

## ARCHIVE OF COMPLETED STUDIES

- Hibbert, K. (Western University). SSHRC: *Researching Multi-literacies Educational Assessments Through Digital Technologies*. (2017, Grade 2).
- Pyle, A., & De Luca, C. (University of Toronto & Queens University). SSHRC: *Constructing an Integrated Assessment Framework for Play-based Kindergarten Education*. (2016-2017, Nursery, JK, SK).
- Nakanishi, M. (Haiku, Ehime University, Japan). *Teaching Haiku in North America: Study on Cross Cultural Strategies for Teaching Haiku*. (2016 Grade 5).
  - Haiku has been enjoyed by people in more than 50 Countries in approximately 30 languages, it is especially popular in English speaking countries and has become a part of poetry and creative writing education in Ontario. This research looks at specific teaching strategies for haiku including the use of seasonal words, introducing the technique of juxtaposition, being more flexible with rules and haiku appreciation circles. The results of the study demonstrated that these strategies can be used to help students in both Japan and Canada to appreciate as well as enjoy haiku, proving that sensitivity toward short poems goes beyond language and culture.
- Slotta, J., Fong, C., Moher, T., Madeira, C., Cober, R., Acosta, A., Carvalho, R., Mcmann, C., Perritano, T., Almryde, K., & Messina, R. SSHRC: *Knowledge Community and Inquiry with Embedded Phenomena*. (2015-16, Grades 5-6).
  - The purpose of this research, more familiarly known as “Wallcology”, was to develop effective models of instruction using technologies (e.g. EP technology), particularly with regard to establishing a “knowledge community”. This study employed a co-design method that required ongoing collaboration between researchers and teachers, creating innovative curriculum where students learn edtogether, shared knowledge and built on one another’s ideas as they responded to the EP technology. They used powerful new technologies for adding their observations and ideas, including tablet-based software and multi-touch surfaces for displaying and working with ideas. This helped the understanding of how students and teachers can learn from such rich simulations and collaborative inquiry.
- Reeve, R. & Svihla, V. *Discourse in Innovative Groups*. (2016, Lab School Teachers and Pre-service Teachers).
  - The purpose of this research was to better understand the functioning of innovative groups as they work together in small groups to address ill-defined problems. This research was interested in the nature of the discourse that takes place in these groups and how this discourse is related to the outcomes and processes that get developed. The analysis focused on turn-taking, oscillations between problem and solution, patterns of discourse and the nature of the stories that get told during the meetings. The researchers analyzed transcripts from the school’s weekly or bi-weekly design meeting, and interviewed participants before and after to determine the goals and ultimate outcomes achieved.
- Scardamalia, M., Bereiter, C., & Peskin, J. SSHRC: *Digitally-Mediated Group Knowledge Processes to Enhance Individual Achievement in Literacy and Numeracy*. (2016 SK- Grade 6).
  - This project investigates the potential of digital technology to help schools meet governmental and private-sector objectives of “innovativeness”, the capacity to live and work in an ‘innovation-driven’ knowledge society (OECD, 2010). By building on improvement efforts already in progress, the focus was on the advancement of students' collective understanding through the implementation of Knowledge Building pedagogy and technology in Ontario classrooms. Many Quebec schools’ and Jackman ICS’ methods and technological advances mutually inform and support the innovative efforts of the proposed project. New digital technology also plays an essential role in supporting classroom knowledge creation processes and in providing automatic, non-intrusive assessment of group and individual performance.

▪ There were 6 investigations within this research study in 2016/2017:

- Scardamalia, M., Resendes, M., Qi, J., Kici, D., Khanlari, A., Ma, L., Zhu, G., Costa, S. Tharum, S. SSHRC: *Digitally-Mediated Group Knowledge Processes to Enhance Individual Achievement in Literacy and Numeracy: "Crisscrossing Idea Landscapes"*. (2016, Grade 2 and Grade 3)
- Scardamalia, M., Resendes, M., Qi, J., Ma, L., Zhu, G., Costa, S. SSHRC: *Digitally-Mediated Group Knowledge Processes to Enhance Individual Achievement in Literacy and Numeracy*. (2016, Grades SK-6).
- Scardamalia, M., Resendes, M., Qi, J., Ma, L., Zhu, G. *Are All Student's Ideas Equally Valued: A Comparison of Classroom Interactions in Knowledge-Building and Non-Knowledge Building Classrooms*. (2016, TBD).
- Scardamalia, M., Resendes, M., Derya, K. *Evolution of Knowledge Building Teacher Professional Development Communities*. (2016, Teachers).
- Scardamalia, M., Khanlari, A. Resendes, M., Ma, L., Costa, S. Zhu, G., Tharum, S. *Collaborative Knowledge Networks to Facilitate Knowledge Building in Robotics*. (2016, SK TBC).
- Scardamalia, M., Khanlari, A. Resendes, M., Ma, L., Costa, S. Zhu, G., Tharum, S. *Collaborative Knowledge Networks to Facilitate Knowledge Building in Robotics: A Longitudinal Study*. (TBD)

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- Cleovoulou, Y., Messina, C., Bogert, C. *Critical literacy meets inquiry pedagogy: teachers' practices in elementary classrooms*. (2013)
  - Ganea, P. & Gallant, H. *Structural alignment effects on conceptual learning and generalization from picture books* (Nursery - JK).
  - Ganea, P. & Larsen, N. *Toddler's and Preschooler's Understanding of False Belief* (Nursery).
  - Ganea, P. & Larsen, N. *Young Children's Learning Via Picture Books: Social Studies* (2014-15, JK-SK).
  - Ganea, P. & Simons, K. *Learning about Balance from Stories* (SK).
  - Ganea, P. & Strouse, G. *Features Supporting Children's Learning of Science from Electronic Books* (JK, 2014).
  - Ishioka, Y. *A Cross-Cultural Comparison of Japanese and Canadian Children's Performance on a Figure Copying Task* (2014, SK - Grade 1).
  - Jang, E. *Elementary school students' cognitive problem-solving strategies in assessment*. (February-April 2008, Junior Grades)
  - Kimel, J. & Scardamalia, M. *Best practices in promoting student engagement through the use of speech-to-text*. (2006-2008 - Special Ed.)
  - Kimel, J. & Scardamalia, M. *Knowledge Forum and the dynamic management of Individual Education Plans (IEPs)*. (2004-2008)
  - Lee, K. & Gordon, H. *Cognitive and social aspects of children's secret-keeping behaviour*. (2010 - all grades)
  - Loke, I. *Children's understanding of intention when reasoning about moral behaviour* (2008, Grade One)
  - Martinussen, R., Baevolt, A. & Batho, L. *An examination of the cognitive and behavioural correlates of writing difficulties in children*. (November 2007- January 2008, Junior Grades)
  - Moss, J. *Institute of Child Study Laboratory School lesson study: A collaborative approach to teaching patterning, early algebra & subtraction*. (2005-2008- Lab School Staff)
  - Nguyen, T. *The ability to reason with identity statements and its relations to the understanding of false beliefs*. (Fall 2008, Nursery/Junior Kindergarten)

- Olver, A., Moss, J. *Investigating early spatial and numerical skills in Junior Kindergarten children learning in an inquiry- and play- based environment.* (2012-13, JK)
- Pelletier, J., Morley, E., & Messina, R. *"We all belong": The effects of photography books to enhance literacy development and social inclusion in early years classrooms* (2009 – 2011, JK, SK, Grade 1)
- Peskin, J. & Comay, J. *Thinking about the readers' mind to examine the development of reader awareness as children learn to produce written text.* (Spring 2009 – Nurs – Grade 2)
- Peskin, J. & Comay, J. *Young writers thinking about their readers' mind.* (2009-2010, Grade 2)
- Prusky, C. *Children's conflict scripts, perspective taking, and tolerance to investigate* (2010 – Junior and Senior Kindergarten)
- Ross, I., Lee, K., McCarthy, A., Evans, A., Smith, N. *Promoting Truth Telling* (2009-2010, Nursery)
- Scardamalia, M. & Chow, A. *Motivation for Knowledge Building.* (Spring 2009 – SK/Grade 3 – 6)
- Scardamalia, M. & Zhang, J. *Documenting the Knowledge Building process* (2004-08)
- Scardamalia, M. Laferriere, T. Chuy, M. *Ways of Contributing to dialogue in elementary school science and history.* (2009-12, All Grades)
- Scardamalia, M., Bereiter, C. & Laferriere, T. *Understanding the nature of science and scientific progress: a theory building approach.* (December 2007 - 2010, Junior Grades & Teachers)
- Scardamalia, M., Chow, A. *Motivation for Knowledge Building.* (2009 – SK, Grade 4)
- Scardamalia, M., Chuy, M., Green, J., Kimel, J. *The Use of a dynamic individual education plan in four distinct classroom settings* (2009 – 2010 – JK, SK, Grades 4 – 6)
- Scardamalia, M., Morley, E., Teo, C. & Mcguire, J. *Documenting a knowledge building community.* (November 2008 – November 2009, Grade One)
- Shymko, B. *The development of human understanding and its relation to false-belief performance.* (2010 Junior Kindergarten, Grade 1)
- Slotta, J., Fong, C., Madeira, C., & Messina, R. SSHRC: *New ways of teaching and learning in technology enhanced classrooms* (2011, Grade 5-6)
- Slotta, J., Moher, T., Madeira, C., Fong, C., & Messina, R. NSF: *Knowledge community and inquiry with embedded phenomena.* (2011, Grade 5-6)
- Zhang, J., Chen, M., Morley, E., & Pelletier, J. NSF cyber-learning program: *Fostering collective progress in online discourse for sustained knowledge building* (2012-14, Grades 3, 5/6)
- Zhang, J., Messina, R., Peebles, B., Stevens, R., & Ferrer-Mico, M. *Collective responsibility for deepening inquiry: a focus on progressive questioning in a communal space.* (September 2008 – December 2008, Grades 5/6)
- Aitken, M., & Martinussen, R. (2008, February). *The relationship between working memory and reading and orthographic skills.* Poster session presented at the annual Ontario Institute for Studies in Education Dean's Graduate Student Research Conference, Toronto, ON.
- Aitken, M., & Martinussen, R. (2011, February). *Individual differences and children's performance on curriculum-based measures of written expression.* Poster presented at the second Writing Research Across Borders conference, Fairfax, VA.
- Aitken, M., Baerveldt, A., & Martinussen, R. (2008, June). *Exploring the relationship between working memory, composition fluency, and the mechanics of writing: A pilot study.* Poster session presented at the annual meeting of the International Academy for Research in Learning Disabilities, Toronto, ON.

- Aitken, M., Baerveldt, A., & Martinussen, R. (2010, January). *Note-taking and report writing skills in elementary school children with and without attention-deficit hyperactivity disorder and/or learning disorder*. Poster session presented at the annual meeting of the International Academy for Research in Learning Disabilities, Miami, FL.
- Arruda, C., Brunet, M., Popliger, M., Ross, I., McCarthy, A., Talwar, V., & Lee, K. (2007, March). *"I cannot tell a lie": Enhancing truth-telling in children through the use of traditional stories*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Baerveldt, A., Aitken, M., & Martinussen, R. (2008, June). *Cognitive and academic correlates of report-writing in elementary-age children*. Poster session presented at the annual meeting of the International Academy for Research in Learning Disabilities, Toronto, ON.
- Beatty, R. *Young students' emergent understanding of linear functions*. Paper presented at the annual meeting of the American Educational Research Association, April 2007.
- Beatty, R. & Moss, J. (2006). Multiple vs. numeric approaches to developing functional understanding through patterns – affordances and limitations for grade 4 students. In Alatorre, S., Cortina, J.L., Saiz, M., and Mendez, A. (Eds) (2006). *Proceedings of the 28th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Merida, Mexico.
- Beatty, R. & Moss, J. (December 2006). Connecting grade four students from diverse urban classrooms: virtual collaboration to solve generalizing problems. In C. Hoyle & J. Lagrange (Eds.) *Proceedings of the Seventeenth ICMI Study: Technology Revisited*. Hanoi, Vietnam.
- Casenhiser, D. & Hassananein, S. *Application of social relevance in word learning*. (March 2007 – JK)
- Cober, R. & Slotta, J.D. (2012). Using aggregated representations of student-contributed content in an inquiry-based science curriculum: A case study. *Paper presentation at the annual meeting of the Canadian Society for Studies in Education*. May 27th-30th, Waterloo, ON.
- Cober, R., McCann, C., Slotta, J.D. & Moher, T. (2012). Materials that scaffold collective inquiry: The role of aggregate representations. *Proceedings of the Tenth International Conference of the Learning Sciences -Volume 2: 64-71*. International Society of the Learning Sciences (ISLS).
- Comay, J. (2005) *Further development in social reasoning revealed in narrative discourse*. Paper presented at the Annual Meeting of the Jean Piaget Society, Vancouver, BC.
- Comay, J. (2008, November). *Individual differences in narrative perspective-taking and theory of mind: a developmental study*. PhD Dissertation defended at OISE/UT.
- Comay, J. (2007, June) *Narrative: children's storytelling*. Workshop at Summer Institute on Early Childhood Development, by George Brown School of Early Childhood and OISE/UT.
- Comay, J. (2007, March) *Theory of mind and the development of text awareness in children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Comay, J., Bakos, R., & Astington, J.W. (2002, April) *Language and theory-of-mind development: children's narrative production*. Poster presented at the International Conference – Why Language Matters for Theory of Mind, University of Toronto.
- Dack, L.A. (2008, April) *Deontic and epistemic reasoning in children*. PhD Dissertation defended at OISE/UT.
- Dack, L.A. & Astington, J.W. (2005, June). *Beyond theory of mind: Reasoning based on social rules*. Poster presented at the Annual Meeting for the Jean Piaget Society, Vancouver, BC. (04/05 ICS Grade 2 data)
- Dack, L.A. & Astington, J.W. (2007, Oct.). *Children's deontic reasoning: Effects of context and language*. Poster presented at the Fifth Biennial Meeting of the Cognitive Development Society, Santa Fe, NM. (05/06 & 06/07 ICS data)
- Dack, L.A., & Astington, J. *Young children's deontic and epistemic reasoning*. (2004/05 – Gr. 2)



- Dack, L.A., Astington, J.W., & Watson, S. (2007, March). *The effects of authority figures on preschool children's reasoning about rules and statements*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA. (05/06 & 06/07 ICS data)
- Dack, L.A., Astington, J.W., & Watson, S. (2009, April). *Deontic and epistemic reasoning in children*. Poster to be presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO. (04/05, 05/06 & 06/07 ICS data)
- Fong, C., Cober, R. Madeira, C., & Slotta, J. D. (2012). Common Knowledge: Scaffolding Collective Inquiry for Knowledge Communities. *Paper Presentation at the annual meeting of the American Educational Research Association*, April 12th-14th, Vancouver, Canada.
- Fong, C., Pascual-Leone, R. & Slotta, J.D. (2012). The Role of Discussion in Orchestrating Inquiry. *Proceedings of the Tenth International Conference of the Learning Sciences - Volume 2: 64-71*. International Society of the Learning Sciences (ISLS).
- Gian, Y. C., Scardamalia, M., Hong, H.-J. & Zhang, J. *Making thinking visible: growth in graphical literacy, grades 3 and 4*. *Proceedings of the International Conference on Computer Supported Collaborative Learning 2007 (CSCL 2007)*, the State University of New Jersey, Rutgers, 16 July - 21, July, 2007.
- Halewood, C., Astington, J. & Baird, J. *Preschool children's public and private personas: A focus on the behavioural adjustments made by three-year-olds upon entering nursery school*. (2002/03 - Nursery)
- Kimel, J. (2007, March) *The use of Speech-to-Text software to increase engagement in knowledge building communities*. Poster presented at the National Association for Lab Schools Conference, Los Angeles, Ca.
- Kimel, J. (2007, March) *The use of Speech-to-Text software to increase engagement in knowledge building communities*. Poster presented at the National Association for Lab Schools Conference, Los Angeles, Ca.
- Lee, K., McCarthy, A., Evans, A., & Smith, N. *Children's moral development and judgments of lying and truth-telling*. (2005/06-Gr.2, Gr.4, Gr.6, 2006/07 Gr.2, Gr.4, Gr.6)
- Loke, I.C. & Astington, J.W. (2009, April). *Children's understanding of intentional causation in moral reasoning about harmful behaviour*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Madeira, C.A., Gnoli, A. & Messina, R. Moher, T. & Slotta, J.D. (2012). Fostering an 'Adaptive Nature' for Teacher Practice: Technology Supports in a Co-Design Community. *Paper Presentation at the annual meeting of the American Educational Research Association*, April 12th-14th, Vancouver, Canada.
- Maderia, C., Fong, C., & Messina, R. (2012). Teacher Orchestration of Complex Inquiry Patterns. *Proceedings of the Tenth International Conference of the Learning Sciences - Volume 2: 64-71*. International Society of the Learning Sciences (ISLS).
- Messina, R., & Peebles, B. (2007, April) "*Fosbury-In-The-Making*": *integrating physical education, science and mathematics*. Paper presented at the Canadian Independent Schools Best Practices Conference. Mississauga, Ontario. \*Award received from The School at Columbia Teach Tech Grand Prize Award, Columbia University, New York City.
- Messina, R., Peebles, B. & Stephenson, C. (2006, October) *Becoming a member of a constructivist "Knowledge Building" environment - the shifting role of the teacher*. Paper presented at the Association for Constructivist Teaching Conference. Naperville, Ill.
- Moss, J. and Beatty, R. (2006) Computer-supported collaborative learning of patterns and generalizing problems in fourth grade, *International Journal of Computer Supported Collaborative Learning 1 (4)*, 441-465.
- Moss, J., Beatty, R., Shillolo, S. & Barkin, S. What is your theory? What is your rule? Fourth graders build their understanding of patterns and functions on a collaborative database. In C. Greenes (Ed.), *The National Council of Teachers of Mathematics 70th Yearbook (2008): Algebra and Algebraic Thinking in School Mathematics*.

- Moss, J., Bloom, D., Halewood, C., Goorevich, K., Lott, H., Messina, R., Stephenson, C. (2007, January) *Beyond professional development: Japanese lesson study as “profession development” – the integration of individual, community and inter-community growth*. Paper presented at the Ontario Teachers’ Federation /OADE Conference, Toronto, Ontario.
- Nakanishi, M., Sakuramoto, A. & Namba, H. *Study of teacher education: creating teachers who can develop a caring classroom*. (Oct.-Dec. 2006, interns and teachers of grade 2 and grade 5/6)
- Peskin, J. & Comay, J. *Young writers thinking about their readers’ minds*. (Pilot Stage – Feb-June 2007, JK, SK, Gr.2, Gr.3)
- Philip, D., & Hewitt, J. *Networks and the spread of ideas in knowledge building environments*. (2004/2005 -Gr. 5/6)
- Pimm, D., Beatty, R. & Moss, J. (February 2007). A question of audience, a matter of address. To be included in the proceedings of the Fifth conference of the European Society of Research in Mathematics Education, Cyprus.
- Ross, I., Lee, K., McCarthy, A, Evans, A. & Smith, N. *Promoting truth-telling in children*. (2006/07 – Nursery – Gr.1)
- Scardamalia, M. *Beyond best practice: Research-based innovation in learning and knowledge work*. (2002 to present – All Grades) Social Sciences and Humanities Research Council of Canada. Initiative on the New Economy (INE) Collaborative Research Initiative program (2002 – 2007)
- Scardamalia, M. *Educational innovation through technology-enhanced design research*. (2006/2007 – Junior Grades)
- Sidnell, J. & Stivers, T. *Development of conversational repair in children aged 3-8*. (2005/06 – JK-Gr.3)
- Sinclair, N & Moss, J. The more it changes, the more it becomes the same. *International Journal of Educational Research*. To appear 2012.
- Sinclair, N., Moss, J. and Jones, K. (2010). Developing geometric discourse using DGS in K-3. *Proceedings of the 34th Conference of the International Group for the Psychology of Mathematics Education*, Vol. 1, Belo Horizonte, Brazil: PME.
- Sinclair, N., Moss, J., and Jones, K. (2010). Developing Geometric Discourses Using Dynamic Geometry Software in K-3. 2010 *AERA Conference Proceedings*.
- Slotta, J.D., & Moher, T. (2012). Mashing Up Simulations and Knowledge Construction Technologies to Support Complex Instructional Designs. *Paper Presentation at the annual meeting of the American Educational Research Association*, April 12th-14th, Vancouver, Canada.
- Smithrim, K. & Garbati, J. *Rhythm in teaching and learning*. (April-June 2007) Paper presented at CSSE 2009.
- Volpe, R., Laroque, L. & Del Cotto, R. *Exploring the impact and salience of the experiences of children who participated in the integrated kindergarten program at Bloorview MacMillan Children’s Centre School*. (2006/2007 – graduates of the integrated kindergarten who attended the program in 1999-2001)
- Zhang, J. (2010). Enhancing creative knowledge work with collaborative technologies. A paper presentation in a symposium: “Complex Ecologies: A Panel Discussion on Educational Research and Web 2.0 Technologies.” The Annual Meeting of American Educational Research Association (AERA 2010), Denver, CO.
- Zhang, J., Hong, H.-Y., Scardamalia, M., Toe, C., & Morley, E. (2011). Sustaining knowledge building as a principle-based innovation at an elementary school. *Journal of the Learning Sciences*, 20 (2), 262-307.
- Zhang, J., Teo, C., Scardamalia, M. & Morley, E. “Constantly going deeper”: knowledge building innovation in an elementary professional community. Paper presented at the annual meeting of the American Educational Research Association, March 2008.