non-traditional learning environments, such as emergency rooms and distress centres, to engage teens in constructive rather than punitive conversations about their substance use and addictions.”

– Abby Goldstein

Abby Goldstein focuses on developing a better understanding of how prevention and treatment programs for addictions can best meet the needs of youth and young adults. Abby’s research explores the relationship between substance use and issues such as risky sexual behaviour, gambling and violence. The goal of this research is to inform the development of interventions that are integrated and multifaceted. For example, she contributes to the development of an intervention for alcohol use and violence among youth visiting an inner-city emergency department.

Abby also examines how childhood maltreatment impacts health-related behaviours, including alcohol use among students making the transition to university. She found that drinking for reasons of escape, either to escape social pressures or to escape feelings of anxiety and sadness, links to drinking problems for university students who have experienced childhood maltreatment. These findings highlight the need to develop more interventions that address the connection between adverse experiences and motives for drinking and other substance abuse in young adults.

Abby’s research on Childhood Maltreatment and Substance Use is supported by the Connaught Fund at the University of Toronto.

For more information about Abby’s research and the impact of her work, please visit http://www.oise.utoronto.ca/oise/About_OISE/Issues_That_Matter_in_Education.html

Abby Goldstein is an assistant professor in the department of Adult Education and Counseling Psychology.
INSTITUTIONAL EVOLUTION

Creso Sá

How do universities evolve as institutions?

“How universities change to accommodate interdisciplinary research and foster closer relations with external organizations has implications for the evolution of our academic work, and for the culture of our institutions.” – Creso Sá

Creso Sá follows how universities create new spaces and approaches to academic work while changing to accommodate new forms of interdisciplinary research. Understanding the expectation that universities should be relevant to the societies they serve sits at the core of Creso’s work.

Creso’s research also anticipates the dynamics of change that occur in research-intensive universities as their organizational cultures unfold. As his work evolves, changes to collaboration processes appear in universities more and more readily through interdisciplinary work. His analyses of these processes appeal to those who work to adapt existing organizational structures and policies while facing new realities of higher education challenge and change. By creating new policies, Creso believes that universities and their external partners can transcend organizational tensions and collaborate across change.

Creso’s research on Understanding the Canadian Academic Research Enterprise is supported by the Connaught Foundation and his project on Interdisciplinarity in Canadian Universities is supported by the Social Sciences and Humanities Research Council.

For more information about Creso’s research and the impact of his work, please visit http://www.oise.utoronto.ca/oise/About_OISE/Issues_That_Matter_in_Education.html

Creso Sá is an assistant professor in the department of Theory and Policy Studies in Higher Education.
DEMOCRACY AND PEACE-BUILDING

Kathy Bickmore

How can school-based educators handle conflict in ways that support patterns of justice?

“Giving students and teachers opportunities to practice inclusive dialogue about interpersonal and social conflicts can reduce violence and punitive exclusion, and also nurture healthier, more inclusive and more engaged relationships in schools.” – Kathy Bickmore

When schools implement democratic and inclusive modes of conflict management, shared governance, and dialogue about meaningful issues, they create opportunities for peace-building. Kathy Bickmore promotes the use of these constructive interventions so that schools can work with diverse students in more constructive ways.

Kathy invites educators to create spaces for inclusive and democratic conflict resolution, dialogue, and restorative justice, where students and teachers can raise the issues and solve the problems faced by today’s diverse schools and global communities.

Kathy’s work offers students and teachers the opportunity to practice and improve their peace-building skills. Kathy’s research shows that schools where diverse students have more regular opportunities for participation, issues discussion, and shared leadership, tend to be more peaceful environments. Similarly, when school administrators and teachers implement democratic approaches to conflict management and encourage dialogue on matters of justice, diverse students are more likely to be constructively engaged in the school.

Kathy has recently completed a Social Studies and Humanities Research Council (SSHRC) funded study titled Safe and Inclusive Schools: A Comparative Analysis of Anti-Violence Policies and Programs.

For more information about Kathy’s research and the impact of her work, please visit http://www.oise.utoronto.ca/oise/About_OISE/Issues_That_Matter_in_Education.html

Kathy Bickmore is an associate professor in the department of Curriculum, Teaching and Learning, cross-appointed to the department of Sociology and Equity Studies in Education, and the acting director of the Comparative, International and Development Education Centre.
LEARNING CONDITIONS

Linda Cameron

How can we define the quality of homework and determine what makes good homework?

“We need more studies that reveal teachers’ impressions and feelings about homework, especially since they create, assign and evaluate it.” – Linda Cameron

Understanding why children bring home varied and inconsistent amounts of homework and its effects represents the focus of Linda Cameron’s study. In her work, Linda challenges the stress and pressure homework puts on children and their family relationships. Linda’s analysis helps to better distinguish between the benefits of various types of homework: completion, practice, preparation and extensions, as teachers themselves struggle with definitions of homework. Together, they signal the need for a cohesive policy and practical guidelines.

Linda pushes the quality and diversity of homework over the quantity of homework to the forefront for teachers’ and parents’ consideration. As part of her field work, Linda consults with school boards to draft working homework policies that create more quality homework that best enables children’s learning. Linda and her team collaborate with psychiatrists to deepen the understanding that there is an interplay between experiences of depression and frustration with homework.

Linda’s commitment to allow children to have more leisure time to spend with their families and friends appears in her pre-service courses where she challenges teacher candidates to analyze the value of the homework they give.

Linda’s research is made possible through the funding of graduate student assistantships and supported in-kind by the Toronto District School Board.

For more information about Linda’s research and the impact of her work, please visit http://www.oise.utoronto.ca/oise/About_OISE/Issues_That_Matter_in_Education.html

Linda Cameron is a professor in the department of Curriculum, Teaching and Learning.
IMPERIALISM AND DIASPORA

Roland Sintos Coloma

How can the study of imperialism impact what we know about ourselves, about others and about the world?

“Looking at the historic influences of imperialism requires a transnational framework for study. This makes present-day interpretations of interconnections between Canada, the United States, and Asia clearer and their roles in imperialism more easily understood.” – Roland Sintos Coloma

Roland Sintos Coloma studies imperialism and its influence on acts of migration and education within global societies. An historic view of public school systems reveals how colonizing forces can affect the education of racially and culturally different students. His work follows the evolving relationship between North America and Asia to demonstrate how some countries within these continents have a tendency to apply “a certain kind of historic amnesia” when recalling the past.

These selective interpretations affect how countries like Canada, the United States and the Philippines view imperialism from their present contexts. Roland’s work encourages renewed dialogue within colonizing countries in particular, so that they may learn more about their imperialist history and improve their approaches to international policy. Roland’s work also aims to move present-day educational policy-makers and their practices to better serve racialized school-communities in North America and around the world.

How these groups are perceived influences how schools educate them. Educators can use Roland’s work to understand how students integrate into a multicultural school setting and apply their personal histories to their learning.

Roland’s research on Subjects of Empire: Modernity and Education in American Philippines has been supported by the Connaught Fund at the University of Toronto, and his project From Grief to Grievance: Asian Canadian Demands to the Government is supported by the Social Sciences and Humanities Council.

For more information about Roland’s research and the impact of his work, please visit http://www.oise.utoronto.ca/oise/About_OISE/Issues_That_Matter_in_Education.html

Roland Sintos Coloma is an assistant professor in the department of Sociology and Equity Studies in Education.
ANTI-RACIST EDUCATION

Sherene Razack

How is racism enacted, performed and constructed?

“I see my work as a study of how ordinary people come to believe that they are racially superior people. I focus on how we learn about the nation, how we learn about citizenship, how we learn about who is entitled to equal rights and how we can disrupt these ways of knowing through education.” – Sherene Razack

Sherene Razack tries to understand what happens when dominant groups encounter subordinate groups in classrooms, courtrooms and everyday life. She asks how we act in ways that perpetuate inequality and how we engage in racist practices while at the same time, believe ourselves to be good and moral people. In her work on Muslims, Sherene shows how we engage in “race thinking,” an act of denial of common humanity between white and non-white peoples. In her work she traces how we deny fundamental rights to those who we consider different or less human than we are.

In Canadian Aboriginal communities, Sherene traces how “race thinking” lead to acts of racial violence. She looks at why violence occurs so routinely against Aboriginal peoples and other racialized groups, and why violence is so easily forgiven and forgotten in law and society. She views violence as an identity-making practice that enables those in power to assert their superiority both materially and symbolically. By looking at Aboriginal women who are murdered and connecting these acts of violence to the making of Canada as a white settler society, she looks at how racial violence is also gendered.

Her work pushes Canadians to think more actively about how racism and racial violence in particular are enacted, performed and constructed.

Sherene’s research on Race and Violence against Aboriginal People is supported by the Social Sciences and Humanities Research Council and by the Connaught Fund at the University of Toronto.

For more information about Sherene’s research and the impact of her work, please visit http://www.oise.utoronto.ca/oise/About_OISE/Issues_That_Matter_in_Education.html

Sherene Razack is a professor in the department of Sociology and Equity Studies in Education.
How do we bring fairness and opportunity to urban school communities?

“As teachers grow less interested in off-the-shelf remedies to urban school challenges, they collaborate to develop more equitable and context-specific approaches to urban education. When inquiry leads to changes in practice, teachers provide greater access to opportunity, and work for social change.” – Joseph Flessa

Joseph Flessa believes that school communities in urban settings face significant challenges. Teachers in urban schools working towards positive school change play a crucial role in providing greater opportunities for children and the families they serve by working together using inquiry-based approaches to problem solve. Joseph’s exploration of how teachers use these to understand issues in urban education, such as the effects of poverty on schooling, aims to tell us more than just what we “should” be doing.

His work demonstrates how administrators, teachers, students and parents can collaborate to meet important school goals despite facing challenging circumstances. Joseph shows how collaboration can lead to a reported increase in positive school climates; a rise in teacher, student, and parent morale; and richer school community connections. Each of these has the potential to alleviate the effects of urban school challenges including poverty.

Bringing teachers together to talk is important, but it isn’t sufficient; what teachers talk about and what they do after talking matters a lot. Educators must resist negative assumptions about marginalized communities and counter the unsubstantiated stereotypes held by so many regarding children and families affected by poverty. In his case study research, Joseph has found that when teachers use an inquiry approach to understand school needs and also resist looking down on the children and the families they serve, they use their professional skills to create school environments that support optimism and change.

Joseph’s research on Schools Working with Children and Communities affected by Poverty is supported by the Elementary Teachers’ Federation of Ontario.

For more information on Joseph’s research the impact of his work, please visit http://www.oise.utoronto.ca/oise/About_OISE/Issues_That_Matter_in_Education.html

Joseph Flessa is an assistant professor in the department of Theory and Policy Studies and is a researcher in OISE’s Centre for Urban Schooling and in the Centre for Leadership and Diversity.
World Renowned Centres and Institutes in Education Research

OISE is home to 21 divisional, affiliated and departmental research centres and institutes that facilitate collaboration and research opportunities for faculty, departments, and units. The OISE research centres and institutes bring students and faculty together to further bridge education and the external research and policy world. Centres and institutes at OISE foster knowledge mobilization and play an important role in the mentoring of students, faculty and professionals working in industry, government and the public sector. There is a growing research interest in the field of education and OISE’s research centres and institutes continue to allow us to foster this growth and think beyond regular everyday research.

- Atkinson Centre for Society and Child Development
- Centre de recherches en éducation franco-ontarienne
- Centre for Aboriginal Initiatives (Arts & Science - OISE)
- Centre for Arts-Informed Research
- Centre for Diversity in Counselling & Psychotherapy
- Centre for Integrative Anti-Racism Studies
- Centre for Leadership and Diversity
- Centre for Media and Culture in Education
- Centre for Studies in Science, Mathematics and Technology Education
- Centre for the Study of Students in Postsecondary Education
- Centre for Teacher Education and Development
- Centre for the Study of Education and Work
- Centre for Urban Schooling
- Centre for Women's Studies in Education
- Comparative, International & Development Education
- Institute for Knowledge Innovation and Technology
- International Centre for Educational Change
- Laidlaw Centre (Institute of Child Study)
- Modern Language Centre
- Social Economy Centre
- Transformative Learning Centre
Awards and Honours
A sample of OISE faculty achievements – 2009-10

Paula Bourne
*Status of Women Office Award*, University of Toronto Status of Women Office

Ruth Childs
*R.W.B. Jackson Award for Outstanding English-language Article*, Canadian Educational Researchers’ Association

Alister Cumming
*Honorary Degree*, University of Copenhagen

Indigo Esmonde
*Research Fellowship*, Knowles Science Teaching Foundation

Michael Fullan
*Fellow*, American Educational Research Association

Tara Goldstein
*Carol Crealock Award*, Canadian Association for the Study of Women and Education

Ruth Hayhoe
*Honorary Fellow*, Comparative and International Education Society

Kang Lee
*Fellow*, Association for Psychological Science

Kiran Mirchandani
*Academic Activist Award*, Council of Agencies Serving South Asians

David Olson
*Fellow*, American Educational Research Association

Laura Pinto
*Governor General’s Gold Medal*, Governor General of Canada

Jack Quarter
*Outstanding Contribution to the Ontario Cooperative Association Award*, Ontario Cooperative Association

Elizabeth Smyth
*Distinguished Historian Award*, Conference of the History of Women Religious

G.E. Clerk Award, Canadian Catholic Historical Association

Shelley Stagg-Peterson
*Arbuthnot Award*, International Reading Association

Keith Stanovich
*Grawemeyer Award in Education*, University of Louisville
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Kate Brand, Director of Communications, OISE
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