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**Fast Facts About OISE/UT** ...........................................inside back cover
Educational systems at all levels and in most countries presently are in a state of unprecedented upheaval. Whether this upheaval is construed as misguided ideology, or part of orderly reform processes, is very much up for debate. What does seem clear, however, is that most communities have aspirations for their educational systems that demand considerable change to accommodate.

Such aspirations bring two problems into stark relief. First, just because we want something does not mean that it is possible to have it. We don’t want cancer, recessions, traffic gridlock, air pollution, poverty, or the flu. But we still have them all, at least until our ingenuity catches up with our wants. Second, there is little or no evidence to suggest that the most popular and prevalent approaches to educational reform at the present time will do a better job of meeting our historical expectations for education systems, much less those considerably more ambitious aspirations for the future. A fairly large dollop of additional ingenuity seems still to be in order.

So what does such ingenuity look like? It can take many forms. Where and from whom does it come? Many sources. But the following pages of this report offer one set of very powerful answers to both these questions. The research carried out by the faculty, staff, and students at OISE/UT raises critical questions about current educational practices, helps us understand the roots of such practices, and provides support for some of our existing directions. Such research generates imaginative possibilities for the future and provides credible evidence to be used in shaping educational policies and practices to take us there. Sometimes it raises more problems than it solves. It rarely claims to know more than it can justify, a particularly novel and endearing quality in the present “can do” culture of large-scale educational reform.

The educational research and writing captured in this report is among the best you will find anywhere in the world. As the prizes, awards, and other forms of recognition also mentioned in the report indicates, OISE/UT faculty, staff, and students—like their colleagues in many other parts of the University of Toronto—are widely acknowledged for the quality of their scholarship. And they are prolific. This work is at the heart of why we exist and represents the best contribution a university can make toward betterment of the human condition.
CHAIR’S REPORT
LANA STERMAC

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

The Counselling Psychology program offers M.Ed., M.A., Ed.D., and Ph.D. degrees in several areas of specialization within counselling. Existing areas of Specializations in the Counselling Psychology program include Counselling for Psychology Specialists (M.A., Ph.D.), Community and Educational Settings (M.Ed., Ed.D.), and Guidance and Counselling (M.Ed.).

The Department has pioneered the teaching of web-based distance education this year through new offerings by Bruce Cassie and Budd Hall.

One new faculty member joined our Department within the last year. Charles Chen, a graduate of the University of British Columbia, joined the Counselling Psychology program in August. Charles brings expertise in the areas of career counselling and career development theory. The Department has a faculty compliment of 20.2 FTE, an administrative compliment of 6.6 FTE, and a pre-service compliment of 2.0.

Faculty and students within our Department continue to be involved in national and international research projects. Most faculty research is currently supported by the Social Sciences and Humanities Research Council, the Kellogg Foundation, the Canadian International Development Association, and the International Development Research Council.

The Department hosts the annual Dame Nita Barrow lecture and the Distinguished Visitorship. Our visitor this year was Dr. Nighat Khan of Pakistan. The Transformative Learning Centre received formal approval from OISE/UT as an official research centre in February. We had a number of Visiting Scholars including Dr. Huaqin Cheng from China, Sung Jung Park from Korea and Tadashi Yamazoe from Japan.
FACULTY PUBLICATIONS

CASSIE, BRUCE
Technical Reports, Monographs, and Published Conference Proceedings

COLE, ARDRA
Books and Book Chapters

Refereed Journal Articles

GAMLIN, PETER
Books and Book Chapters


**GUTTMAN, MARY ALICE**

*Refereed Journal Articles*


**KNOWLES, J. GARY**

*Books and Book Chapters*


*Refereed Journal Articles*

MARILYN LAIKEN

- Received the Year 2000 OCUFA Teaching Award “in recognition of outstanding contributions to university teaching”
- Congratulated and awarded a plaque by MPP, Dr. Marie Bountrogianni Ontario Legislative Assembly, June, 2000

LAIKEN, MARILYN

Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings
Laiken, M., & Rolheiser, C. (2000, June). The support and enhancement of teaching at the University of Toronto. University of Toronto, OISE/UT.

SOLVEIGA MIEZITIS

- Elected President of the Association for the Advancement of Baltic Psychology
- Awarded Order of Latvia, Three Star Medal from the Republic of Latvia

“Creative children, for their part, value teachers who understand and support them, are open and inquisitive, inclined to experimentation, and versatile in their approaches to teaching and learning.”

MIEZITIS, SOLVEIGA

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

MIRCHANDANI, KIRAN

Books and Book Chapters

Refereed Journal Articles
Reports, Monographs, and Published Conference Proceedings

**MILES, ANGELA**
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

**MOJAB, SHAHRZAD**
Books and Book Chapters
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

NG, ROXANA
Reports, Monographs, and Published Conference Proceedings

O’SULLIVAN, ED
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings


**PIRAN, NIVA**

*Books and Book Chapters*


*Refereed Journal Articles*


**QUARTER, JACK**

*Books and Book Chapters*


Refereed Journal Articles

**SCHNEIDER, MARGARET**

*Books and Book Chapters*

**SCHUGURENSKY, DANIEL**

*Refereed Journal Articles*

*Reports, Monographs, and Published Conference Proceedings*
STERMAC, LANA

Refereed Journal Articles

WATSON, JEANNE

Books and Book Chapters

Refereed Journal Articles

LANA STERMAC
• Invited to join the Research Ethics Board, Hospital for Sick Children, Representative, University of Toronto
• Selected Department of Adult Education, Community Development, and Counselling Psychology Representative, School of Graduate Studies, Division II, Executive Committee Member, 1996-present

“In addition to suggesting a possible relationship between abuse and homelessness, these findings also raise concerns about the indirect role of violence on creating and maintaining women's homelessness.”
### RESEARCH GRANTS AND CONTRACTS

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Experience of Counsellor Trainees from Non-Western Cultures</td>
<td>Charles P. Chen</td>
<td>Connaught</td>
<td>2001</td>
</tr>
<tr>
<td>Case Studies of Reform in Canadian Preservice Teacher Education</td>
<td>Ardra Cole</td>
<td>SSHRC</td>
<td>1997</td>
</tr>
<tr>
<td>Literacy and Learning: Acknowledging Aboriginal Holistic Approaches to Learning in Relation to “Best Practices” Literacy Training Programs</td>
<td>Peter Gamlin</td>
<td>Ministry of Training 2001 Colleges and Universities</td>
<td></td>
</tr>
<tr>
<td>A Counselling Model for Hate Crime Survivors</td>
<td>Joseph Roy Gillis</td>
<td>Connaught</td>
<td>1998</td>
</tr>
<tr>
<td>Excellence in Teaching Project</td>
<td>Marilyn Laiken &amp; Carol Rolheiser</td>
<td>U. Of T. Provost</td>
<td>2000</td>
</tr>
<tr>
<td>NALL: Models of Org.’l. Learning</td>
<td>Marilyn Laiken</td>
<td>SSHRC</td>
<td>1997</td>
</tr>
<tr>
<td>Assessment Program for Evaluating First Year University of Latvia Student Adjustment</td>
<td>Solveiga Miezitis</td>
<td>University of Latvia n/a</td>
<td></td>
</tr>
<tr>
<td>The Uneven Periphery: Mapping the Home-based Workforce in Canada</td>
<td>Kiran Mirchandani</td>
<td>SSHRC</td>
<td>1999</td>
</tr>
<tr>
<td>Project Title</td>
<td>Project Leader</td>
<td>Agency</td>
<td>Start Date</td>
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<tr>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Restructuring Work: The Experiences of Veteran Home-Based Teleworkers</td>
<td>Kiran Mirchandani</td>
<td>Connaught</td>
<td>2000</td>
</tr>
<tr>
<td>War, Diaspora and Learning: Kurdish Women in Canada, Britain, and Sweden</td>
<td>Shahrzad Mojab</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Diaspora, Citizenship and Learning: Kurdish Women in Canada, Britain, and Sweden</td>
<td>Shahrzad Mojab</td>
<td>SSHRC</td>
<td>2000</td>
</tr>
<tr>
<td>Changing Work, Changing Lives: Mapping the Garment Industry in Canada</td>
<td>Roxana Ng &amp; Kiran Mirchandani (Co-investigator)</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Outcome Evaluation of Brief Psychotherapy Center</td>
<td>Niva Piran</td>
<td>Ontario Women's Council</td>
<td>2001</td>
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<tr>
<td>Eating Disorders at the Intersection of Body and Culture</td>
<td>Niva Piran</td>
<td>SSHRC</td>
<td>1999</td>
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<tr>
<td>Women’s National Health Survey</td>
<td>Niva Piran</td>
<td>Sears Canada</td>
<td>2000</td>
</tr>
<tr>
<td>Women Self-Care and Body Image</td>
<td>Niva Piran</td>
<td>Kellogg Canada</td>
<td>1999</td>
</tr>
<tr>
<td>Outcome evaluation of the GO GIRLS Media Literacy, Activism, and Advocacy Project</td>
<td>Niva Piran</td>
<td>Davis Foundation</td>
<td>2000</td>
</tr>
<tr>
<td>An Investigation of Unionized Social Investment</td>
<td>Jack Quarter</td>
<td>SSHRC</td>
<td>1999</td>
</tr>
</tbody>
</table>

Do women of colour integrate their work into their homes in different ways compared to men of colour or other women? Do middle class women working at home have different employment relationships compared to poorer women? Are certain types of work done at home by members of specific ethnic groups and in specific neighbourhoods?

The research aims at contributing to three interrelated areas: (a) learning theory by accounting for the relationship between war-related violence and learning, especially the dynamics of women’s “informal learning,” (b) diasporic studies, a new field in need of both empirical research and theoretical development, and (c) gender studies, especially a gendered approach to diasporic life and transnationalization.
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculating the Value of Volunteer Contributions to Non-Profits</td>
<td>Jack Quarter</td>
<td>International Year of the Volunteer Grant</td>
<td></td>
</tr>
<tr>
<td>Building Adult Literacy Research Capacity: Consultation Process on University-Community Partnerships</td>
<td>Daniel Schugurensky</td>
<td>MTCU</td>
<td>2001</td>
</tr>
<tr>
<td>Building Expertise Among Literacy Practitioners Through Literacy Circles</td>
<td>Daniel Schugurensky</td>
<td>MTCU</td>
<td>2001</td>
</tr>
<tr>
<td>Citizenship Learning and Participatory Democracy in the Americas: The Crossroads Between Adult Education and Public Policy</td>
<td>Daniel Schugurensky</td>
<td>SSHRC</td>
<td>2000</td>
</tr>
<tr>
<td>Citizenship Learning and Participatory Democracy</td>
<td>Daniel Schugurensky</td>
<td>Connaught</td>
<td>1998</td>
</tr>
<tr>
<td>Informal Learning and Active Citizenship: Democratic Engagement in Local Governance</td>
<td>Daniel Schugurensky</td>
<td>SSHRC Network on Lifelong Learning</td>
<td>2000</td>
</tr>
<tr>
<td>The Citizenship Education of Citizenship Educators</td>
<td>Daniel Schugurensky</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Childhood Risk factors in Adult Sexual Assault</td>
<td>Lana Stermac</td>
<td>SSHRC</td>
<td>1997</td>
</tr>
</tbody>
</table>

The project is part of ongoing work by the Quarter, Richmond and Mook to build social outcomes into an accounting framework. This work will be published in 2002 by Prentice Hall in a book: What Counts: Social Accounting for Non-Profits and Cooperatives.
CHAIR’S REPORT
MERL WAHLSTROM

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

Students come to us with a very rich academic or professional background, and enrol in CTL programs to enhance their academic or professional careers, or sometimes to change their career focus. Many are practising professionals: teachers, principals and superintendents, as well as individuals from the private sector in areas such as nursing, marketing and management. Instructors from private, public and international schools, colleges and corporations are enrolled in our programs. CTL students represent a truly global community. Such diversity enriches the experience of everyone at CTL.


The CTL Department also offers three OCGS approved collaborative graduate degree programs including: Comparative, International and Development Education (M.Ed., M.A., Ed.D., Ph.D.) and Women’s Studies (M.Ed., M.A., Ed.D., Ph.D.).

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

Moreover, many CTL faculty are oriented toward field-based practice, and the Department maintains links with educational institutions throughout Ontario. Five Field Centres are affiliated with the Department including: the Midwestern Centre, the Northwestern Centre, the Ottawa Valley Centre/Centre régional d’Ottawa, the Southern Centre and the Trent Valley Centre.

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

The Department also offers on-campus and distance education courses in the French language, in cooperation with the Department of Sociology and Equity Studies in Education.
Le département de curriculum, d’enseignement et d’apprentissage, en collaboration avec le département de sociologie et études de l’équité en éducation offre des cours qui sont donnés entièrement en français. Ces cours sont donnés sur-place ainsi que par le biais de l’éducation à distance.

Five new faculty joined CTL this year:

- **Francis Ahia**, Assistant Professor in the CTL Department, cross-appointed from the Transitional Year Program. Professor Ahia has a doctorate in mathematics from the University of Toronto. His present research interest is in classroom cultures.

- **Guy Allen**, Senior Lecturer in CTL, cross-appointed from the University of Toronto at Mississauga, where he is the Director of the Professional Writing Program. Dr. Allen’s research areas include: language and pedagogy; narrative; psychoanalytic theory; teaching writing and literacy; science/technology and writing; writing and mental health; and innovative curriculum.

- **Wanja Gitari**, Assistant Professor in the CTL Department, cross-appointed from the Transitional Year Program. Professor Gitari is a recent OISE/UT graduate in CTL. She is a science educator with research interests in knowledge transfer and in indigenous knowledges and skills.

- **Jean Mason**, Assistant Professor in CTL, cross-appointed from the Professional Writing and Communication program at University of Toronto at Mississauga. Professor Mason comes from the Centre for the Study and Teaching of Writing in the Faculty of Education at McGill University where she taught and completed her Ph.D. in Communication and Information Technology.

- **Nina Spada**, Professor in the Modern Language Centre. Professor Spada completed her Ph.D. at OISE/UT in 1984 and comes to CTL after 15 years at McGill University where she taught graduate and undergraduate courses in second language education. Her research focus is instructed second language acquisition.

Many CTL faculty are editors for journals. Some affiliated centres also publish their own journals:

- The Centre for Franco-Ontarian Studies [CREFO]/Centre de recherches en éducation franco-ontarienne [CFOS]) publishes *Info crefo* newsletter.

- The Centre for Teacher Development publishes *Curriculum Inquiry* and *Among Teachers*.


The CTL department produced two internal publications (introduced last year). The CTL Monthly Newsletter continued its monthly run, and is an excellent place to find out what is happening in the Department. The CTL Graduate Handbook was also produced for the 2000-2001 year. It incorporates faculty and program descriptions and information formerly found in the CTL Student Handbook.

Many CTL faculty and instructors were nominated for the 2000-2001 OISE/UT Professor of the Year Award. Organized by the Student Teachers Union, winners of the Award from CTL included Sandra McEwan, Joan O’Callaghan and Jan Scully. Nominees from CTL included: Don Galbraith, Dick Holland, Elgin Wolfe, Margaret Wells, Ian Hundey, Judy Blaney, Frank Taylor, Carol Scaini, Joel Ien, Michael Tudor, Susan Schwartz, Kathy Bickmore, Penny Ballagh, Cathy Marks Krpan, and Julian Kitchen.

The Department extended its best wishes to faculty who retired this year, including: Diva Anderson, Brian Durell, Birgit Harley, Ian Hundey, Brendan Kelly, and Philip Nagy.
FACULTY PUBLICATIONS

ANDERSON, ANDY

Books and Book Chapters

Refereed Journal Articles

BEATTIE, MARY

Books and Book Chapters

Refereed Journal Articles

BECK, CLIVE

Refereed Journal Articles

Technical and Research Reports

BENCZE, LARRY

Books and Book Chapters

MARY BEATTIE

- Appointed Faculty Member, Governing Council, University of Toronto, 1999-2002

LARRY BENCZE

“Most graduates and early school leavers either have forgotten or have confused conceptions of scientific and technological knowledge.”

Refereed Journal Articles

BERGER, MARIE JOSE
Technical and Research Reports

BICKMORE, KATHY
Books and Book Chapters

Technical and Research Reports

CAMERON, LINDA
Refereed Journal Articles
**CHILDS, RUTH**

*Refereed Journal Articles*


**CONNELLY, MICHAEL**

*Refereed Journal Articles*


**CUMMING, ALISTER**

*Books and Book Chapters*


*Refereed Journal Articles*


*Reports, Monographs, and Published Conference Proceedings*


**CUMMINS, JAMES PATRICK**

*Books and Book Chapters*


“Determining whether a test violates the assumption of unidimensionality is an important precursor to item response theory (IRT) analysis. However, a test’s unidimensionality or nonunidimensionality may be a matter of degree, and the implications of the degree of nonunidimensionality may depend on how the test is analyzed and how the results are to be used.”

**MICHAEL CONNELLY**

- *Narrative Inquiry* nominated by Yvonna Lincoln for AERA Book Award, 2001

**ALISTER CUMMING**

- Visiting Scholar, Nagoya Gakuin University, Japan and Royal Danish Academy of Education, Copenhagen, summer 2000

**JIM CUMMINS**


Refereed Journal Articles


Reports, Monographs, and Published conference proceedings
**DARROCH-LOZOWSKI, VIVIAN**

*Books and Book Chapters*


**DAVIE, LYNN E.**

*Books and Book Chapters*


*Refereed Journal Articles*


**DIAMOND, C.T. PATRICK**

*Books and Book Chapters*


*Refereed Journal Articles*


**DILLABOUGH, JO-ANNE**

*Books and Book Chapters*


**EVANS, MARK**

*Books and Book Chapters*


**FARRELL, JOE**

*Refereed Journal Articles*


FEUERVERGER, GRACE
Books and Book Chapters

Refereed Journal Articles

GALLAGHER, KATHLEEN
Books and Book Chapters

Refereed Journal Articles

GÉRIN-LAJOIE, DIANE
Refereed Journal Articles

Technical and Research Reports

Reports, Monographs, and Published Conference Proceedings

GOLDSTEIN, TARA
Books and Book Chapters
Refereed Journal Articles

HANNA, GILA
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

HARLEY, BIRGIT
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

HODSON, DEREK
Books and Book Chapters

**Refereed Journal Articles**


**Reports, Monographs, and Published Conference Proceedings**


**Technical and Research Reports**


**KOSNIK, CLARE**

**Refereed Journal Articles**


Technical and Research Reports

Reports, Monographs, and Published Conference Proceedings

LABRIE, NORMAND

Refereed Journal Articles

Technical and Research Reports


Labrie, N., Wilson, D., & Roberge, B. (2000). La participation des parents à l'école: “Wo minute, c'est pas ton école... c'est notre école”. Toronto: Centre de recherches en éducation franco-ontarienne.


Reports, Monographs, and Published Conference Proceedings


LAM, TONY C. M.

Refereed Journal Articles


Research and Technical Reports

LAPKIN, SHARON
Books and Book Chapters

Refereed Journal Articles

Technical and Research Reports

Reports, Monographs, and Published Conference Proceedings

MCDougALL, DOUG
Refereed Journal Articles

Reports, Monographs, and Published conference proceedings

Research and Technical Reports

**MILLER, JOHN P.**

**Books and Book Chapters**

**Refereed Journal Articles**

**NISHISATO, SHIZUHIKO**

**Book and Book Chapters**

**Reports, Monographs, and Published Conference Proceedings**
PEDRETTI, ERMINIA
Refereed Journal Articles

PETE RSON, SHELLEY
Refereed Journal Articles

ROLHEISER, CAROL
Books and Book Chapters

Research and Technical Reports
Rolheiser, C., & Laiken, M. (June 2000). The support and enhancement of teaching at the University of Toronto. Submitted to the Vice-President and Provost, Adel Sedra, University of Toronto.

Reports, Monographs, and Published Conference Proceedings

ROSS, JOHN
Books and Book Chapters
SCARDAMALIA, MARLENE

Books and Book Chapters

Scardamalia, M. (2000). Can schools enter a Knowledge Society? In M. Selinger and J. Wynn (Eds.), Educational technology and the impact on teaching and learning (pp. 6–10). Abingdon, RM.


Reports, Monographs, and Published conference proceedings


SELBY, DAVID

Books and Book Chapters


Refereed Journal Articles


SIMON, ROGER

Books and Book Chapters

Refereed Journal Articles

SMYTH, ELIZABETH

CHAPTER IN BOOK

REFEREED ARTICLES

SPADA, NINA

Refereed Journal Articles

STANOVICH, PAULA

Refereed Journal Articles
TRAUB, ROSS

Refereed Journal Articles


TRIFONAS, PETER PERICLES

Books and Book Chapters


Refereed Journal Articles


TURNBULL, MILES

Books and Book Chapters


Technical and Research Reports


Published Conference Proceedings

WILKINSON, JOYCE

Refereed Journal Articles

Technical and Research Reports
### Research Grants and Contracts - New and Ongoing, 2000-2001

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective practices in Education for Sexual Health</td>
<td>Andy Anderson</td>
<td>Health Canada</td>
<td>2000</td>
</tr>
<tr>
<td>The OISE/UT Preservice Internship</td>
<td>Clare Kosnik &amp; Clive Beck</td>
<td>OISE/UT Dean's Office</td>
<td>2000</td>
</tr>
<tr>
<td>The Impact of Elementary and Secondary School Reform on Teacher Preparation</td>
<td>Clare Kosnik (PI) &amp; Clive Beck</td>
<td>MET Transfer Grant</td>
<td>2000</td>
</tr>
<tr>
<td>Students’ &amp; Teachers’ Expertise in Science &amp; Technology and Related Pedagogies</td>
<td>Larry Bencze</td>
<td>Connaught</td>
<td>1999</td>
</tr>
<tr>
<td>Internet-based Student Directed Science &amp; Invention Projects</td>
<td>Larry Bencze</td>
<td>OISE/UT Imperial Oil Centre</td>
<td>1999</td>
</tr>
<tr>
<td>Multi-media Cases in Science</td>
<td>Larry Bencze, Jim Hewitt &amp; Erminia Pedretti</td>
<td>MET Transfer Grant</td>
<td>1999</td>
</tr>
<tr>
<td>Case Methods in Science and Technology, Teacher Education</td>
<td>Larry Bencze, Jim Hewitt &amp; Erminia Pedretti</td>
<td>MET Transfer Grant</td>
<td>2000</td>
</tr>
<tr>
<td>Pour une pratique de l’évaluation juste et sur mesure des élèves francophones des cours théoriques et appliqués en salle de classe: outils d’évaluation pour la mise en œuvre du Curriculum de l’Ontario – 9e et 10e année</td>
<td>Marie Joséé Berger</td>
<td>MET Transfer Grant</td>
<td>2000</td>
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<tr>
<td>Citizenship Education for Diversity: Conflict Resolution Education to for New Researchers Overcome Social Exclusion</td>
<td>Kathy Bickmore</td>
<td>SSHRC Special Grant</td>
<td>1999</td>
</tr>
</tbody>
</table>

In this large-scale, two-year project we are studying how the new Ontario Curriculum has influenced preservice and inservice teacher education in language arts/English and mathematics. In the first phase, we are surveying all Ontario preservice instructors in these fields about their teacher education practices.
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face the Music</td>
<td>Linda Cameron &amp; Lee Bartel</td>
<td>OISE/UT</td>
<td>1998</td>
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<tr>
<td>Rainbow Project</td>
<td>Linda Cameron &amp; Antoinette Gagné</td>
<td>SSHRC</td>
<td>1996</td>
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<tr>
<td>Computerized Training and Assessment Using Role Plays: A Feasibility Study</td>
<td>Ruth Childs</td>
<td>SSHRC</td>
<td>2000</td>
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<tr>
<td>Developing an adaptive version of the MCCQE Part I Clinical Reasoning Section: A Feasibility Study</td>
<td>Ruth Childs</td>
<td>Medical Council of Canada</td>
<td>2000</td>
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<td>Developing Internet-based Simulations for Teaching Classroom Assessment</td>
<td>Ruth Childs</td>
<td>Connaught</td>
<td>2001</td>
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<td>Elementary School Teachers’ Attitudes Toward Math Teaching and Their Reactions to the New Ontario Mathematics Curriculum and Province-Wide Assessment</td>
<td>Rina Cohen</td>
<td>OISE/UT Imperial Oil Centre</td>
<td>1999</td>
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<tr>
<td>OISE/UT-Hong Kong Institute of Education Doctoral Program</td>
<td>Michael Connelly</td>
<td>SSHRC</td>
<td>1998</td>
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<td>Landscapes in Motion: Landscapes in Transition</td>
<td>Michael Connelly</td>
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<td>A Narrative Reconceptualization of School Reform Goals and Activities for ESL Writing: Learning and Instruction in the Pre-University/University</td>
<td>Michael Connelly &amp; Jean Clandinin</td>
<td>SSHRC</td>
<td>1998</td>
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<tr>
<td>Interface</td>
<td>Alister Cumming</td>
<td>SSHRC</td>
<td>2001</td>
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<tr>
<td>Education for citizenship Through Teacher Education: The Canada/European Community Mobility Programme, 2000-2003</td>
<td>Mark Evans</td>
<td>HRDC &amp;EU</td>
<td>2000</td>
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<tr>
<td>Encouraging Active Citizenship in York (UK)</td>
<td>Mark Evans</td>
<td>Institute for Citizenship (UK), the Joseph Rowntree Reform Fund, and the Council of York</td>
<td>2001</td>
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<tr>
<td>Educational Stories from the Margins: A Reflective Inquiry into the Immigrant/Refugee Experience in Toronto and Montreal</td>
<td>Grace Feuerverger</td>
<td>SSHRC</td>
<td>1998</td>
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<tr>
<td>Conceptualizing Pedagogy in Linguistically and Culturally Diverse Schools</td>
<td>Antoinette Gagné</td>
<td>SSHRC</td>
<td>1998</td>
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<td>Parcours identitaires et pratiques sociales dans les écoles minoritaires de langue française : le personnel enseignant au quotidien</td>
<td>Diane Gérin-Lajoie</td>
<td>SSHRC</td>
<td>2001</td>
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<tr>
<td>Using Arguments from Physics in Mathematical Proof</td>
<td>Gila Hanna</td>
<td>SSHRC</td>
<td>1999</td>
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<td>Proof and Justification</td>
<td>Gila Hanna</td>
<td>NATO</td>
<td>1999</td>
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<td>Discourse in Journals of Mathematics Education</td>
<td>Gila Hanna &amp; Dennis Lomas</td>
<td>OISE/UT Imperial Oil Centre</td>
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<td>Second Language Processing at Different Ages</td>
<td>Birgit Harley</td>
<td>SSHRC</td>
<td>1997</td>
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<tr>
<td>A study of telementoring as a support for open-ended science investigations in elementary classrooms</td>
<td>Jim Hewitt</td>
<td>OISE/UT Imperial Oil Centre</td>
<td>2000</td>
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<tr>
<td>Science &amp; Technology Action Research (STAR)</td>
<td>Derek Hodson, Erminia Pedretti, Larry Bencze &amp; Lisa Mylchreest</td>
<td>MET</td>
<td>1999</td>
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<td>Alphabétisation et bilinguisme dans la nouvelle économie</td>
<td>Normand Labrie, Monica Heller, Nathalie Bélanger, Normand Savoie &amp; Sylia Arsenault</td>
<td>SSHRC</td>
<td>2000</td>
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<td>Immigration et communauté franco-torontoise</td>
<td>Monica Heller, Adrienne Chambon, Fasal Kanouté &amp; Normand Labrie</td>
<td>Joint Centre of Excellence for Research on Immigration and Settlement</td>
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<td>L’état de la langue française en Ontario, Antenne de l’Observatoire régional Amérique du Nord</td>
<td>Normand Labrie &amp; Monica Heller</td>
<td>Agence universitaire de la Francophonie</td>
<td>1999</td>
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<td>External Evaluation of the Centre for Canadian Language Benchmarks</td>
<td>Tony Lam, Alister Cumming &amp; Daniel Lang</td>
<td>Ontario Ministry of Training, Colleges and Universities</td>
<td>2000</td>
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<td>Unifying data types under a comprehensive framework</td>
<td>Shizuhiko Nishisato</td>
<td>NSERC</td>
<td>2000</td>
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<td>Learning Science in and Beyond Schools</td>
<td>Erminia Pedretti, Derek Hodson &amp; Lisa Mylchreest</td>
<td>OISE/UT Imperial Oil Centre</td>
<td>1999</td>
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<td>A Poststructural Analysis of Classroom Interactions and Student Writing</td>
<td>Shelley Peterson</td>
<td>Connaught Fund</td>
<td>2000</td>
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<tr>
<td>Use of Quest 2000 in Grades 1-8</td>
<td>John Ross &amp; Doug McDougall</td>
<td>Waterloo Catholic DSB</td>
<td>2000</td>
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<td>Student achievement, instructional practice, and school processes</td>
<td>John Ross</td>
<td>Thames Valley DSB</td>
<td>2000</td>
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<tr>
<td>Case Studies of Literacy Driven Educational Change</td>
<td>Carol Rolheiser (PI) &amp; Michael Fullan</td>
<td>Ontario Ministry of Education &amp; Training Transfer</td>
<td>2000</td>
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</table>

This case study research examined the influence of peer feedback on four students’ revisions to their narrative writing within a classroom where students shared their writing informally while they wrote at their desks and formally in small teacher-led groups.

Along with graduate students Ann leSage and Anne Hogabaum-Gray, we have developed a survey to determine the degree of mathematics reform implementation and a rubric to identify teachers’ implementation in ten dimensions of mathematics reform. We have presented our work at conferences and in other publications throughout this past year.
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Agency</th>
<th>Start Date</th>
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<tbody>
<tr>
<td>Elementary school reform and higher order reasoning in mathematics</td>
<td>Carol Rolheiser, John Ross, Anne Hogaboam-Gray &amp; Doug McDougall</td>
<td>Grant Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2000</td>
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<tr>
<td>The impact of Secondary school reform On student assessment</td>
<td>John Ross, Anne Hogaboam-Gray &amp; Lynne Hannay</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>1999</td>
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<tr>
<td>Textbook Resources in Teacher Change</td>
<td>John Ross, Doug McDougall &amp; Anne Hogaboam-Gray</td>
<td>Waterloo Catholic District School Board</td>
<td>2000</td>
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<tr>
<td>Elementary School Reform Education</td>
<td>John Ross &amp; Doug McDougall</td>
<td>Ministry of Education</td>
<td>2000</td>
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<tr>
<td>Beyond Schooling: Situating the K-12 Agenda In a Knowledge Society</td>
<td>Marlene Scardamalia</td>
<td>Networks of Centres of Excellence</td>
<td>1999</td>
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<tr>
<td>Children's Underground Railroad Narrative Network</td>
<td>Marlene Scardamalia &amp; Kevin O’Neill</td>
<td>SSHRC</td>
<td>1999</td>
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<tr>
<td>Virtual Visitations and Symmetric Knowledge Advancement: Two Strategies for Supporting School-based Knowledge Building</td>
<td>Jan Van Aalst &amp; Marlene Scardamalia</td>
<td>SSHRC</td>
<td>2000</td>
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<tr>
<td>Integrating Home, School, And Global Knowledge Building Communities</td>
<td>Marlene Scardamalia &amp; Carl Bereiter</td>
<td>Bell Canada</td>
<td>1996</td>
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<tr>
<td>Evaluation of the Toronto Pilot of the Earth Ranger Assembly Program</td>
<td>David Selby</td>
<td>Schad Foundation</td>
<td>2001</td>
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<td>Education for Global Citizenship: A Research Project</td>
<td>David Selby</td>
<td>Ford Foundation</td>
<td>2001</td>
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<tr>
<td>Project Title</td>
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<td>Witness-As-Study: Remembrance as a Practice of Learning</td>
<td>Roger I. Simon</td>
<td>SSHRC</td>
<td>1999</td>
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<tr>
<td>Montreal Network for the Study of Language, Mind and Brain</td>
<td>Shari Baum &amp; Nina Spada</td>
<td>Canadian Foundation for Innovation</td>
<td>2000</td>
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<td>Time, Timing and Attention to Form in L2 Learning</td>
<td>Nina Spada</td>
<td>SSHRC</td>
<td>1999</td>
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<tr>
<td>Predicting the Successful Inclusion of Special Needs Students in General Education Classrooms</td>
<td>Paula Stanovich</td>
<td>SSHRC</td>
<td>1997</td>
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<tr>
<td>Extending the Output Hypothesis: The Roles of Collaborative Dialogue And Metatalk in Second Language Learning</td>
<td>Merrill Swain &amp; Sharon Lapkin</td>
<td>SSHRC</td>
<td>1999</td>
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<tr>
<td>Analysis of the Field Test Data from the Grade 9 Assessment</td>
<td>Ross Traub &amp; Ruth Childs</td>
<td>The Educational Quality Assurance Office of Ontario</td>
<td>2000</td>
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<tr>
<td>The Ethics of Pedagogy</td>
<td>Peter Pericles Trifonas</td>
<td>Connaught Fund</td>
<td>1998</td>
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<td>The Right to Philosophy</td>
<td>Peter Pericles Trifonas</td>
<td>SSHRC</td>
<td>2000</td>
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<tr>
<td>The Right to Philosophy: The GREPH, Derrida, and Educational Reform in France since 1974</td>
<td>Peter Pericles Trifonas</td>
<td>SSHRC</td>
<td>2001</td>
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<tr>
<td>French Immersion Students' Performance on Grade 3 and 6 Provincial Tests: Potential Impact on Program Design</td>
<td>Miles Turnbull, Doug Hart &amp; Sharon Lapkin</td>
<td>EQAO</td>
<td>2000</td>
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</table>

We conducted analyses of provincial literacy and mathematics test data to compare French Immersion students’ performances with students in the regular English program. The study also included a survey for Ontario school boards offering French Immersion.
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Agency</th>
<th>Start Date</th>
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</thead>
<tbody>
<tr>
<td>Professional development for teachers of core French and ESL to francophones: A two part study.</td>
<td>Miles Turnbull</td>
<td>Canadian Association of Second Language Teachers</td>
<td>1999</td>
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<tr>
<td>English Online Course Initiative for Chinese Universities</td>
<td>Joyce Wilkinson</td>
<td>Education Ministry</td>
<td>2001</td>
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<tr>
<td>Implementing Developmental Drama in EFL in Shanghai</td>
<td>Joyce Wilkinson</td>
<td>Education Commission Shanghai</td>
<td>1999</td>
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<td>Learning Through the Arts™ Final Assessment: Toronto Project</td>
<td>Joyce Wilkinson</td>
<td>Royal Conservatory of Music</td>
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<td>Developmental Drama as Method: Chinese and Canadian Education Proceedings</td>
<td>Joyce Wilkinson</td>
<td>SSHRC</td>
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<tr>
<td>Comparative Analysis of Fifth Year Participants: LTTA Exit Study</td>
<td>Joyce Wilkinson</td>
<td>Royal Conservatory of Music</td>
<td>2000</td>
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CHAIR’S REPORT
KEITH OATLEY

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

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

The Department of Human Development and Applied Psychology has seen three faculty retirements this year (David Olson, Denis Shackel, and Uri Shafrir), and the addition of six faculty members: Carl Corter, who has rejoined the department after his term as OISE/UT Associate Dean of Field Services and Research, plus four newly hired faculty fully in the department (Joan Moss, Michal Perlman, Katreena Scott, and Eileen Winter), and one shared 50-50 with the Department of Curriculum, Teaching, and Learning (Donna McGhie-Richmond). The department now has a complement of 29 faculty, two of whom are half-time, and one who is third-time.

Nearly all our faculty are psychologists, and the department consists of these people, plus 11 administrative staff, a number of research fellows and visitors, and some 270 full-time as well as a number of part-time graduate students who are training as teachers, researchers and clinicians. In the department people take Masters degrees both with and without research theses, and Doctoral degrees of several kinds. We also undertake teaching in OISE/UT’s teacher preservice B.Ed. programs. Our Department includes a Psychoeducational Clinic, with its own director, and parts of the Institute of Child Study (ICS) that contains the University’s laboratory school (nursery to Grade 6). During the year, Rick Volpe and Angela Hildyard were acting co-directors of ICS. This year ICS celebrated its 75th anniversary, with a celebration that took place on 26 May 2001, which was attended by faculty, teachers, alumni of ICS and of ICS School as well as public figures.

Faculty member honours and accomplishments of the past year included the following:
October 29, 2000, marked the commencement of a unique scholarship for at-risk economically disadvantaged creative children initiated by the Prime Mentors of Canada for the Development of Creative Potential. Founded by Dr. Conchita Tan-Willman, Prime Mentors of Canada is designed to tap the potential of at-risk creative children (ages 9–13) who tend to be neglected and underachieving by tapping into the wealth of experience, talents, and skills of capable and caring adults, particularly retirees.

Dr. Dan Keating was the recipient of the department's first endowed chair, the Atkinson Charitable Foundation Chair in Early Child Development and Education. On 28 February, 2001, a reception was held at President Birgeneau's house to celebrate this award, and to acknowledge the generous gift by the Atkinson Charitable Foundation that has made it possible. The endowment chair goes with a newly inaugurated Atkinson Research Centre, which has been set up in the department, with the following mission:

1. Research on fundamental processes in early child development
2. Applied research to enhance life chances of children
3. Strategies for implementation of new approaches,
4. Strategies for dissemination and dialogue
5. Strategies for sustainability and inclusiveness of supports for early child development

In July, 2000, Dr. Keith Stanovich received the Distinguished Scientific Contributions Award, from the Society for the Scientific Study of Reading, at its annual meeting in Stockholm. Dr. Stanovich has also been named to the College of Reviewers for the Canada Research Chairs Program.

On May 1, 2001, Dr. David Olson was inaugurated into the Reading Hall of Fame, in New Orleans.
FACULTY PUBLICATIONS

ARNOLD, MARY LOU

Refereed Journal Articles

ASTINGTON, JANET

Books and Book Chapters

Refereed Journal Articles

Works Published in Translation
mente e relazioni affettive (pp. 107–128). Torino, Italy: UTET Libreria.
(Originally published in 1996 in Developmental Psychology, 32, 70–78)

BEREITER, CARL
Books and Book Chapters

Refereed Journal Articles

BIEMILLER, ANDREW
Refereed Journal Articles

DUCHARME, JOSEPH M.
Refereed Journal Articles

GEVA, ESTHER
Books and Book Chapters


**Refereed Journal Articles**


**JENKINS, JENNY**

**Books and Book Chapters**


**Refereed Journal Articles**


**Technical Reports, Monographs, and Published Conference Proceedings**


**KEATING, DANIEL**

Books and Book Chapters


Refereed Journal Articles


**LEWIS, MARC**

Books and Book Chapters


Refereed Journal Articles

OATLEY, KEITH

Books and Book Chapters


Refereed Journal Articles


http://www.iesbs.com


OLSON, DAVID

Books and Book Chapters


DAVID OLSON

• Inaugurated into the Reading Hall of Fame, New Orleans, May 2001

Refereed Journal Articles


PESKIN, JOAN

Books and Book Chapters


PETE RSON-BADILI, MICHELLE

Refereed Journal Articles


Reports, Monographs, and Published Conference Proceedings


STANOVICH, KEITH

Books and Book Chapters

Refereed Journal Articles

VOLPE, RICK
Technical Reports, Monographs, and Published Conference Proceedings

WIENER, JUDY
Refereed Journal Articles

WILLOWS, DALE

WOODRUFF, EARL
Technical Reports, Monographs, and Published Conference Proceedings

KEITH STANOVICH
• Received the Distinguished Scientific Contributions Award, from the Society for the Scientific Study of Reading, at its annual meeting in Stockholm, July 2000
• Named to the College of Reviewers for the Canada Research Chairs Program, July 2000

JUDITH WIENER
“…the test emphasizes domains in the curriculum that involve higher level problem solving that frequently exceeds the cognitive capacities of the children in terms of attention, memory, abstract thinking, and metacognition.”
**RESEARCH GRANTS AND CONTRACTS - NEW AND ONGOING, 2000-2001**

<table>
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<td>Understanding and Teaching Adaptive Ethical Expertise Through Cases of Informed Consent</td>
<td>Michel Ferrari</td>
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<td>1999</td>
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<td>The Development of Reading Skills in English-as-a-Second-Language Children in Grades 4–6: A Longitudinal Perspective</td>
<td>Esther Geva</td>
<td>SSHRC</td>
<td>2000</td>
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<td>Developmental Trajectories in Children in High Risk Environments</td>
<td>Jenny Jenkins</td>
<td>SSHRC</td>
<td>2001</td>
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<td>Problem Behaviour and Delinquency in Children and Youth</td>
<td>Jenny Jenkins Anthony Doob Jane Sprott</td>
<td>Canadian Centre for Justice Statistics, Statistics Canada</td>
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<td>Biosocial Examination of Critical Thinking Skills Across Academic and Social Domains Among Adults with Learning Disabilities</td>
<td>Keith Oatley C. Smith</td>
<td>MRC of Canada</td>
<td>1999</td>
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</table>

This study is an exploration of the variety of ways in which researchers claim that language supports theory-of-mind development, considering both representational and communicational aspects of language, and situations where language is impaired.

This research will study the development of reading fluency in both English as a Second Language (ESL) students and French Immersion students. It is important to better understand the reading acquisition process in second language children so that these children may be helped to develop the high level of literacy that is needed to succeed both at school and in workplace.

Certain types of family situations are associated with children showing emotional and behavioral problems. Much of the research in developmental psychopathology over the last 30 years has demonstrated such increases in risk. A number of important questions remain, however, about the processes and mechanisms that lead to such risk. In this study we examine three family situations, teenage parenting, anger expressions in families and family transitions, that have been consistently shown to result in poor developmental trajectories for children.
<table>
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<tr>
<td>New Methods for Dynamic Systems Analysis of Human Development</td>
<td>Marc Lewis</td>
<td>NSERC</td>
<td>1997</td>
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<tr>
<td>Aspects of Cognitive Decontextualization in Critical Thinking</td>
<td>Keith Stanovich</td>
<td>SSHRC</td>
<td>2001</td>
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<tr>
<td>A Review and an Examination of Parenting and Readiness Centres</td>
<td>Janette Pelletier</td>
<td>Ontario Ministry of Education</td>
<td>1999</td>
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<td>Developing teacher beliefs and practices in a teacher education program</td>
<td>Janette Pelletier</td>
<td>Connaught</td>
<td>1999</td>
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<tr>
<td>Using cognitive terms to enrich story texts for disadvantaged young children</td>
<td>J. Peskin &amp; J. Astington</td>
<td>The National Academy Education, Spencer Collaborative Project</td>
<td>2001</td>
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<td>Cognition and affect: High school students reading poetry</td>
<td>J. Peskin</td>
<td>Connaught</td>
<td>2000</td>
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<td>Parents’ and Children’s Understanding and Use of Rights</td>
<td>Michelle Peterson-Badali</td>
<td>SSHRC</td>
<td>1998</td>
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<td>Literacy Experience and Cognitive Decontextualization</td>
<td>Keith Stanovich</td>
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<td>Cognitive and Psycholinguistic Processes in Reading</td>
<td>Keith Stanovich</td>
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<td>Keith Stanovich</td>
<td>NSERC</td>
<td>1997</td>
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</table>

My students and I have developed the "state space grid" method for analyzing socio-emotional behaviour over development. This technique utilizes behavioural observations to generate variables that define the state space of the child’s (or dyad’s) behavioural system. Most of our current research involves applying the state space grid method to observational data in the period of infancy and early childhood (e.g., research into emotion regulation, development of shame, behavioural reorganizations at stage shifts).
<table>
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<th>Project Title</th>
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<tr>
<td>Risk and Identity in Young Drivers</td>
<td>Richard Volpe</td>
<td>Ministry of Transportation</td>
<td>2000</td>
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<td>Leadership/Followership In Linking Schools to Community Services</td>
<td>Richard Volpe</td>
<td>Ministry of Education</td>
<td>2001</td>
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<td>Leadership Issues in the Relation of Public Health Units and Schools</td>
<td>Richard Volpe</td>
<td>Office of Integrated Services, Govt of Ontario</td>
<td>2000</td>
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<tr>
<td>The Social Development of Disabled and Non Disabled Foundation Children in a Reverse Inclusion Kindergarten</td>
<td>Richard Volpe</td>
<td>Bloorview Macmillan</td>
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<tr>
<td>Children with Attention-Deficit/Hyperactivity Disorder's self-esteem, domain-specific self-concepts and understanding of the nature of their disorder.</td>
<td>Judith Weiner</td>
<td>Hospital for Sick Children Foundation</td>
<td>2000</td>
</tr>
<tr>
<td>Victims in the School Yard: Listening to the Voices of Children</td>
<td>F. Mishna</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Project Title</td>
<td>Project Leader</td>
<td>Agency</td>
<td>Start Date</td>
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<tr>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Effects of Computer-Mediated Collaborative Learning among Pre-Service Teachers, Elementary Students, and Mathematicians on Teachers’ Math Knowledge</td>
<td>Earl Woodruff</td>
<td>SSHRC</td>
<td>1997</td>
</tr>
</tbody>
</table>
CHAIR’S REPORT
SANDRA ACKER

OISE/UT’s smallest but feistiest department has a full-time equivalent faculty complement of approximately 12 (soon to be 14 with two new appointments) as well as 4 full-time support staff members. A majority of our approximate 180-strong student body is full-time and in the doctoral stream. During the reporting year a new faculty member (Alissa Trotz) and a new Business Officer (Cheryl Zimmerman) joined the Department.

The quality of students who enter our programs is very high. Most have impressive grade averages in their previous programs. Their excellent record in gaining OGS and SSHRC awards (about 15 per year in total) further confirms the high quality of our students and of our program. Another notable feature of our graduate student body is its diversity. Three-quarters or more of our students are women, in keeping with OISE/UT generally. No figures are kept on representation of visible minorities, but it is clear that the proportion has risen greatly in the past few years. We believe we have pioneered in this respect. We also have several francophone students and we provide a modest program of courses taught in French. Recently, we have begun to attract a small number of Aboriginal students, and we expect those numbers to rise.

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

Internal research centres include: the Centre for Integrated Anti-Racism Studies (CIARS), which provides a focal academic point to carry out sustained intellectual work in the areas of race, social difference and education; the Centre for the Study of Education and Work (CSEW), which is devoted to pursuing critical investigations of all aspects of learning (formal and informal) that may be relevant to work; and the Centre for Media and Culture in Education (CMCE), which fosters links with the fast expanding network of film/video artists, cultural workers, activists, teachers, and students who use experimental visual forms as a site for political critique, resistance, and change. Several faculty and students are also involved with the Centre de recherches en éducation franco-ontarienne (CREFO) and the Centre for Women’s Studies in Education (CWSE). We are also involved in collaborative efforts with other University of Toronto units.

The Department organizes scholarly seminars each year with members or visitors. There is also a series of workshops on particular themes, such as proposal-writing, applying for scholarships, and finding a supervisor. In 2000-2001, “Working Together Across Cultures” was the umbrella theme for an invited speaker series, the SESE Graduate Student Conference and a faculty workshop, funded by the Provost’s Ethnocultural Initiative Fund. The Department has a long history of democratic participation by faculty, staff, and students in its governance. Each of the three groups has its own caucus and provides members for committees dealing with admissions, personnel, programs, events, and other key functions. Everyone can participate in General Assemblies.
Faculty and graduate students (and SESE graduates) have a strong research profile. Faculty hold or have recently held principal investigatorships or co-investigatorships on grants from agencies including the Social Sciences and Humanities Research Council of Canada, the Centre of Excellence for Research on Immigration and Settlement, Citizenship and Immigration Canada, Heritage Canada, the Ontario Ministry of Education, Health Canada, the Connaught Foundation, Statistics Canada, the Spencer Foundation, the Department of Education and Employment (UK), the Secrétariat aux affaires intergouvernementales canadiennes (Québec), and the Provost’s Office of U of T. The researchers travel extensively and have network and collaborations all over the world.

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

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

ACKER, SANDRA

Books and Book Chapters


Refereed Journal Articles


BÉLANGER, NATHALIE

Books and Book Chapters


Refereed Journal Articles


**DEI, GEORGE J. SEFA**

*Books and Book Chapters*


*Refereed Journal Articles*


*Technical and Research Reports*


**EICHLER, MARGRIT**

*Books and Book Chapters*


Refereed Journal Articles


Reports, Monographs and Published Conference Proceedings


FOLSON, ROSE-BAABA

Refereed Journal Articles


FULLAN, MICHAEL

Books and Book Chapters


Refereed Journal Articles


Technical and Research Reports

**HARVEY, EDWARD**

*Books and Book Chapters*

*Refereed Journal Articles*

**HELLER, MONICA**

*Books and Book Chapters*

*Refereed Journal Articles*

**ISEKE-BARNES, JUDY**

*Books and Book Chapters*
HELEN JEFFERSON LENSKYJ

• Visiting scholar, Centre for Olympic Studies, University of New South Wales, Sydney, February–June, 2000

“Indeed I would argue that people who enjoy sport and value democracy would be ill-advised to support any aspect of the Olympics, and that their energies and talents would be better directed towards other regional, national and international sporting competitions that are currently conducted in more ethical and less exploitive ways.”

DAVID LIVINGSTONE

“The Ontario public at the turn of the millennium remains generally dissatisfied with the performance of the school system, greatly concerned about inaccessibility of advanced education because of high cost to students, and more prepared than ever to spend more tax dollars on public education.”

Refereed Journal Articles

LENSKYJ, HELEN JEFFERSON

Books and Book Chapters


Refereed Journal Articles

LIVINGSTONE, DAVID

Books and Book Chapters


Refereed Journal Articles

**Reports, Monographs and Published Conference Proceedings**


**Technical and Research Reports**


**RAZACK, SHERENE**

**Refereed Journal Articles**


**TROTZ, D.ALISSA**

**Refereed Journal Articles**

**WANE, NJOKI-NATHANI**

**Books and Book Chapters**


Wane, N. Nathani. (2000). Rethinking teaching using a systems discourse. In J. Iseke-Barnes & N. Nathani Wane (Eds.), *Equity in school and society for students and teachers* (pp. 3–13). Toronto: Canadian Scholars’ Press.

**Refereed Journal Articles**


**Reports, Monographs and Published Conference Proceedings**


### Research Grants and Contracts - New and Ongoing, 2000-2001

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditions and Transitions In Teacher Education: The Experiences of Teachers Educators in Ontario, Quebec and Saskatchewan 1945-2002</td>
<td>Sandra Acker</td>
<td>SSHRC</td>
<td>1999</td>
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<tr>
<td>Communicating Across Cultures: A Series of Linked Activities</td>
<td>Sandra Acker</td>
<td>UT Provost's Office Ethnocultural Academic Initiatives Fund</td>
<td>2000</td>
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<tr>
<td>Alphabétisation et bilinguisme dans la nouvelle économie : Une étude de cas</td>
<td>N. Labrie, M. Heller, N. Bélanger, N. Savoie, S. Arsenault</td>
<td>CRSH Valoriser l’alphabétisme au Canada</td>
<td>2000</td>
</tr>
<tr>
<td>La formation des enseignant(e)s des écoles de langue française face à la question de l’enfance en difficulté</td>
<td>N. Bélanger</td>
<td>MET</td>
<td>2000</td>
</tr>
<tr>
<td>Alphabétisation et bilinguisme : Pratiques et normes relatives à l’emploi et à la formation</td>
<td>N. Labrie, M. Heller, N. Bélanger</td>
<td>Ministere de la Formation des Colleges et Universities</td>
<td>2001</td>
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<tr>
<td>Trajectoires sociales et scolaires d’élèves en difficulté à l’école élémentaire de langue française en Ontario</td>
<td>N. Bélanger</td>
<td>SSHRC</td>
<td>2000</td>
</tr>
<tr>
<td>Minority Education in Africa: Dealing with Difference and Diversity in Ghanaian Schooling</td>
<td>George J. Sefa Dei</td>
<td>SSHRC</td>
<td>1999</td>
</tr>
</tbody>
</table>

The main goal of this research is to examine, in partnership with two literacy agencies, how Francophones who seek jobs in the emerging economic sectors use their linguistic and social resources in order to gain access to the workplace (through literacy centers or not); and how specific workplaces of the new economy such as call centers, companies in tourism, technology or communication deal with linguistic skills when hiring and training employees, and during the work process.

It can be argued that to date, education in Africa has denied the heterogeneity of local populations. The goal of national integration has predominated in school curricula and practices. Yet, by acknowledging and affirming difference and diversity in the various communities it serves, in addition to highlighting the basic commonalities they share, education can contribute significantly to social reconstruction in 'post-colonial' Africa.
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
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<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact of Migration of Women on the Family, Community, and the State: Comparative Studies of the Situation in Ghana and Kenya</td>
<td>Rose Baaba Folson</td>
<td>Connaught Fund</td>
<td>2000</td>
</tr>
<tr>
<td>The Role of the District: Alternate “Drivers” for Professional Development</td>
<td>Michael Fullan</td>
<td>Spencer Foundation</td>
<td>1998</td>
</tr>
<tr>
<td>An Overview of the National Literacy and Numeracy Strategies as Examples of Educational Reform</td>
<td>Michael Fullan</td>
<td>Dept for Education and Employment, UK</td>
<td>1998</td>
</tr>
<tr>
<td>Manitoba School Improvement Project</td>
<td>Michael Fullan</td>
<td>Walter and Duncan Gordon Foundation</td>
<td>1999</td>
</tr>
<tr>
<td>School Improvement and Literacy</td>
<td>Michael Fullan</td>
<td>Ontario Ministry of Education</td>
<td>2001</td>
</tr>
<tr>
<td>La construction discursive de l'espace francophone en milieu minoritaire</td>
<td>N. Labrie</td>
<td>SSHRC</td>
<td>1997</td>
</tr>
<tr>
<td></td>
<td>M. Heller</td>
<td></td>
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<tr>
<td>L'immigration et la communauté franco-torontoise</td>
<td>M. Heller</td>
<td>CERIS/SSHRC</td>
<td>1999</td>
</tr>
<tr>
<td>L'enseignement de la langue parlée en milieu minoritaire</td>
<td>M. Heller</td>
<td>MOE</td>
<td>2000</td>
</tr>
<tr>
<td>Prise de parole II : La francophonie canadienne et la nouvelle économie mondialisée</td>
<td>M. Heller</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>National Research Network on New Approaches to Lifelong Learning (NALL)</td>
<td>D. Livingstone</td>
<td>SSHRC</td>
<td>1997</td>
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</table>

The focus of the study (1998 to 2001) was on the role of the school district in professional development in four large school districts (two Canadian and two American), showing the possibilities and limitations of professional development as a lever for reform.
<table>
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<tr>
<th>Project Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Informal Learning Culture Through the Life Course: Initiatives in Native Organizations and Communities</td>
<td>Robert Beaudin, Paul Olson</td>
<td>SSHRC/NALL</td>
<td>2000</td>
</tr>
<tr>
<td>Racialized Immigrants and the Canadian Unconscious</td>
<td>S. Razack</td>
<td>SSHRC</td>
<td>1999</td>
</tr>
<tr>
<td>Training Legal Professionals to Understand Gender and Cultural Differences within an Anti-racist Framework in Immigrant Cases</td>
<td>S. Razack</td>
<td>Heritage Canada</td>
<td>2001</td>
</tr>
<tr>
<td>Migration and the Reproduction of Guyanese Identities across Place</td>
<td>D.A. Trotz</td>
<td>SSHRC</td>
<td>2000</td>
</tr>
<tr>
<td>African-Canadian Women and the Ontario Criminal Justice System</td>
<td>N. Nathani Wane</td>
<td>Connaught Fund</td>
<td>1999</td>
</tr>
</tbody>
</table>
As a result of the OISE/UT merger, three former OISE departments and some of the faculty from the former FEUT now constitute the Department of Theory & Policy Studies in Education (TPS). The Department consists of three graduate programs with four fields of study, two representing cognate disciplines (History and Philosophy) and two representing the application of cognate scholarship to domains of practice (Educational Administration and Higher Education). Each program offers courses of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. Certificate and diploma programs are also offered in the Department. TPS, as well, has an important pre-service education function. As such, some faculty members in TPS teach pre-service courses.

Within the Department, a wide range of research projects focused on provincial, national, and international issues in education are being conducted. The Department faculty obtain research support from a variety of sources which include the Canadian International Development Agency (CIDA), the Ford Foundation, the Spencer Foundation, the Walter & Duncan Gordon Foundation, Bureau des technologies de l’Enseignement, the Hong Kong Department of Education, the Department of Education and Employment in England, the U.S. Department of Education, and the Social Sciences and Humanities Research Council (SSHRC). In addition to supporting such research projects the Department is also home to three research centres, the Centre for Leadership Development (CLD), the International Centre for Educational Change (ICEC), and the Centre for the Studies of Values and Leadership (CSVCL).

This year marked the fifth and final year of the CIDA-funded project “Women and Minorities as Educational Change Agents.” This project was one of eleven Canada-China Special University Linkage Consolidation Program (SULCP) projects funded by the Canadian International Development Agency (CIDA). Its Co-Directors were Drs Julia Pan and Dwight Boyd. The objective of this project was to support women and minority teachers, at all levels of education, in forms of professional development that would enable them to become dynamic agents of education reform and social change. Some of the more remarkable results include: the first textbook on gender and women studies compiled for higher education institutions; the first bilingual textbook for use in elementary and junior high on Tibetan culture written in both Mandarin and the Tibetan language; and three newly established national research institutes in each of the theme areas of the project. As a result of this project, Dwight Boyd was appointed Advisor and Guest Professor of the newly formed Institute of Moral Education at Nanjing Normal University. The other two institutes are the Institute for Minority Education Research at Northwest Normal University and the Research Institute for Basic and Rural Education at Northeast Normal University.

The BAITWorM (Biology As If The World Mattered) Network hosted its second annual conference at OISE/UT entitled “Teaching As If The World Mattered.” This year, the theme of indigenous knowledges was prominent. The keynote address was given by Marie Battiste (University of Saskatchewan). Members of the network include Linda Muzzin (project leader), Jamie-Lynn Magnusson, Cecilia Reynolds, and Roxana Ng.
A program highlight of the year was the approval of The OISE/UT Diploma Program on Holocaust and Genocide Education, a new post-graduate program which will develop innovative approaches to supporting Holocaust and genocide education in Ontario schools and through community education in the greater Toronto area. Central to the design of this program is a commitment to the view that studying the Holocaust and the legal, moral and intellectual dimensions of other genocides provides important insights for creating a civil society that honours human rights. The program will also support classroom research on the development of pedagogy in the teaching of difficult subjects (Holocaust and genocide among them). The inspiration for this new program came from a proposal made by Dr. Carole Ann Reed and Professor Roger Simon (CTL). Other TPS faculty involved with the program include Professors Harold Troper, Dieter Misgeld and Deanne Bogdan. TPS graduates involved include Dr. Paula Draper and Dr. Lesley Shore. The program will be housed in TPS.

Sadly this year, we lost one of our scholars, David Corson, to a year-long battle with cancer. David was seen by colleagues around the world as a passionate and articulate advocate for social justice in education. His research and teaching interests spanned a wide range of issues, including language policy and schooling for diversity, social research theory and methods, aboriginal education, discourse and power, critical language awareness, education and work, and diversity and the ethics of education. He will be missed by all.
**FACULTY PUBLICATIONS**

**BASCIA, NINA**

*Books and Book Chapters*


**BEGLEY, PAUL**

*Books and Book Chapters*


*Refereed Journal Articles*


*Reports, Monographs, and Published Conference Proceedings*


**BOGDAN, DEANNE**

*Refereed Journal Articles*


Reports, Monographs, and Published Conference Proceedings

CAMPBELL, ELIZABETH
Referred Journal Articles

Reports, Monographs, and Published Conference Proceedings

DATNOW, AMANDA
Books and Book Chapters

Referred Journal Articles

Technical and Research Reports
No. 49). Baltimore, MD: Center for Social Organization of Schools, Johns Hopkins University.

**EARL, LORNA**

*Books and Book Chapters*


*Refereed Journal Articles*


Earl, L., & Lee, L. (2000). Learning, for a change: School improvement as capacity building. *Improving Schools, 3*(1).


*Technical and Research Reports*


**HACHÉ, DENIS**

*Technical and Research Reports*


**HANNAY, LYNNE**

**Books and Book Chapters**


**Technical and Research Reports**


Hannay, L., & Smeltzer Erb, C. (2001). The dynamic process of secondary school change: The interactive roles of school district, the school, the federation, the teacher and the student (Interim Report, 2). Ottawa: Social Sciences and Humanities Research Council of Canada.

Hannay, L., & Smeltzer Erb, C. (2000). The dynamic process of secondary school change: The interactive roles of school district, the school, the federation, the teacher and the student (Interim Report, 1). Ottawa: Social Sciences and Humanities Research Council of Canada.

**HARGREAVES, ANDREW**

**Books and Book Chapters**


**ANDREW HARGREAVES**

- Awarded Rockefeller Foundation Writing Fellowship, April 2001
- Appointed Professor in Residence at the National College of School Leadership in the United Kingdom
- Invited member of National Design Team, School Communities that Work, Annenberg Foundation and Pew Trust
- Member of the Advisory Council, The Centre for University and School Partnership of the Chinese University of Hong Kong (ongoing)
- Advisory to the National Steering Committee, The National Arts Education Consortium, Columbus, Ohio (funded by the Getty Foundation) (ongoing)
- Visiting Research Professor, University of Nottingham, England, one week per year for three years (ongoing)


Refereed Journal Articles


Technical and Research Reports


HYMAN, AVI

Refereed Journal Articles

JONES, GLEN

Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings

LANG, DAN

Books and Book Chapters

Refereed journal articles

Reports, Monographs, and Published Conference Proceedings
LEITHWOOD, KENNETH

Books and Book Chapters

Refereed Journal Articles

Technical and Research Reports

LEVINE, DAVID

Books and Book Chapters

MISGELD, DIETER

Refereed Journal Articles
MOORE, SHAWN
Books and Book Chapters

MORGAN, CECILIA
Books and Book Chapters

MUZZIN, LINDA
Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings
Muzzin, L. (2001). Learning to teach as if the world mattered. In L. Muzzin (Ed.), *Teaching as if the world mattered.* Toronto: OISE/UT.

PORTELLI, JOHN
Books and Book Chapters

REYNOLDS, CECILIA
Books and Book Chapters

Technical and Research Reports

CECILIA MORGAN
“The rescue and redemption of workers, Native peoples, the sexually ‘deviant’ and unbelievers whose presence was so often necessary to sentimental narratives were also crucial in the formation of middle-class identity; so too was a tendency to deny the power relations between them and Anglo-Canadian bourgeois men and women.”

LINDA MUZZIN
• Canadian Sociology & Anthropology Association, Executive and Chair, Professional Ethics and Policy Committee, 2000-2003

JOHN PORTELLI
“Teacher are telling us that the curriculum of life—the actual, immediate and urgent experiences, issues, and questions of children in schools—is becoming more and more the irresistible content of the classroom. By failing to recognize this situation, the common standards movement cuts educators off from the very questions they most need to engage in with each other, just at a time when they have no choice but to engage these questions in their daily life practice in classrooms.”
# RESEARCH GRANTS AND CONTRACTS - NEW AND ONGOING, 2000-2001

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Agency</th>
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</thead>
<tbody>
<tr>
<td>Learning Culture</td>
<td>Robert Beaudin</td>
<td>SSHRC/NALL</td>
<td>2000</td>
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<tr>
<td>Working for Educational Change: Career Histories of Union-Active Educators</td>
<td>Nina Bascia</td>
<td>SSHRC</td>
<td>2001</td>
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<tr>
<td>Teacher Unions and Teacher Policy Centre for Teacher Policy</td>
<td>Nina Bascia</td>
<td>U.S. Department of Education</td>
<td>1998</td>
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<tr>
<td>New Approaches in Lifelong: Teacher Unions as Sites for Teachers’ Professional Development</td>
<td>Nina Bascia</td>
<td>SSHRC</td>
<td>1997</td>
</tr>
<tr>
<td>Women and Minorities as Educational Change Agents in China</td>
<td>Dwight Boyd</td>
<td>CIDA</td>
<td>1996</td>
</tr>
<tr>
<td>Enhancing Educational Participation: Women and National Minorities as Change Agents in China</td>
<td>Dwight Boyd</td>
<td>CIDA</td>
<td>2001</td>
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<tr>
<td>The Moral and Ethical Bases of Teachers’ Interactions with Students</td>
<td>Elizabeth Campbell</td>
<td>SSHRC</td>
<td>1998</td>
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<tr>
<td>Longitudinal Research on Comprehensive School Reform</td>
<td>Amanda Datnow</td>
<td>U.S. Dept of Education</td>
<td>2000</td>
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<td>Single Gender Schooling as a New Form of Choice</td>
<td>Amanda Datnow</td>
<td>Spencer Foundation</td>
<td>2000</td>
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<td>Expanding School Choice through Single Gender Public Schooling</td>
<td>Amanda Datnow</td>
<td>Ford Foundation</td>
<td>2000</td>
</tr>
</tbody>
</table>

The objectives of the project have focused on supporting women and minority teachers in China, at all levels of education, in forms of professional development that will enable them to become dynamic agents of social change.
<table>
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<tr>
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<tbody>
<tr>
<td>Beyond Transitions: A Longitudinal Study of Teachers Involved in Innovation</td>
<td>Lorna Earl</td>
<td>Ontario Ministry of Education and Training</td>
<td>1999</td>
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<tr>
<td>Secondary School Reform</td>
<td>Lorna Earl</td>
<td>OSSTF</td>
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<td>Secondary School Reform</td>
<td>Lorna Earl</td>
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<td>2001</td>
</tr>
<tr>
<td>Evaluative Inquiry as an Organizational Learning System in the Context of School</td>
<td>Lorna Earl</td>
<td>SSHRC</td>
<td>2001</td>
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<tr>
<td>Gaining Insight into Low Performing Schools</td>
<td>Andy Hargreaves</td>
<td>Appalachian Educational Laboratory</td>
<td>2001</td>
</tr>
<tr>
<td>Expanding Knowledge on School Reform</td>
<td>Amanda Datnow</td>
<td>Connaught</td>
<td>2000</td>
</tr>
<tr>
<td>Project Title</td>
<td>Project Leader</td>
<td>Agency</td>
<td>Start Date</td>
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<tr>
<td>------------------------------------------------------------------------------</td>
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<tr>
<td>The Dynamic Process of Secondary School Change: The Inter-active Roles of School District, the School, the Federation, the Teacher, and the Student</td>
<td>Lynne Hannay</td>
<td>SSHRC</td>
<td>1998</td>
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<tr>
<td>Attainment of the Vision, Thames Valley District School Board</td>
<td>Lynne Hannay</td>
<td>Thames Valley District School Board</td>
<td>2000</td>
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<tr>
<td>Estonian-Canadian Joint Partnership on Leadership Development for Estonian Educators</td>
<td>Andy Hargreaves, Paul Shaw</td>
<td>CIDA</td>
<td>2001</td>
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<tr>
<td>Research Fellowship Award Planning Grant: Planning for a Research Group Fellowship</td>
<td>Andy Hargreaves, Lorna Earl</td>
<td>Spencer Foundation</td>
<td>2000</td>
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<tr>
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<tr>
<td>The Emotions of Teaching and Educational Change</td>
<td>Andy Hargreaves</td>
<td>SSHRC</td>
<td>1996</td>
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<tr>
<td>The Academic Senate and University Governance in Canada</td>
<td>Glen Jones</td>
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<tr>
<td>The College Choice Project</td>
<td>Dan Lang</td>
<td>University of Toronto</td>
<td>1999</td>
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<td>Urban Universities and Urban Plans</td>
<td>Dan Lang</td>
<td>City of Toronto/University of Toronto</td>
<td>1999</td>
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<td>Canadian Centre for Language Benchmarks Evaluation</td>
<td>Dan Lang, T. Lam, A. Cumming</td>
<td>Canadian Centre for Language Benchmarks</td>
<td>2000</td>
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<td>Durham College of Applied Arts and Technology Enrolment Projections and Plans for Ontario Institute of Technology</td>
<td>Dan Lang</td>
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<td>University of Toronto/Ministry of Training, Colleges, and Universities Review of Graduate Program Funding</td>
<td>Dan Lang</td>
<td>U of T and MTCU</td>
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<td>Effective Leadership in Turbulent External, and Challenging Internal, Contexts</td>
<td>Ken Leithwood</td>
<td>SSHRC</td>
<td>2001</td>
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<td>Leadership and Self Organizing Schools</td>
<td>Ken Leithwood</td>
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<td>Colonial Perceptions and Imperial Realities: Canadian Travellers in Britain and Europe, 1870-1930</td>
<td>Cecilia Morgan</td>
<td>Connaught Fund</td>
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<td>Biology as if the World Mattered (BAITWorM)</td>
<td>Linda Muzzin</td>
<td>SSHRC</td>
<td>1999</td>
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<td>Gendered Retrenchment: Non-Tenured Faculty and the Dynamics of Knowledge Production in University-Based Professional Education</td>
<td>Linda Muzzin</td>
<td>SSHRC</td>
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<td>Student Engagement, Democratic Values, and Curriculum of Life</td>
<td>John Portelli</td>
<td>Connaught Fund</td>
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<td>Toward an Equitable Education: Diversity, Poverty and Students At Risk</td>
<td>John Portelli</td>
<td>SSHRC</td>
<td>2001</td>
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<td>The Relationship Between Colleges of Applied Arts &amp; Technology and Universities</td>
<td>Michael Skolnik</td>
<td>SSHRC</td>
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<td>Power and Teachers’ Work</td>
<td>Cecilia Reynolds</td>
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**RESEARCH OFFICER PUBLICATIONS**

With rare exceptions, the work of OISE/UT research officers is affiliated with the academic departments. The publications listed below are authored by Paula Bourne who directs the Centre for Women’s Studies in Education.

**Technical Reports, Monographs, and Published Conference Proceedings**


DIRECTOR'S REPORT

JOANNE QUINN

I am pleased to report that this year marks the fifth year Continuing Education has been expanded to include programs and services. Our purpose is to promote Quality Learning and Leadership for educators and other professionals. Through institutes, courses, and customized projects, we provide the knowledge, skills, motivation, and resources to build the capacity to manage change.

Highlights for this year include:

Additional Qualification (AQ) courses:
AQ courses offer innovative opportunities for professional and personal growth. Educators learn to maximize student learning through knowledge of best practices and current research-based instructional and assessment strategies. This year we were pleased to have a record 5300 candidates enrolled in 128 different AQ courses. We have been developing many of these courses as on line offerings to be launched in Summer 2002. Two Special Education on line courses were developed in collaboration with The Centre for Academic and Adaptive Technology, Information Commons, University of Toronto and Clare Brett and Seeta Nyary of Education Commons, OISE/UT.

Taking Stock in Your Future:
In August of this year, 120 educators from across Canada committed to increasing youth financial literacy attended the Taking Stock in Your Future Institutes. Developed by Continuing Education, and sponsored by the Toronto Stock Exchange, the institutes provided participants with the skills to introduce personal finance management to their students at both the senior and intermediate levels. The senior guide was introduced this last spring, and the intermediate guide will be available in the spring of 2002. Authors of the guide are Brendan Kelly (senior author), Doug McDougall, Jan Scully, Curriculum, Teaching and Learning; Lara Cartmale, Laura Gollino, Eleanor Adam, Continuing Education.

Plymouth-Canton:
Plymouth-Canton Community Schools have undertaken an extensive secondary school renewal initiative, with consultative guidance from Joanne Quinn in the areas of strategic support, capacity building and staff development. To enhance the learning of all students, the proposed renewal process will apply an integrated approach with a common vision and set of innovative instructional practices.

Bryan Leadership Development Initiative (BLDI):
Joanne Quinn, Nancy Watson, Michael Fullan, and Noreen Jacka are members of an OISE/UT team that provides feedback and advice to the Bryan Leadership Development Initiative, a five-year leadership development program in Greensboro, North Carolina. Three organizations are involved—Guilford County Schools, the Joseph Bryan Foundation, and the Center for Creative Leadership, a well-known provider of leadership training to the corporate and non-profit sector. Supported by funding from the Bryan Foundation, 15 member teams from 21 GCS schools are receiving both off-site training and in-school coaching. OISE/UT acts as a “critical friend” to the BLDI partners, monitoring progress and identifying challenges through semi-annual meetings and written reports.

Cuba:
The Training in Economic Development Project-Cuba has established capacity to design and deliver distance education programs for the Ministry of Economics and Planning. This Canadian International Development Bank (CIDA) funded project is a partnership of the University of...
Toronto, Dalhousie and KPMG Consulting. The first phase of the project has been completed, and a second phase focuses on issues of sustainability and expansion to multimedia on-line delivery. Joanne Quinn, Denise Girard, Continuing Education; Doug McDougall, Jim Hewitt, Curriculum, Teaching and Learning; Clare Brett and Seeta Nyary, Education Commons are members of the OISE/UT team.

Leadership Development and Mentoring:
Eleanor Adam and Joanne Quinn have provided a great deal of training and resources for numerous district school boards and universities, with specialty areas of focus including leadership skills for renewal strategies, facilitation skills and mentoring programs. In Ontario, affiliate boards of the Northern Centre for Instructional Leadership (NCIL), Thames Valley District School Board, Waterloo Region and Halton District School Board are currently engaging in these staff development initiatives. A four-part mentoring program has been developed for the West College of Education, Midwestern State University. Included among the numerous leadership program topics offered across North America are: Building Professional Learning, Communities Building School Leadership Teams, Creating a Collaborative Culture, Mentoring Aspiring Leaders, Secondary Renewal, Four Frames of Leadership, Best Practices of Staff Development, Leading for Success and The Assessment Literate School.

South Africa:
This has marked the final year for the CIDA project designed to develop leadership capacity in South Africa. Educators have achieved significant results. Over 250 senior leaders and principals are leading training initiatives for principals and schools. A 13 percent increase in matriculation rates has been documented and results shared at the International Congress on School Effectiveness 2001 with a follow-up presentation planned for 2002. A publication about the program, Fear only to stand still: Transformation in education management in Free State, by Lynne Macdonald, has been published by the Government of South Africa, CIDA and McGill University.
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Layout and Printing: BTT Communications, 2002
FAST FACTS ABOUT OISE/UT

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

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

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

Overall Operating Budget 2000-2001
$52.3 million

Student Enrolment
Preservice 1218
  including MA in Child Study
Master’s (projected) 581
  MA 199; MEd 382
Doctoral (projected) 710
  PhD 500; EdD 210
Inservice Teacher Education
  Summer Summer 3200
  Winter (projected) 1400
Laboratory Schools
  ICS 208
  UTS 586

OISE/UT Academic Departments
Department of Adult Education, Community
  Development and Counselling Psychology
Department of Curriculum, Teaching and learning
Department of Human Development and
  Applied Psychology
Department of Sociology and
  Equity Studies in Education
Department of Theory and Policy Studies in Education

Field Centres
Midnorthern Native Focus Centre (Sudbury)
Midwestern Centre (Kitchener)
Midnorthern/Northeastern Centre (North Bay)
OISE/UT Southern Field Centre (Toronto)
Northern Centre (Thunder Bay)
Centre for Leadership Development (Toronto)
Ottawa Valley Centre (Nepean)
Trent Valley Centre (Peterborough)

Sponsored Research Funding
$4 million

Faculty and Staff
Tenured/Tenure Stream /Tutorial 158
Additional Instructional Staff
  (preservice only) 55
Research Officers 24
UTS 51
ICS 17
Administrative Staff 173

OISE/UT Research Centres
  Centre de recherches en éducation franco-ontarienne
  Centre for Women’s Studies in Education
  Affiliated with Adult Education, Community
  Development, and Counselling Psychology
  Transformative Learning Centre
  Affiliated with Curriculum, Teaching and Learning
  Centre for Teacher Development
  Comparative, International & Development Education Centre
  OISE/UT Imperial Oil Centre for Studies in Science,
  Mathematics, and Technology Education
  Modern Language Centre
  International Institute for Global Education
  Affiliated with Human Development and Applied
  Psychology
  Centre for Applied Cognitive Science
  Dr. R.G.N. Laidlaw Centre (Institute of
  Child Study)
  Affiliated with Sociology and Equity Studies in
  Education
  Centre for Media and Culture in Education
  Centre for Integrative Anti-Racist Studies
  Centre for the Study of Education and Work
  Affiliated with Theory and Policy Studies in Education
  Centre for Leadership Development
  International Centre for Educational Change