policy • curriculum • instruction •
diversity • equity • social justice •
change • leadership • math •
science • technology • assessment
• evaluation • cognitive learning •
arts in education • holistic
education • collaborative learning
• child development • literacy •
history • philosophy • higher
education • life-long learning

GREAT RESEARCH FOR BETTER EDUCATION
OISE/UT

among the most research-intensive faculties of education in the world.
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This has been an exciting and productive year for research at OISE/UT. Faculty have been exceptionally successful in obtaining grants for their research, and they have done so through both familiar sources and several sources not often used in previous years. We also completed the first Research Productivity Study at OISE/UT. To be replicated on an annual basis, this study examines a number of productivity indicators, all of which focus on research funding and compare OISE/UT with such other social science faculties at the University of Toronto as Information Studies, Management, Law, and Nursing.

As compared with the recent past, results of this year’s study indicated growth in funding for our research, increased success rates for our applications, and levels of productivity that compare very favourably with other faculties across the University. Subsequent phases of this work will compare our productivity with other research-intensive faculties of education, both nationally and internationally, and broaden the measures of productivity beyond funding.

The most common source of research funding for OISE/UT faculty has been the Social Sciences and Humanities Research Council Standard Research Grant. In 2001–2002, OISE/UT received a total of over $1.5 million in grants from this source. Of the 27 applications submitted to this grant, 16 were successful, a 60% success rate, in comparison with a national success rate of 41%.

A first for OISE/UT, through the efforts of a team of faculty and staff, OISE/UT received a large infrastructure grant from the Canada Foundation for Innovation, with matching funds from the Ontario Innovation Trust. This grant is expected to total about $1.5 million. Funds will be used to build a technical infrastructure for an extensive program of research-based innovation in education and learning technology. Work will begin soon using these resources to build the Knowledge Innovation Lab, the Education Commons Multimedia Lab, and the Laboratory School Innovation Lab at the Institute of Child Study. These three sites will be connected through a dedicated high-speed network to high capacity storage and application servers. The aim of such infrastructure is to make OISE/UT the hub of Canadian innovation in the domain of technology-based knowledge building and education.

This past year, as well, our three applications to the federal government’s Canada Research Chair (CRC) Program were approved. These awards allowed us to add to our faculty Karen Mundy in the area of global governance and comparative educational change and Rinaldo Walcott in the area of social justice and cultural studies. Keith Stanovich, an existing faculty member, was also awarded a CRC which provides him with additional resources for his research. Applications for two more chairs will be made during the 2002–2003 academic year.

Although falling outside of the 2001–2002 academic year, several other large, multi-year, multi-million dollar grants have been awarded to OISE/UT faculty from the Federal government’s Initiatives on the New Economy and the Major Collaborative Research Initiatives Program. More information about these grants will be provided in our next annual report.

This past year, the University’s School of Graduate Studies (SGS) completed a survey of graduate students in all faculties, a survey also completed by 22 other U.S. institutions. OISE/UT graduate students were, comparatively, very satisfied with the academic quality of their programs, the advice they received from their supervisors and the overall quality of their experience at the University. A high quality research program and productive academic experiences for students are going hand-in-hand at OISE/UT.
INTERNAL CENTRES

Éducation Franco-Ontarienne
Centre de recherches en éducation franco-ontarienne
Housed in the Department of Curriculum, Teaching, and Learning
Normand Labrie, Head of CREFO

CREFO conducts research relating to social and linguistic practices of Francophones living in a minority setting. Current projects focus on linguistic pluralism, the construction of identity, social processes of inclusion and exclusion, linguistic repertoires, and linguistic heterogeneity. Research activities specifically focused on education include the analysis of policies and programs, the sociolinguistic dynamics pertaining to education and training, inclusive education, teaching in a minority setting, as well as literacy. While some research projects undertaken at CREFO are specifically related to immigration, all our research takes into consideration ethnocultural diversity to a greater or lesser extent.

Diane Gérin-Lajoie, Professor & CREFO Researcher

The results of a SSHRC-funded three-year ethnographic study among a group of Ontario high school students in French language minority schools demonstrates that bilingual identity is not always indicative of assimilation to the Anglophone majority and presents itself as a rather complex phenomenon. This finding runs counter to portrayals of bilingual identity associated with demographic surveys of language, culture, and identity within the Francophone minority communities. Among the group of Francophone high school students who took part in this research, the discourse about language, culture and identity varied, even though the majority presented themselves as having a bilingual identity. Several demonstrated a strong sense of belonging to the “francophonie” in their daily experiences as well as in their discourse about their lives and self. The results of the study will soon appear in a book published by Prise de Parole.

Pursuing the study of identity construction, I am presently conducting another SSHRC three-year ethnographic study, this time with teachers working in French language minority schools in Ontario. I will examine how their personal and professional identities come together and how this impacts on their role as agents of linguistic and cultural reproduction. As in the previous research, identity portraits of ten teachers will result from the study, allowing us to better understand how teachers comprehend their role as reproduction agents in minority schools.

Cognitive Science

Centre for Applied Cognitive Science
Housed in the Department of Human Development and Applied Psychology
Michel Ferrari, Head of CACS

The Centre for Applied Cognitive Science (CACS) has a long and illustrious history as part of OISE/UT. It includes world-renowned scholars such as Keith Stanovich, Keith Oatley, Marc Lewis, Daniel Keating, and Marlene Scardemalia, to name but a few. The centre aims to explore how cognitive science can be applied to pressing problems in education, with an aim to promote deep understanding in students, for example, through research into the development of academic and professional expertise. This theme has been explored in a variety of different ways through research efforts by center members: sometimes this research explores important foundational skills, like literacy; sometimes counter-intuitive science concepts like evolution. Our members’ research also studies cognitive mechanisms through which learning and conceptual change come about, for example, through the dynamic systems that model such change, or the possible simulations or models that runs in our minds. More generally, our research considers influences on actually applying cognitive science research in schools; that is, the kinds of thinking dispositions, learning technologies (like Knowledge Forum), and more broadly, social conditions that foster healthy and successful students who can make a significant contribution to our knowledge society.

Keith Stanovich, Professor & CACS Researcher

The SSHRC study “Cognitive Decontextualization in Critical Thinking” is a study of aspects of thinking that, in an important sense, go beyond intelligence. While few now deny that intelligence tests tap thinking skills of some importance, there are domains of critical thinking—domains having great impact on society—that we have found to be relatively independent of intelligence. Our research team has
extensively examined thinking that results in so-called “myside bias”—the evaluation of evidence and arguments in a biased manner that privileges a person’s previously-held opinion.

Critical thinking theorists view the ability to avoid myside bias as an important characteristic of a good thinker; yet we have found this skill to be relatively independent of intelligence. Instead, it is predicted by a variety of thinking disposition measures that we have examined such as measures of actively openminded thinking and cognitive flexibility.

**MEDIA AND CULTURE**

**Centre for Media and Culture in Education**

Housed in the Department of Sociology and Equity Studies in Education

Roger Simon, Head of CMCE

Through research, public screenings, workshops, resource and curriculum development, as well as an artist-in-residence program, the Centre for Media and Culture in Education (CMCE) cultivates spaces for critical inquiry and debate. The Centre also promotes information about, access to, and the educational use of a range of independent media art productions. Some of the central questions that inform our activities include: How might researchers, educators and students theorize with, not just about, media? What are the processes and structures that enable or hamper the production, circulation, and effective use of various media, both in and outside of classrooms? How might the university — and OISE/UT in particular — develop more productive relations with community and non-university partners in areas of media and culture?

Rinaldo Walcott, Professor & SESE Researcher

Rinaldo Walcott is undertaking a project that will lead to the creation of “The Other Canadian Database.” The project documents and catalogues film, video and visual art by racial minority and radical feminists and lesbian and gay who have specifically engaged in artistic practices that re-narrate the nation. The Other Canadian Database project hopes to make available to researchers and the general public a body of works by Canadians which will allow for a more wide-ranging conversation about the making of the nation and how we might imagine the present and the future of the nation.

**ANTI RACISM**

**Centre for Integrative Anti-Racism Studies**

Housed in the Department of Sociology and Equity Studies in Education

Sherene Razack, Head of CIARS

The Centre’s mandate is to focus our work and research in the areas of equity, anti-racism praxis and alternative knowledge(s) in education. Our research looks at education from an integrative perspective, that is, education as a process embedded within wider social processes. Our work takes place both inside and outside the immediate realm of formal education (e.g., research on inclusive schooling practices, social welfare, legal regulations affecting communities of colour; media representations of communities of colour). Our mandate also includes the generation of collaborative relationships with community and other institutional organizations. CIARS’ sponsored and organized activities serve an important role in creating a space within the University of Toronto community for scholars, students and community members interested in pursuing issues of anti-racism and critical race scholarship from an integrative perspective.

George Dei, SESE Department Head & CIARS Researcher

Over a three-year period (1999-2002), this SSHRC-sponsored research examines social difference and schooling in Ghana within the context of educational reform initiated with the support of the international financial community. While Canadian perspectives cannot be transported wholesale to Africa, Dei believes that there are important theoretical and practical lessons, particularly with respect to majority-minority relations, that can readily find an African application. On-going analysis of field data shows the different ways “difference” is understood, contested and engaged in the context of African schooling. In addition, this research is comparatively identifying the points of convergence and divergence in the ways social difference is taken up in Canadian and Ghanaian schools.
**Education and Work**

Centre for the Study of Education and Work
Housed in the Department of Sociology and Equity Studies

David Livingstone, Head of CSEW

CSEW brings together academics, labour educators and community partners to document and facilitate the often undervalued informal and formal learning of working people. CSEW studies all aspects of learning and work, including unpaid housework and community volunteer work as well as paid employment, and informal training and self-directed learning as well as schooling and adult education courses. Through the associated research network on New Approaches to Lifelong Learning (NALL), initially funded by the SSHRC, we have conducted the first national survey of informal learning and other pathbreaking studies on the extent of informal learning and its relations with other forms of learning and paid and unpaid work (see www.nall.ca). CSEW also sponsors an active speakers’ series on learning and work issues and related activities in curriculum development.

**Kiran Mirchandani, Professor & CSEW Researcher**

The Democratizing Workplace Learning Subgroup is a coalition of seven individuals who are academics, community service workers, union activists and students. We share a common interest in the learning-related challenges faced by contingent workers, particularly women, immigrants and workers of colour who hold unstable and precarious jobs. Last year, we produced an annotated bibliography of the race-based barriers that contingent workers encounter when they try to learn about computers. Based on this bibliography, we organized a series of computer training sessions for contingent garment sewers in order to evaluate the learning barriers they faced. We wrote a paper and presented it at the International Sociological Association conference in Australia. We also received an SSHRC grant for $199,675 entitled, “Skilled In/Vulnerability: Work-Related Learning Amongst Contingent Workers” to continue our work. We meet monthly and in the coming year plan to conduct four case studies of work-related learning amongst contingent retail workers, nurses, call centre workers and garment sewers. Members of the group include Gloria Chan, Nel Coloma-Moya, Karen Hadley, Roxana Ng, Jasjit Sangha and Trudy Rawlings.

**Teacher Development**

Centre for Teacher Development
Housed in the Department of Curriculum, Teaching, and Learning

Dennis Thiessen, Acting Head of CTD

The Centre for Teacher Development fosters and conducts research and development projects relevant to the personal, collaborative, and organizational experiences of teachers throughout their careers. Faculty interests include equity and gender issues; women in education; multiculturalism; teacher development and teacher education, including preservice education; teachers’ lives and careers; professional and teacher knowledge; and improving classroom and school practice. In addition, the Centre is committed to a wide range of research approaches including narrative inquiry, action research, arts-based inquiry, and other traditions of qualitative research.

**Clive Beck, Professor & CTD Researcher**

Last year, in collaboration with Professor Clare Kosnik (also a CTD member), I completed a series of studies on preservice teacher education. We investigated the impact of campus courses on student teachers; the components of a good practicum placement; and community building in a preservice program. We found that student teachers value the campus program so long as there is integration of theory and practice in the courses and a close link between the campus courses and the practicum. Student teachers favour a program with a cohort structure, its own faculty team, and a community emphasis, and are especially appreciative of a program which models the approach to teaching and learning advocated in the program.

The above research was on preservice education at OISE/UT. I am now participating with several other CTD faculty (Kosnik, Connelly, Diamond and Kooy) in a large-scale Ministry Transfer Grant project on the impact of the new Ontario curriculum on both preservice and inservice teacher education in the province. The preservice phase of this project studied the views and practices of preservice educators in seven Ontario universities, and resulted in the September 2002 report: Preservice Teacher Education in Ontario: Trends and Best Practices in an Era of Curriculum Reform. The second phase of the project, on inservice teacher education, is in progress.
**Women’s Studies**

*Centre for Women’s Studies in Education*

*Paula Bourne, Head of CWSE*

CWSE was established in 1983 bringing together an existing core of feminist faculty, professional research staff and graduate students involved in the study of women and education. The Centre’s objectives are to develop feminist research and thinking in the area of women and education, and to nurture linkages between OISE/UT women’s studies and the wider constituency of educators concerned with women’s issues. CWSE works to achieve these objectives through disciplinary and interdisciplinary research on a variety of topics, and the promotion of community outreach and activities between CWSE and a wide range of professional and volunteer women’s organizations. As the information and communications hub for women’s studies, the Centre’s activities include: the Women’s Educational Resources Collection (WERC) now housed within the main OISE/UT library; Resources for Feminist Research/Documentation sur la recherche féministe, an international Visiting Scholars Program, and the Popular Feminism Lecture and Discussion Series. The Centre is also host to the Dame Nita Barrow Distinguished Visitorship in Women and Development and Community Transformation which creates an opportunity for a woman from the “majority” world to be in residence at OISE/UT for 6 months each year.

*Cecilia Reynolds, Associate Dean & CWSE Researcher*

An example of the research on gender and schooling is the research into best practices for boys in classrooms undertaken last year by Professor Cecilia Reynolds. This research was carried out by a team of 10 teachers at Royal St George’s College (a downtown Toronto boys’ school.) It found that teachers believe that boys learn best when teachers provide structure and rules, opportunities for active involvement, lots of relevant examples, and logical instructions. Learning improves in large, airy and well-lit physical environments that are clean and organized. Boys like to know where each lesson is going, what the final project expected of them should look like, and the consequences for their behaviour. These findings, which have implications for addressing persistent patterns of lower standardized test scores for boys across Ontario in terms of reading and writing, were presented at a conference symposium and reported in the Toronto Star. Professor Reynolds is continuing this research at Royal St. George’s by surveying boys about their views of what helps them learn. She is also working with a group of teachers at St. Clement’s (a girls’ school) and participating in an on-going Research Institute at Upper Canada College (a boys’ school) involving 25 teachers who are carrying out a variety of teacher-initiated research projects designed to improve classroom practices.

**Comparative, International, and Development Education**

*Comparative, International and Development Education Centre*

*Housed in the Department of Curriculum, Teaching, and Learning*

*Joe Farrell, Head of CIDEC*

OISE/UT has been since its foundation a significantly “internationalized” institution. About 40% of its graduate faculty have had significant international professional experience, and the amount of such work is increasing steadily. The aim of this Centre is to strengthen and expand that already solid base. Part of the Centre’s mandate is to provide consultations and networking contacts to faculty and students; another part is providing a set of knowledgeable contacts with possible sources of funding for international projects, including international agencies, bilateral aid agencies, and private foundations and NGOs, and to link together varied international projects within OISE/UT. The “model” of research/development which the Centre tries to develop involves collaboration among OISE/UT faculty and graduate students (and sometimes pre-service students) and international teams of scholars/practitioners/program developers.

*Joe Farrell, Professor & CIDEC Researcher*

I coordinate a multi-year international research program aiming to document and analyze a set of more than 100 radically alternative primary education programs which are producing remarkable learning gains among very disadvantaged children, mostly in developing nations. These programs involve anywhere from 40 to 40,000+ schools. Core features of their methodology include active child-centred learning, multi-grade/age grouping, cross-age peer tutoring, self-guided instruction and continuous progress learning. Recent key conclusions are: 1) these programs WORK, producing very strong learning gains among very poor children, often more quickly and at lower cost than traditional formal schools; 2) teachers are learning to dramatically alter their pedagogy very quickly; 3) collaborative instructional leadership and active student/parent/community involvement is central. One implication is this: if educators in very poor nations working with desperately poor children...
can use these approaches to produce extraordinary learning gains among children and teachers, why can’t we in very rich nations do the same?

**Educational Change**

International Centre for Educational Change  
Housed in the Department of Theory and Policy Studies  
*Lorna Earl, ICEC Head*

ICEC is a group of scholars and field developers within OISE/UT who work together to investigate, initiate, support and speak out with integrity and authority on changes and reforms in education, locally, nationally and across the world.

*Stephen Anderson, Professor and ICEC Researcher*

In the past year I was lead investigator from OISE/UT in a study commissioned by the Learning First Alliance in Washington D.C. to look at support systems for teacher and leader capacity building in five successful school districts serving large numbers of socio-economically disadvantaged students across the United States. The findings from this investigation reveal a progressive alignment of school improvement, teacher development, and leadership development activities with school system standards for curriculum and learning, with school district goals for improvement in student performance, and with data-based evidence of student, teacher and school progress in attaining those standards and goals. The findings strongly reinforce the importance of district support for instructional leadership development and practice at both the school (principal, teacher leaders) and district (superintendents, staff, school board, teachers’ union) levels. These districts also concentrate on finding sustainable ways to foster job-embedded teacher development at the school-level (e.g., common planning and professional development time, team planning and problem solving, principal and peer observation and coaching, school resource teacher assistance) within the parameters of teachers’ contracts. One of the significant changes in professional practice for teachers is an increasing understanding and utilization of student performance data (e.g., external tests, local tests, student work samples) aligned with system standards for learning as a basis for identifying student needs and targeting instructional interventions. Teachers are becoming more intentional about their choice, use, and understanding of teaching methods on the basis of evidence of the links between those methods and outcomes.

**Global Education**

International Institute for Global Education (IIGE)  
Housed in the Department of Curriculum, Teaching, and Learning  
*David Selby, Head of IIGE*

The Institute seeks to contribute to the growth of global education in formal (elementary and secondary), non-formal and adult education settings within Ontario, across Canada, and internationally through teaching and learning programs, curriculum development, research, and networking.

The Institute promotes inquiry and dialogue between global educators worldwide and welcomes visiting scholars. Faculty interests and expertise also include the following global education-related fields:

- anti-discriminatory education
- basic and life skills education
- citizenship and human rights education
- development education and education for development
- environmental and humane education
- futures education
- health education
- intercultural and multicultural education
- education for peace and social justice
- education for international understanding
- processes of school improvement and democratization.

Global education is an holistic and transformative paradigm of education predicated upon the inter-connectedness of communities, lands and peoples, the interrelatedness of all social, cultural and natural phenomena, the co-evolving and co-creating nature of past, present and future, and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of development, equity, peace, social and environmental justice, and environmental sustainability. Its scope encompasses the personal, the local, the national and the planetary. Congruent with its precepts and principles, its pedagogy is experiential, interactive, learner-centred, democratic, convivial, participatory, and change-oriented.
OISE/UT Centres

Science, Mathematics and Technology Education

Imperial Oil Centre for Studies in Science, Mathematics & Technology Education
Housed in the Department of Curriculum, Teaching, and Learning

Derek Hodson, Head of IOSSMTE

The Centre was named The Imperial Oil Centre for Studies in Science, Mathematics and Technology Education in recognition of Imperial Oil’s pledge of $1 million for the establishment and maintenance of the Centre. Its primary purpose is to make a substantial contribution to the work of OISE/UT in the field of science, mathematics and technology education by providing opportunities for faculty members, graduate students and research officers to engage in collaborative research, curriculum development, and teacher education. This work extends across departments within OISE/UT and involves other faculties within the University of Toronto and other institutions (principally the Ontario Science Centre, Princess Margaret Hospital, York University, Lakehead University, and the University of New Brunswick). The activities of the Centre are intended to have immediate and significant impact on science, mathematics and technology curriculum practice in Ontario and throughout Canada.

Martina Nieswandt, IOSSMTE Researcher

In the project “Exploring the Connection between the Affective and Cognitive Domains of Learning of Science Concepts,” I am exploring interests, self-concepts, and attitudes and the development of scientific concepts in intermediate and senior science classes. In the past year, I designed the assessment instruments and the pilot study. I also created two inquiry-based teaching modules for intermediate and senior science courses, one on “Evolution versus Creation” and the other on “Global Warming.” Both include a variety of hands-on activities and assessment strategies, and make teachers aware of students’ everyday conceptions about scientific phenomena. These modules are being piloted in five classes in the Greater Toronto Area throughout the school year 2002/03. Additionally, the projects’ questionnaires and interview guides are being tested and classroom observation is planned. Based on the result of the pilot study, the assessment instruments and instructional materials will be revised and these results will influence the development of additional teaching modules as well as the main study which will be conducted in the school year 2003/04 in a variety of classrooms in Ontario.

Modern Language

Modern Language Centre
Housed in the Department of Curriculum, Teaching, and Learning

Alister Cumming, Head of MLC

For nearly 40 years the activities of the Modern Language Centre have made major contributions to studies of language learning, teaching, curriculum, and policy both within Canada and internationally, addressing such areas as French Immersion, English as a Second Language, heritage languages, bilingualism, curriculum development and evaluation, student assessment, education in indigenous languages, policy analyses, teaching materials, and pre-school language programs. At the present time, almost every faculty member in the Modern Language Centre holds an SSHRC standard grant in addition to other contracts for research with government agencies, universities, or professional associations. A fundamental commonality in these projects is the systematic effort to describe and explain, from theoretically informed bases, the knowledge and practices of language learners, teachers, and educational communities.

Nina Spada, Professor and MLC Researcher

The results of my classroom research in second language acquisition have established that explicit instruction and attention to language forms contribute usefully to students’ acquisition of the language in classrooms where their interactions are focused primarily on meaningful communications. I am continuing to pursue this issue in current studies with children, adolescent and adult learners of English as a Second Language, collaborating with colleagues in Montreal and the United States.

Transformative Learning

Transformative Learning Centre
Housed in the Department of Adult Education and Applied Psychology

Ed O’Sullivan, Head, TLC

The faculty who came together to create the TLC in 1998 are scholar/activists who share an interest in transforming contemporary educational and social paradigms. The TLC is redefining “transformative learning” through multi-disciplinary participation and approaches, linking academy and community in many diverse areas of research, practice, and education, including health, the environment, anti-racism, feminism, and indigenous, peace, and media education. The Centre provides a unique context for challenging exchange and collaboration.
to enrich the work of all those involved and add up to more than the sum of its parts.

Daniel Schugurensky, Professor and TLC Researcher
This international study on lifelong citizenship learning asks: What, how and when do participants actually learn through their involvement, and how is this learning negotiated with other citizenship learning? To date, we have defined 52 areas of citizenship learning and change that participants in local democracy experience via their participation. Weak and strong areas of citizenship learning and change were identified along four major domains: a) behaviours; b) attitudes and values; c) skills; and d) knowledge. This composite (C-BASK) has implications for the development of citizenship curricula for participatory democracy for formal and non-formal educational institutions alike, and for the development of healthier democracies. The study’s preliminary results reveal the important role of primary socialization in terms of shaping attitudes and values and the limited role of formal citizenship education for the development of democratic skills and the political capital of disadvantaged groups.

VALUES AND LEADERSHIP
Centre for the Study of Values and Leadership Housed in the Department of Theory and Policy Studies Paul Begley, Head, CSVL

The Centre is devoted to the support, promotion and dissemination of theory and research on values and leadership. It is also responsible for the coordination of OISE/UT’s Principal Qualification Programs delivered at three locations, the development of a new series of Additional Qualifications courses for principals, and several initiatives in support of the professional development of Ontario Supervisory Officers. Since its establishment in 1996, CSVL has affiliated with several other university centres, the most noteworthy being the Center for the Study of Leadership and Ethics in Educational Administration at the University of Virginia. Consistent with its mandate, the Centre has attracted a number of doctoral students who have become research associates. A key role is played in Centre affairs by a number of practitioner associates of the CSVL. These individuals allow the Centre to bridge the gap between research and practice, especially through our leadership development courses and annual conference.

In the past year we hosted, on two separate occasions, groups of visiting Swedish school administrators for week-long visitation programs. Once again, these programs involved several OISE faculty, including Ken Leithwood, Amanda Datnow, and Michael Fullan. Through the Centre, we have also hosted a steady stream of visiting scholars, for varying periods of time, from Australia, Hong Kong, and Germany.

CHILD DEVELOPMENT
R.G.N. Laidlaw Research Centre Affiliated with the Department of Human Development and Applied Psychology Carl Corter, Head

The Centre is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy and science instruction, with supports for understanding through new technology. A second thematic area is early childhood development and integrated community-school supports for children and families. Particular studies within the first theme include metacognitive language and literacy development, vocabulary assessment and instruction, and technology-supported knowledge building in school communities. Studies in the second theme include children’s school readiness and schools’ readiness for diverse families, exemplary kindergarten practice, the integration of special needs students, the prevention of unintentional injury, and integrated community-school services to support young children and parents, including populations at risk. The application of research to practice is fostered by links between research in the Laidlaw Centre and the combined research and professional training in the MA in Child Study and Education program, based on a teacher-researcher model.

Dale Willows, Professor and Laidlaw Centre Researcher
Since 1998, I have been a member of the National Reading Panel. This committee of 14 experts, on which I am the only non-USA member, was charged by the USA Congress to make research-based determinations on major issues in reading instruction. Our work entailed conducting reviews and meta-analyses of a large portion of the published research literature on reading acquisition in the early school years. Two major refereed publications during 2001-2002 were the result of that work. Our findings clearly demonstrated that, in the early school years, phonemic awareness training and systematic phonics instruction are key components of effective reading programs. These results stood up across a wide range of moderator variables. Other
OISE/UT Centres

Factors assessed by the National Reading Panel, such as the development of reading fluency, vocabulary and comprehension strategies also play important roles in children’s reading success in school. The findings of the NRP have impacted directly on national education policy in the USA and summaries of our findings have been circulated to thousands of schools across the USA. The National Reading Panel report is now beginning to influence provincial education policy in Ontario, as well, through the Early Reading Panel on which I am currently a member.

Technology

The Institute for Knowledge Innovation and Technology
Housed in the Department of Curriculum, Teaching, and Learning
Marlene Scardamalia, Head, IKIT

The goal of this centre is to advance simultaneously the state of the art in education and knowledge creation by harnessing leading-edge work in the learning sciences and in information technology. IKIT conducts research, develops technology, and helps build communities aimed at advancing beyond “best practice” in education, knowledge work, and knowledge creation. An international community from a variety of sectors is actively engaged in pooling intellectual resources and participating in projects. More powerful theories of knowledge and expertise are needed to move education and training beyond existing best practices. On this basis, IKIT has developed a knowledge-building pedagogy that puts ideas at the center and that moves problem-based learning to a new level.

Whether in a classroom or an office, successful knowledge building requires collective cognitive responsibility. IKIT works with partners to design practices that foster collective cognitive responsibility and at the same time avoid work overload.

IKIT works with different public, private, professional, and service organizations to develop effective working relations not only within them but also between them. The goal is symmetric knowledge advancement, where helping another group advance its knowledge also advances your own group’s objectives. IKIT is a new organization, but it grows out of a 25-year history of research-based innovation.

Jim Hewitt, Professor & IKIT Researcher

Last year, as part of an IKIT initiative supported by the Imperial Oil Centre, I began a program of research in which teacher candidates worked as Internet mentors as part of their teacher education program. Several times a week, teacher candidates visited the Knowledge Forum database of a grade 5-6 class, where students collaboratively conducted open-ended Science investigations of their own design. The telementoring trials were generally successful, but two problems were identified. First, the teacher candidates were accustomed to traditional pedagogies and were initially unsure how to best support student-led investigations. Second, the asynchronous nature of text-based interaction sometimes made it difficult for telementors and students to communicate efficiently. Despite these problems, the teacher candidates valued the opportunity to participate in a classroom where students were engaged in authentic knowledge-building activities.

The next phase of the research will supplement conventional text-based communication with emerging audio-conferencing technologies. Recent increases in Internet bandwidth now make it possible to hold telephone conversations over the Internet. Real-time interaction should allow mentors and students to discuss content in greater depth and should strengthen social bonds. Today, more than ever, there is a demand for innovative solutions to pressing social, financial and instructional challenges that are faced by public education. If educationally sound telementoring models can be established using the Internet, it raises the possibility that untapped communal resources (e.g., pre-service teachers, retirees, domain specialists, and other sources of expertise) could be made available to classrooms across Canada.

Field Centres

Leadership and Professional Development
Northwestern Field Centre
Thunder Bay, Ontario
Wayne Sellar, Head

The Northwestern Field Centre focuses its field development on two major areas—leadership and professional development. As part of the focus on leadership, the Centre offers Additional Qualifications courses to assist educators in obtaining the knowledge and skills necessary to enhance their leadership activities. OISE/UT students studying for their Master of Education degrees also work with the Centre staff when they are involved in various school district projects, often in leadership roles. Through joint projects with school districts, Centre staff conduct research and evaluation studies on issues or topics of mutual interest. Working with the
school districts in the region, Centre staff act as partners in the planning and delivery of professional development programs.

**Future Leaders Project:**
An example of how the Centre brings together its academic interests in leadership and professional development with the needs of school districts and educators can be seen in the Future Leaders project with the Lakehead District School Board. Centre staff serve as full members of the Board’s Future Leaders Committee whose mandate is to plan and implement an ongoing program for the development of future school administrators. The Centre’s major role is to assist interested teachers in obtaining the qualifications necessary for the positions. The Centre plans its Additional Qualifications course offerings in concert with the Committee in order to ensure that the courses are providing expertise in areas of interest and concern to the Board. The Centre also commits to making every effort to ensure that educators who begin the Additional Qualifications courses in a particular area can work through to the specialist level which is required for admission to the Principal’s Qualification Program. For those Future Leaders candidates who opt to do a Master of Education program to get their qualifications, the Centre faculty member works with the students as their advisor to help plan their programs to be of most value to them and the Board.

**Secondary School Restructuring**
**Midwestern Centre**
**Kitchener, Ontario**
**Lynne M. Hannay, Head**

Over the past six years, the Midwestern Centre has been analysing changing roles of secondary school staff resulting from restructuring. Ongoing investigation of the role of department heads has contributed significant findings to both researchers and practitioners. The Centre has also been involved in facilitating action research through professional development programs based in individual boards and through graduate education.

**Curriculum Processes**
**Trent Valley Centre**
**Peterborough, Ontario**
**John A. Ross, Head**

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the enhancement of students’ ability to learn from peers, professional development programs for teachers and other educators, and the use of evaluation to strengthen programs and improve student achievement. The Centre offers off-campus courses in curriculum, with a special interest in programs designed in collaboration with school systems to improve school practice.

**A Joint Project on the Role of the School District in School Improvement:**
The Midwestern and Trent Valley Centres are conducting a program of research on the role of the school district in facilitating school-based school improvement. We began this research because deep and lasting school change remains an elusive goal for researchers and practitioners. The central importance of the school district in aligning a complex array of change facilitators into a cohesive whole is recognized, but until very recently the district’s role in school improvement had not been widely studied. As OISE/UT Field Centres are concerned about learning about real educational issues through partnerships with school districts, this program of research was appropriate because it would allow us to contribute to the lack of research while concurrently continuing the 30 year history of Field Centres working with school districts.

To support this research, we sought and received funding through a provincial and then a federal research grant.
The Department of Adult Education and Counselling Psychology consists of two Ontario Council of Graduate Studies approved programs—Adult Education and Community Development, and Counselling Psychology—linked through a common departmental administration. Although each program has a distinct discipline focus, the programs are characterized by their nationally and internationally recognized research. Most faculty hold SSHRC grants as well as grants from other funding agencies such as government departments, Spencer, Connaught and other foundations. In the most recent SSHRC competition, our Department faculty achieved an 89% success rate in obtaining research grants—the highest success rate within the University of Toronto. Many of our students also hold Doctoral Fellowships from SSHRC and other granting councils.

The Adult Education and Community Development Program is the foremost adult education program in North America and arguably in the world. There are a total of 167 part-time and 95 full-time students. The program has 13.5 faculty covering a diverse range of issues grouped around the themes of Workplace Learning and Change, Community, International and Transformative Learning, and Learning and Teaching. In addition, the program is either the home to or a participant in a number of interdisciplinary graduate specializations and Centres—Aboriginal Education, associated also with the Indigenous Education Network; Centre for Arts-based Inquiry; The Transformative Learning Centre; Comparative, International and Development Education; Environmental Studies; Women’s Studies; and Learning and Work (with Sociology and Equity Studies). The program is also part of a university-wide initiative in Community Development just getting underway. Adult Education and Community Development’s program is closely linked to community settings, as reflected in its Certificate in Adult Training and Development. Adult Education and Community Development also houses two teacher education programs—Business Education and Technological Studies. The Counselling Psychology Program bridges two distinct linkages—to the profession of psychology and to the educational system and community. There are currently nine faculty members with diverse research programs and specializations within the field of counselling psychology. These include women’s mental health; psychotherapy process and outcome research; race, culture and ethnicity in therapy; victimization and trauma; cultural transformation and transgenerational trauma; career development and counselling; community psychology; human sexuality; the construction of masculinity; health promotion; and body image development. The Counselling Psychology program currently has 98 full-time and 51 part-time graduate students and continues to attract an outstanding and competitive pool of applicants. The program includes the Counselling and Psychoeducational Clinic, which provides training to students in assessment, psychotherapy and research under the supervision of registered psychologists. A large number of the Counselling Psychology students come from the community and educational systems and are trained for further work in those settings.

Among the highlights of events and activities in AECP during the academic year, 2001-2002:

- Professor Charles Chen was the highest ranked new scholar in SSHRC’s Committee 12 in 2002 and the only successful recipient this year of the Connaught New Faculty Matching Grant at OISE/UT.
- Jack Quarter’s project, funded 2001 from 2003, was the highest ranked in the SSHRC Nonprofit Strategic Grant competition.
- Professor Jeanne Watson was awarded the Early Career Achievement Award for 2002 by the Society for Psychotherapy Research.
• Professor Solveiga Miezitis was a 2002 Recipient of the OCUFA Teaching Award.

• Professor Edmund O’Sullivan was the recipient of the Outstanding Research Award in Holistic Education from the American Educational Research Association.

• Laara Fitznor received the Gift of Honour from the Native Students Association of the First Nations House of University of Toronto.

• Graduate student Shirley Thompson was the recipient of the Canadian Policy Research Award for her thesis, *Environmental Justice in a Toxic Economy: Community Struggles with Environmental Health Disorders in Nova Scotia.*

• Student Goldie Millar received the Tibor Barsony Award for outstanding academic contribution for the treatment and prevention of problem gambling.
ANTONE, EILEEN

**Refereed Journal Articles**

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

CASSIE, BRUCE

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


CHEN, CHARLES

**Refereed Journal Articles**


COLE, ARDRA

**Books and Book Chapters**


**Refereed Journal Articles**
FITZNOR, LAARA

Refereed Journal Articles

GILLIS, ROY

Refereed Journal Articles

JACKSON, NANCY

Refereed Journal Articles

KNOWLES, J. GARY

Books and Book Chapters
Other

LAIKEN, MARILYN
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

MIEZITIS, SOLVEIGA
Books and Book Chapters

Refereed Journal Articles
MILES, ANGELA
Books and Book Chapters

Refereed Journal Articles

MIRCHANDANI, KIRAN
Books and Book Chapters

MOJAB, SHAHRZAD
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs and Conference Proceedings
Mojab, S., Fenwick, T., & Butterwick, S. Canadian research in adult education in the 1990s: A cautious cartography. Proceedings of The Canadian Association for the Study of Adult Education, 20th Anniversary Conference, “Recovering our stories, rallying to change.” (pp. 86–92) Université Laval, Québec City: CASAE.

MOODLEY, ROY
Books and Book Chapters

NG, ROXANA
Refereed Journal Articles

Reports, Monographs and Conference Proceedings

**O’SULLIVAN, ED**

**Books and Book Chapters**


**Refereed Journal Articles**


**PIRAN, NIVA**

**Books and Book Chapters**


**Refereed Journal Articles**


**Reports, Monographs and Conference Proceedings**


QUARTER, JACK

Book and Book Chapters

Refereed Journal Articles

Reports, Monographs and Conference Proceedings

SCHNEIDER, MARGARET

Refereed Journal Articles
SCHUGURENSKY, DANIEL

Book and Book Chapters


Refereed Journal Articles


Reports, Monographs and Published Conference Proceedings


STERMAC, LANA

Books and Book Chapters


Refereed Journal Articles


WATSON, JEANNE

Books and Book Chapters

Refereed Journal Articles
Each year Canada welcomes between 220,000 and 250,000 new immigrants, and many of these immigrants are well-established skillful workers in their countries of origin. For them, to find a proper employment is obviously an essential part of their whole life adjustment to their new lives in the host nation. This research investigates the employment experience of new immigrants in Canada. Focusing on this group’s coping endeavour in rebuilding their vocational lives in Canada, the study attempts to describe and explain the re-employment and vocational transition experience they encounter.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Granting Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and learning: Acknowledging Aboriginal Holistic Approaches to Learning in Relation to “Best Practices” Literacy Training Programs</td>
<td>Eileen Marie Antone</td>
<td>MTCU &amp; HRDC</td>
<td>2001</td>
</tr>
<tr>
<td>A Comprehensive Analysis of the Career Needs of Contingent Workers</td>
<td>Bruce Cassie &amp; James Robert</td>
<td>MTCU &amp; HRDC</td>
<td>2001</td>
</tr>
<tr>
<td>Worklife Adjustment of Immigrant Professionals in Canada</td>
<td>Charles P. Chen</td>
<td>SSHRC</td>
<td>2002</td>
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<tr>
<td>The Employment Experience of New Immigrants.</td>
<td>Charles P. Chen</td>
<td>Connaught</td>
<td>2002</td>
</tr>
<tr>
<td>Counselor Trainees from Non-Western Cultures</td>
<td>Charles P. Chen</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Living and Dying with Dignity: Issues of Care and Caregiving to People with Alzheimer’s Disease</td>
<td>Ardra L. Cole</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Developmental Stages for a Centre for Aboriginal Education and Research</td>
<td>Laara Fitznor</td>
<td>Harbinger Foundation</td>
<td>2002</td>
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<tr>
<td>Support Elders as Scholars</td>
<td>Laara Fitznor</td>
<td>Ethnocultural Initiatives Fund, U of T</td>
<td>2001</td>
</tr>
<tr>
<td>The Effect of Mode of Presentation and Personality Variables as Mediators of Pre-service Students Attitudes toward Teaching</td>
<td>J. Roy Gillis</td>
<td>SSHRC</td>
<td>2002</td>
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### Project Title

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<thead>
<tr>
<th>Project Title</th>
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<tbody>
<tr>
<td>about Sexual Orientation Diversity in the Classroom.</td>
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<tr>
<td>Violence Against and Within The Toronto Lesbian, Gay, Bisexual, and Transgender Communities</td>
<td>J. Roy Gillis</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Festival of Literacies Feasibility Study</td>
<td>Nancy S. Jackson</td>
<td>HRDC</td>
<td>2002</td>
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<tr>
<td>Valuing Literacy in Canada</td>
<td>Nancy S. Jackson</td>
<td>SSHRC</td>
<td>2002</td>
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<tr>
<td>Workplace Learning and Literacy</td>
<td>Nancy S. Jackson</td>
<td>Connaught</td>
<td>2001</td>
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<tr>
<td>The Ontario Trillium Foundation Leadership Development Project</td>
<td>Marilyn Laiken</td>
<td>Ontario Trillium Foundation</td>
<td>2002</td>
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<tr>
<td>The Public Works and Government Services Canada Leadership Development Project</td>
<td>Marilyn Laiken</td>
<td>Public Works and Government Services Canada</td>
<td>2001</td>
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<tr>
<td>Models of Organizational Learning: An Emergent Form of Community in the Post-Industrial Workplace</td>
<td>Marilyn Laiken</td>
<td>SSHRC</td>
<td>2000</td>
</tr>
<tr>
<td>Assessment Program for Evaluating First Year University of Latvia Student Adjustment Phase 2</td>
<td>Solveiga Miezitis &amp; Sarmite Voitkane</td>
<td>Academy of Science</td>
<td>2001</td>
</tr>
<tr>
<td>Dame Nita Barrow Distinguished Visitor</td>
<td>Angela Miles</td>
<td>U of T. Ethno-cultural InitiativesFund, U of T &amp; IRDC</td>
<td>2002</td>
</tr>
<tr>
<td>Restructuring Work: The Experiences Of Veteran Home-based Teleworkers</td>
<td>Kiran Mirchandani</td>
<td>Connaught</td>
<td>1999</td>
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</table>

This is a longitudinal study about first year student adaptation to university. The following questions were addressed with self-report questionnaires: Which demographic characteristics are predictive of positive adaptation? Which personality characteristics are predictive of positive adaptation and which characteristics impede adjustment and well-being? What are the main needs and problems that students report? What type of services would students be more likely to use to help alleviate their problems? How do the student needs in Latvia compare to those in Lithuania and the U.S.? Students report the greatest concerns in the following areas: social adjustment, test anxiety, study skills, career choice and opportunities. Implications for student services are discussed.
<table>
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<tr>
<td>From Race to Racialization and Crime to Criminalization</td>
<td>Kiran Mirchandani</td>
<td>Race Relations Foundation</td>
<td>2002</td>
</tr>
<tr>
<td>The Uneven Periphery: Home-Based Work in Canada</td>
<td>Kiran Mirchandani</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Knowledge Networks of Portfolio Workers: Development, Usage, and Benefits for Success in the New Economy</td>
<td>Kiran Mirchandani</td>
<td>SSHRC</td>
<td>2001</td>
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<tr>
<td>The Role of Lifelong Learning Policy in the New Economy: Toward a Comparative International Policy Framework</td>
<td>Shahrzad Mojab</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Representation of Subjective Distress in Black and Minority Patients: Constructing an Illness Representation Model</td>
<td>Roy Moodley</td>
<td>Connaught</td>
<td>2002</td>
</tr>
<tr>
<td>Unsettling Imagin(nation): Re-configuring B/orders.</td>
<td>Roxana Ng</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Skilled in Vulnerability: Work-related Learning Amongst Contingent Workers.</td>
<td>Roxana Ng</td>
<td>SSHRC INE</td>
<td>2002</td>
</tr>
<tr>
<td>Changing Work, Changing Lives: Mapping the Garment Industry In Canada</td>
<td>Roxana Ng</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Outcome evaluation of the Women’s Brief Psychotherapy Center</td>
<td>Niva Piran</td>
<td>Women’s Health Council</td>
<td>2001</td>
</tr>
<tr>
<td>Women’s National Health Survey</td>
<td>Niva Piran</td>
<td>Sears Canada</td>
<td>2001</td>
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</table>

The project draws on feminist, anti-racist theory on “social location”. The aim is to generate knowledge of systemic trends within home-based work in Canada. It addresses a number of questions, such as: Are there differences in the types of home-based work offered in poor neighbourhoods compared to affluent ones? Do employers of home-based work advertise their work in different ways in neighbourhoods with a prevalence of recent immigrants in comparison to other neighbourhoods? 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?
This field-based research is inspired by the Scandinavian model of the literacy circle which brings together university researchers, literacy practitioners, and learners to study the problems that literacy workers face, and come up with realistic solutions. Some of these problems include family illiteracy, the transient nature of the population, and the high turn-over in local literacy programs. The literacy circle can be likened to practitioner inquiry or action research.

In this life-history study of young women, the concept of embodiment has emerged as central to understanding both their sense of well-being and their practices towards their bodies. The study identifies facilitative and adverse social conditions and places young women on an “embodiment-disembodiment continuum”. Four core categories of conditions are also identified: physical freedom, mental freedom, social power, and connection to others.

The purpose of this study is to analyze the change in government policy regarding the state’s role in providing low-income housing, and with respect to that policy change, to study a leading edge innovation in non-market housing. “Non-market housing” is analogous to non-profit housing, and involves dwellings that are built for use by tenants and are not sold on the market for financial gain. The study focuses on the potential for converting housing currently controlled by government into tenant managed non-profit co-operatives.
Children exposed to the trauma of war or other forms of violent conflict in their countries of origin are at risk for developing physical and psychological health problems including traumatic stress reactions. These children may face unique challenges within the educational system. Given the number of immigrant or refugee children in Canadian urban centres, examination of the effects of traumatic stress on children’s emotional, social and educational experience demands priority attention. This study will address this concern.

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<tbody>
<tr>
<td>The Effect of Traumatic Stress On Learning: Assessing the School Experience of Adolescent War-Zone Refugees</td>
<td>Lana Stermac</td>
<td>SSHRC</td>
<td>2002</td>
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<tr>
<td>Distinguished Visitors’ Series</td>
<td>Lana Stermac</td>
<td>Ethnocultural\ Initiatives Fund, U of T</td>
<td>2001</td>
</tr>
<tr>
<td>Sexual Assault Data Base</td>
<td>Lana Stermac</td>
<td>Sexual Assault and Domestic Violence Care Centre, SWCHSC</td>
<td>2001</td>
</tr>
<tr>
<td>Childhood Risk Factors in Adult Victims of Sexual Assault</td>
<td>Lana Stermac</td>
<td>SSHRC</td>
<td>1997</td>
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A

s the largest academic department at OISE/UT, the Department of Curriculum, Teaching and Learning (CTL) enjoys the many benefits of a rich and diverse community. We have over 140 faculty, with approximately half contributing to Graduate programs, and the other half to the Preservice program.

CTL offers a wide range of programs and courses for graduate degrees relating to academic scholarship and professional practice, and attracts the highest caliber of students. These students have a wide variety of backgrounds and come to CTL to enhance their academic or professional careers, or change their career focus. Congratulations to this year’s 195 masters and doctoral program graduates. We are proud of our community, and take this opportunity to celebrate its high scholarly achievement.

The department also congratulates the impressive number of faculty awarded research funding from agencies such as SSHRC, NSERC, the Ontario Ministry of Education, the Ontario Ministry of Science and Technology, and the Ford and Spenser Foundations. Research projects focus on areas such as linguistics, statistics, sociology, English education, mathematics education, science education, educational practices, computer technology, international education, teacher development, Franco-Ontarian studies, minority languages, holistic education, and psychometrics, among others.

Our faculty are recognized leading researchers, in demand at international conferences, invited as keynote speakers and chairs. They are also the recipients of honours. Mary-Lynn Tessaro and Kathryn Broad were two of the three instructors named as OISE/UT Student Teachers’ Union Professor of the Year Award for instructors of the Initial/Preservice Education Program. It is reflective of the superior quality of CTL instructors that another 19 of our faculty members were also nominated for the Award.

We were pleased to welcome two new assistant professors, Martina Nieswandt, Science Education, and Heather Sykes, Physical and Health Education, as well as the Institute for Knowledge Innovation and Technology (IKIT) to CTL. IKIT has had much success and acknowledgement this year; winning many awards at the TeleLearning Network of Centres of Excellence in Vancouver. Marlene Scardamalia, Director of IKIT, was appointed the prestigious honour of Presidents’ Chair in Education and Knowledge Technologies and discussed the way of the future in education and knowledge technology at the OISE/UT R.W.B. Jackson Lecture.

Other research centres affiliated with CTL are: the Comparative, International and Development Education Centre (CIDECE); the Centre for Franco-Ontarian Studies (CFOS)/Centre de recherches en éducation franco-ontarienne (CREFO); the Centre for Teacher Development (CTD); the International Institute for Global Education (IIGE); the Modern Language Centre (MLC) and the Imperial Oil Centre for Studies in Science, Mathematics and Technology Education (SMT). Each centre brings a unique focus of research that enhances the flourishing reputation of the department. All centres continued in their commitment to quality activities by hosting visiting scholars from countries such as the Ukraine, Brazil, India, Japan, China and Australia, organized conferences, and offered informative and well-attended seminar series. The centres also edit 11 international journals. Mary Kooy, for example, became co-editor of the new Kluwer journal Educational Studies in Language and Literature.

CTL faculty produced a plethora of publications, contributing over 100 scholarly books and book chapters, and countless journal articles this year. Among works by our faculty that were extremely well received was Grace Feuerverger’s book Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestinian Village in Israel (Routledge Falmer). This book explores the psychological, social and personal dimensions of a unique educational endeavour, and gained national and international recognition not only from the scholarly community but it also touched public consciousness. Barrie Bennett and Carol Rolheiser published Beyond Monet: The Artful Science of Instructional Integration which explored instructional intelligence and how to integrate a variety of instructional skills and strategies (Bookation). David Selby co-edited New Century, New Belongings: Essays in Global Education (Nihon Hyron-Sha, Tokyo); and Jack Miller co-edited

This year marked continued departmental commitment to service and support for all researchers. Our Research Consulting Group (RCS) offered workshops in qualitative data analysis software such as NUD*IST and SPSS. We saw an expansion of the Master of Teaching (MT) program, and are committed to its future growth. Finally, we saw more online conferencing courses introduced, a trend that we anticipate expanding in the future.

Although this was a year of high scholarly achievement, with the examples given above as merely a sampling of activity, the department began a process of self-analysis and reflection. In May 2001, the constitution of CTL Council was approved. Intended as the body responsible for the organization and governance of the department, and designed to address emergent issues, Council formed the Planning and Priorities Committee, and a Research Committee was also struck. Moving towards an inevitable period of change as we prepare for upcoming departmental reviews, and searches for a new Dean and new departmental Chair; forums such as these committees and Council will help us work towards the goals of understanding and shaping our future.

Among the highlights of events and activities in CTL during the academic year 2001-2002:

• In September 2001, Shizuhiko Nishisato was presented a Lifetime achievement award at the Annual Meeting of the Behaviormetric Society of Japan at Takarazuka, Japan for his work in the natural and social sciences.

• Also in September, The Modern Language Centre (MLC) sponsored the three-day 8th Annual Meeting of the Sociocultural Theory and Second Language Learning Research Working Group.

• In November 2001, The Imperial Oil Centre for Studies in Science, Mathematics and Technology Education (SMT) launched their new periodical Eye on Science (EOS) at the Annual Conference of the Science Teachers Association of Ontario.

• In March 2002, Diane Gérin-Lajoie was named co-director for central Canada for the first five-year SSHRC Major Collaborative Initiatives project awarded to Canadian researchers working in the area of education.

• Also in March, The Institute for Knowledge Innovation and Technology (IKIT) joined CTL as the newest research centre.

• In April 2002, Marlene Scardamalia was appointed the prestigious honour of Presidents’ Chair in Education and Knowledge Technologies.

• Mary-Lynn Tessaro and Kathryn Broad were two of the three instructors named as OISE/UT Student Teachers’ Union Professor of the Year Award for instructors in the Initial/Preservice Education Program. Nineteen CTL faculty members were also nominated for the Award.

• In May 2002, Marlene Scardamalia presented her lecture on the way of the future in education and knowledge technology at the OISE/UT R.W.B. Jackson Lecture.
FACULTY PUBLICATIONS

ANDERSON, ANDY

Refereed Journal Articles

BEATTIE, MARY

Books and Book Chapters

BECK, CLIVE

Refereed Journal Articles

BENCZE, LARRY

Books and Book Chapters


**Refereed Journal Articles**


**BENNETT, BARRIE**

**Books and Book Chapters**


**Works Published in Translation**


**BICKMORE, KATHY**

**Refereed Journal Articles**


Reports, Monographs, and Published Conferences


CAMERON, LINDA

Reports, Monographs, and Published Conference Proceedings


CHILDS, RUTH

Refereed Journal Articles


Reports, Monographs, and Published Conference Proceedings


CHURCHILL, STACY

Reports, Monographs, and Published Conference Proceedings


COHEN, RINA

Refereed Journal Articles

COOPER, KARYN
Refereed Journal Articles

CUMMING, ALISTER
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

CUMMINS, JIM
Books and Book Chapters

Book Foreword
Department of Curriculum, Teaching and Learning

Referred Journal Articles

DAVIE, LYNN
Reports, Monographs, and Published Conference Proceedings

DIAMOND, C.T. PATRICK
Books and Book Chapters

Referred Journal Articles

EVANS, MARK
Referred Journals Articles
FEUERVERGER, GRACE

Books and Book Chapters


GAGNÉ, ANTOINETTE

Reports, Monographs, and Published Conference Proceedings


GALLAGHER, KATHLEEN

Refereed Journal Articles


GÉRIN-LAJOIE, DIANE

Books and Book Chapters


Refereed Journal Articles


GOLDSTEIN, TARA
Books and Book Chapters


Refereed Journal Articles


HANNA, GILA
Books and Book Chapters

Refereed Journals Articles


HEWITT, JIM
Books and Book Chapters
Hewitt, J. (2002). From a focus on tasks to a focus on understanding: The cultural transformation of a Toronto classroom. In T. Koschmann, R. Hall, & N. Miyake (Eds.), Computer supported cooperative learning Vol. 2: Carrying forward the conversation (pp. 11–41). Mahwah, Nj: Erlbaum.

**Refereed Journal Articles**


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


**HIDI, SUZANNE**

**Books and Book Chapters**


**Refereed Journal Articles**


**HODSON, DERK**

**Books and Book Chapters**


Refereed Journal Articles


Reports, Monographs, and Published Conference Proceedings


JORDAN, ANNE
Refereed Journal Articles


KOONY, MARY
Editorials in Refereed Journals


KOSNIK, CLARE
Refereed Journal Articles


LABRIE, NORMAND

Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

LAM, TONY

Refereed Journal Articles

LAPKIN, SHARON

Books and Book Chapters

Refereed Journals Articles
Other (textbooks, media productions, curriculum development, newsletter articles)

MASON, JEAN
Refereed Journals Articles

McDOUGALL, DOUG
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

MCENEaney, ELIZABETH H.
Refereed Journals Articles
MILLER, JACK
Books and Book Chapters

Refereed Journals Articles
Miller, J. (2001). Making connections through holistic learning (originally published in Educational Leadership has been translated into Russian and published in September 1st).

Works Published in Translation

NIESWANDT, MARTINA
Refereed Journals Articles

Reports, Monographs, and Published Conference Proceedings

NISHISATO, SHIZUHIKO
Books and Book Chapters

“This year I co-edited a book on spirituality in education entitled Nurturing Our Wholeness. The field of spirituality in education has been rapidly expanding over the last few years. My coeditor for the book is Professor Yoshiharu Nakagawa who completed his doctorate at OISE/UT and has returned to Japan where he is teaches at Ritsumeiken University in Kyoto. His thesis has also been published as book entitled Education for Awakening: An Eastern Approach to Holistic Education.”

SHIZUHIKO NISHISATO
• Received the Life-long Achievement Award from the Behaviormetric Society of Japan
• Visiting Professor, School of Sociology, Kwansei Gakuin University, Nishinomiya, Japan, April 1-July 31, 2001, and School of Business Administration, Kwansei Gakuin University, Nishinomiya, Japan, April 1-July 31, 2002
PEDRETTI, ERMINIA
Books and Book Chapters

Refereed Journal Articles

PETERSON, SHELLEY
Refereed Journal Articles


ROLHEISER, CAROL

Books and Book Chapters


Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings


ROSS, JOHN

Refereed Journals Articles


"The research reported here demonstrates that using computers in the classroom contributes to greater student use of computers at home, enhanced computer skills, and greater confidence in computer use. These benefits are especially likely to accrue if the teacher is confident about his or her ability to teach with computers and to use computers to accomplish personal goals."

JOHN ROSS
SCARDAMALIA, MARLENE

Books and Book Chapters


SELBY, DAVID

Books and Book Chapters


Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings


SIMON, ROGER

Books and Book Chapters


Refereed Journal Articles


SMYTH, ELIZABETH

Books and Book Chapters


Refereed Journal Articles


SPADA, NINA

Books and Book Chapters


Refereed Journal Articles


Refereed Journal Articles


Books and Book Chapters


ANNE JORDAN & PAULA STANOVIČH

The SET project: Supporting Effective Teaching

“We are developing a theoretical framework for the relationship among the teacher, student and school characteristics that are important for developing effective inclusive classrooms. We are completing a longitudinal study of the impact of these characteristics on academic gains of students with and without disabilities. We also examine how differences in teachers’ beliefs about learning difficulties impact their teaching practices and work with colleagues.”

MERRILL SWAIN

“The research shows that the dialogue which occurs among young adolescent students when they collaborate on tasks mediates their second language learning. Particularly useful are activities which encourage learners to focus on linguistic form in the context of communicative tasks. Although the research was conducted with French immersion students, the findings are relevant to many second language teaching contexts.”
SYKES, HEATHER

Refereed Journal Articles

THIESSEN, DENNIS

Books and Book Chapters

TRIFONAS, PETER

Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

Other (textbooks, media productions, curriculum development, newsletter articles)

WILKINSON, JOYCE

Books and Book Chapters

Refereed Journal Articles
WILSON, DAVID

Refereed Journals Articles

Reports, Monographs, and Published Conference Proceedings

WOLFE, RICHARD

Books and Book Chapters

DAVID WILSON

• Visiting Scholar, UNESCO International Centre for Technical and Vocational Education and Training, Bonn, Germany

“Previous research on reverse transfer students at Ontario Colleges of Applied Arts and Technology (CAATs) and on post-diploma programs is now focused upon academic and mission drift at these institutions and at Ontario universities. Reverse Transfers comprise between 14 and 20 percent of students at CAATs already holding university degrees.

The creation of The University of Ontario Institute of Technology at Durham CAAT, plus the policy decision to allow CAATs to offer applied degrees (in addition to Certificates and Diplomas), and the name change at Ryerson Polytechnic University (to Ryerson University) drive the study of academic and mission drift. Comparisons are being made between developments in Ontario and the demise of the Polytechnics in the U.K., the changes to Technical and Further Education (TAFE) in Australia and developments in other nations’ post-secondary education sectors.”
This research will examine the differing learning contexts that define how educators learn and in which they construct and reconstruct their professional knowledge. Building on the concept of interacting narratives developed in earlier work (Beattie, 1995), the study proposes an expanded notion of the concept of narrative to encompass the literary, aesthetic, spiritual and ecological narratives that influence and shape educators’ lives.

### RESEARCH GRANTS AND CONTRACTS—NEW AND ONGOING, 2001–2002

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Granting Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning: Interacting and Enacting Narratives</td>
<td>Mary Beattie</td>
<td>SSHRC Standard Research Grant</td>
<td>April 2002</td>
</tr>
<tr>
<td>The Impact of Elementary and Secondary School Reforms on Teacher Preparation</td>
<td>Clare Kosnik, Clive Beck, Michael Connelly, Patrick Diamond, and Mary Kooy</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2000</td>
</tr>
<tr>
<td>Internet-mediated Science &amp; Invention Projects</td>
<td>J. Lawrence Bencze</td>
<td>Ministry of Enterprise, Opportunity &amp; Invention</td>
<td>2001</td>
</tr>
<tr>
<td>Internet-mediated Science &amp; Invention Projects</td>
<td>J. Lawrence Bencze</td>
<td>SSHRC Initiative for the New Economy</td>
<td>2001</td>
</tr>
<tr>
<td>Internet-mediated Science &amp; Invention Projects</td>
<td>J. Lawrence Bencze</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2002</td>
</tr>
<tr>
<td>Science Projects in Teacher Education</td>
<td>J. Lawrence Bencze</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2002</td>
</tr>
<tr>
<td>Inquiry, Design &amp; Communication Workshops</td>
<td>J. Lawrence Bencze</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2002</td>
</tr>
<tr>
<td>Developing Exemplary Multi-media Case Methods for Pre-service Teacher Education</td>
<td>J. Lawrence Bencze, Jim Hewitt and Erminia Pedretti</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2001</td>
</tr>
<tr>
<td>Citizenship Education for Diversity</td>
<td>Kathy Bickmore</td>
<td>SSHRC Special New Researchers (admin by UT)</td>
<td>2000</td>
</tr>
</tbody>
</table>
This is a comparative case study analysis of current and recent policies, policy development, and program implementation for “safe” and “inclusive” education in urban Canadian school boards with differently-diverse student populations. The study examines “peacemaking” (intervention for safety), “peacebuilding” (education for overcoming problems and injustices that underlie violence), and “citizenship” (education for social and political participation) initiatives.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
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<th>Start Date</th>
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<tbody>
<tr>
<td>Safe and Inclusive Schools: A Comparative Analysis of Anti-Violence Policies and Programs</td>
<td>Kathy Bickmore</td>
<td>SSHRC Standard Research Grant</td>
<td>2002</td>
</tr>
<tr>
<td>Developing Internet-Based Simulations for Teaching Classroom Assessment</td>
<td>Ruth A. Childs</td>
<td>Connaught New Staff Matching Grant</td>
<td>2001</td>
</tr>
<tr>
<td>An Exploration of a Holistic Approach to Empowerment of Math-Anxious Ontario Elementary School Teachers</td>
<td>Rina Cohen</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2002</td>
</tr>
<tr>
<td>From Literacy to Multiliteracies: Exploring New Pedagogies for New Times</td>
<td>Margaret Early and Jim Cummins (Co-principal investigators)</td>
<td>SSHRC Initiative on the New Economy Research Competition</td>
<td>2002</td>
</tr>
<tr>
<td>Encouraging Active Citizenship: An Initial Study for the Institute for Citizenship</td>
<td>Mark Evans (Co-investigator)</td>
<td>Institute for Citizenship (UK), the Joseph Rowntree Reform Fund, and the Council of York</td>
<td>2001</td>
</tr>
<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 Standard (Large-Scale) Research Grant</td>
<td>1998</td>
</tr>
</tbody>
</table>

Many immigrant students and their parents arrive in large urban centres such as Toronto and Montreal overwhelmed by forces of war, political oppression and violence, by economic struggle and language barriers. The objective of this proposed program of research is to provide a data base of information from in-depth interviews with elementary and high school teachers, students and parents about issues of marginality, disempowerment and displacement that are inherent in the immigrant/refugee experience.
To find out if the cascade model of teacher development embedded in the ESL Infusion Initiative at OISE/UT is indeed effective in allowing teacher educators and teacher candidates to infuse their classes with ESL issues and related teaching strategies, we have begun to collect data via web-based questionnaires, classroom observations and interviews.

The study will examine the experiences of adolescents in urban drama classrooms in order to develop a theoretical and empirically grounded account of the dynamic social forces of inclusion and exclusion experienced by adolescents within their unique contexts of urban North American schooling. In undertaking a systematic examination of three distinct urban contexts (two Canadian, one American), the research will investigate the extent to which drama education in classrooms illuminates the intersections of youth’s personal lives with their school lives in the formation of their social identity.

In recent years, educational research has demonstrated the pervasiveness of homophobia and homophobic violence in schools. While teachers are in a powerful position to positively intervene and counteract much of this violence, they are not immune to the prejudice and discrimination that exists in the broader community, and many of them display homophobic ideas and beliefs that can influence their pedagogical practices and interactions in the classroom. The objective of this three-year research project is to examine the ways in which the pedagogical approach of “performed ethnography” can disrupt and challenge homophobia and heterosexism in two teacher education contexts: Canada and Australia.

Recent increases in Internet bandwidth in Ontario schools, combined with the introduction of high quality voice communication software offer exciting new possibilities for online mentoring. The goal of the Telementoring Project is to develop pedagogical models that will allow retirees, student teachers, and domain experts to participate virtually in classrooms as mentors or tutors.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
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<tbody>
<tr>
<td>The impact of Infusing ESL Issues and Teaching Strategies in Pre-service Teacher Education Programs</td>
<td>Antoinette Gagné</td>
<td>SSHRC Standard Research Grant</td>
<td>2002</td>
</tr>
<tr>
<td>Drama Education, Youth, and Social Cohesion: (Re)constructing Identities in Urban Contexts.</td>
<td>Kathleen Gallagher</td>
<td>SSHRC Standard Research Grant</td>
<td>2002</td>
</tr>
<tr>
<td>L’évolution actuelle du personnel de l’enseignement au Canada</td>
<td>Maurice Tardif, Diane Gérin-Lajoie, Claude Lessard and Peter Grimmett</td>
<td>Université de Montréal MCRI</td>
<td>2002</td>
</tr>
<tr>
<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 Standard Research Grant</td>
<td>2001</td>
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<tr>
<td>Performed Ethnography for Anti-homophobic Teacher Education</td>
<td>Tara Goldstein</td>
<td>SSHRC Standard Research Grant</td>
<td>2002</td>
</tr>
<tr>
<td>An Analysis of New Models of Telementoring</td>
<td>Jim Hewitt</td>
<td>SSHRC Standard Research Grant</td>
<td>2002</td>
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<tr>
<td>An Investigation of the Dynamics of Student Interest and its Influence on Learning and Writing in a Simulated Web Environment</td>
<td>Suzanne Hidi</td>
<td>SSHRC Standard Research Grant</td>
<td>2001</td>
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<tr>
<td>The Development of Interest: Forging a Cross-Cultural Research Agenda</td>
<td>Suzanne Hidi, Andreas Krapp and Ann K. Renninger</td>
<td>Transcoop Germany</td>
<td>2001</td>
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<tr>
<td>Project Title</td>
<td>Project Leader</td>
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<td>Start Date</td>
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<tr>
<td>The Implementation and Outcomes of Individual Educational Plans (I.E.Ps) in Ontario’s elementary schools</td>
<td>Anne Jordan</td>
<td>OISE/UT Transfer Grant</td>
<td>Fall 2000</td>
</tr>
<tr>
<td>Women Teachers, Shared Literary Texts, and the Reconstruction of Learning and Teaching</td>
<td>Mary Kooy</td>
<td>SSHRC Standard Research Grant</td>
<td>2000</td>
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<tr>
<td>Alphabétisation et bilinguisme: pratiques et normes relatives à l’emploi et à la formation</td>
<td>Normand Labrie, Monica Heller and Nathalie Bélanger</td>
<td>Ministry of Training, Colleges, and Universities, and National Literacy Secretariat</td>
<td>2001</td>
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<tr>
<td>Prise de parole II: la francophonie canadienne et la nouvelle économie mondialisée</td>
<td>Monica Heller, Normand Labrie, et al.</td>
<td>SSHRC Standard Research Grant</td>
<td>2001</td>
</tr>
<tr>
<td>Alphabétisation et bilinguisme dans la nouvelle économie: une étude de cas ethnographique</td>
<td>Normand Labrie, Monica Heller, Nathalie Bélanger, Normand Savoie and Sylia Arsenault</td>
<td>Valuing Literacy Program SSHRC, (Strategic Joint Initiatives - Valuing Literacy in Canada)</td>
<td>2000</td>
</tr>
<tr>
<td>L’état de la langue française en Ontario, Antenne de l’Observatoire régional Amérique du Nord</td>
<td>Normand Labrie, Monica Heller</td>
<td>Association universitaire de la Francophonie</td>
<td>1999</td>
</tr>
<tr>
<td>Project Title</td>
<td>Project Leader</td>
<td>Granting Agency</td>
<td>Start Date</td>
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<tr>
<td>From the Classroom: Grounded Activities for Second Language Learning</td>
<td>Miles Turnbull, Jill Bell and Sharon Lapkin</td>
<td>Canadian Heritage</td>
<td>2001</td>
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<tr>
<td>Expressivism Re-evaluated Current Research and New Directions</td>
<td>Jean Mason</td>
<td>Connaught Fund</td>
<td>2000</td>
</tr>
<tr>
<td>Conceptual Map in Mathematics</td>
<td>Doug McDougall and John Ross</td>
<td>Irwin Publishing</td>
<td>2001</td>
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<tr>
<td>Exploring the Correlation Between the Affective and Cognitive Domain of Learning of Science Concepts</td>
<td>Martina Nieswandt</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2002</td>
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<tr>
<td>Unifying Data Types Under a Comprehensive Framework</td>
<td>Shizuhiko Nishisato</td>
<td>NSERC</td>
<td>2000</td>
</tr>
<tr>
<td>Learning Science in and Beyond Schools</td>
<td>Erminia Pedretti</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>1999</td>
</tr>
<tr>
<td>Science &amp; Technology Education through of Action Research: Teachers Making Sense of Curriculum Reform While Building Assessment Literacy</td>
<td>Erminia Pedretti, Larry Bencze, Derek Hodson and Lisa Mylchreest</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2001</td>
</tr>
<tr>
<td>Teachers’ Assessment of Girls’ and Boys’ Narrative and Persuasive Writing</td>
<td>Shelley Peterson and Ruth Childs</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2001</td>
</tr>
</tbody>
</table>
We have created a distributed learning community that makes use of the unique and valuable resources of local communities, which lie along the Underground Railroad’s historic routes. In the Freedom Tales Network, children and adults in distant locations work together to construct and refine historical narratives about the Underground Railroad.

<table>
<thead>
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<tbody>
<tr>
<td>Early Reading Intervention Programs and Early Reading Assessment Instruments</td>
<td>David Booth and Shelley Peterson</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2001</td>
</tr>
<tr>
<td>A Poststructural Analysis of Classroom Interactions and Student Writing</td>
<td>Shelley Peterson</td>
<td>Connaught Fund</td>
<td>2000</td>
</tr>
<tr>
<td>Case Studies of Literacy Driven Educational Change</td>
<td>Carol Rolheiser and Michael Fullan</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2000</td>
</tr>
<tr>
<td>The Role of the District in School Improvement</td>
<td>Lynne Hannay and John Ross</td>
<td>SSHRC Standard Research Grant</td>
<td>2002</td>
</tr>
<tr>
<td>Aligning School-District Actions to Promote School Improvement and Accountability</td>
<td>Lynne Hannay and John Ross</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2001</td>
</tr>
<tr>
<td>The Impact of Secondary School Reform on Student Assessment</td>
<td>Anne Hogaboam-Gray and John Ross</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2000</td>
</tr>
<tr>
<td>Elementary Mathematics Testing</td>
<td>Doug McDougall and John Ross</td>
<td>Irwin Publishing</td>
<td>2001</td>
</tr>
<tr>
<td>The Effects of School Organization on Mathematics Teaching and Learning</td>
<td>John Ross</td>
<td>Imperial Oil Foundation</td>
<td>2002</td>
</tr>
<tr>
<td>Use of Quest 2000 in Grades 1-8</td>
<td>John Ross and Doug McDougall</td>
<td>Waterloo Catholic DSB</td>
<td>2000</td>
</tr>
<tr>
<td>Student Achievement, Instructional Practice, and School Processes</td>
<td>John Ross</td>
<td>Thames Valley DSB</td>
<td>2000</td>
</tr>
<tr>
<td>Beyond Schooling: Situating the K-12 Research Agenda in a Knowledge Society</td>
<td>Marlene Scardamalia</td>
<td>Networks of Centres of Excellence</td>
<td>1999</td>
</tr>
<tr>
<td>Children’s Underground Railroad Narrative Network</td>
<td>Marlene Scardamalia</td>
<td>SSHRC Standard Research Grant</td>
<td>1999</td>
</tr>
</tbody>
</table>
The goals of this program of research are: (1) to explore the roles played by output (speaking and writing) in second language learning; (2) to move beyond the construct of output to that of collaborative dialogue; and (3) to inform pedagogical practices leading to improved speaking and writing skills among immersion (and other foreign/second language) students.

<table>
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<tbody>
<tr>
<td>Virtual Visitation and Symmetric Knowledge Advancement: Two Strategies for Supporting School-Based Knowledge Building</td>
<td>Jan Van Aalst and Marlene Scardamalia</td>
<td>SSHRC Standard Research Grant</td>
<td>2000</td>
</tr>
<tr>
<td>Knowledge Innovation: Models that Unite rather than Technologies Divide the Knowledge Society</td>
<td>Marlene Scardamalia</td>
<td>Office of Learning</td>
<td>2002</td>
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<tr>
<td>Knowledge Communities</td>
<td>Marlene Scardamalia</td>
<td>Networks of Centres of Excellence</td>
<td>2002</td>
</tr>
<tr>
<td>Letter of Intent: Beyond best Practice: Research-based Innovation in Learning and Knowledge Work</td>
<td>Marlene Scardamalia</td>
<td>SSHRC: Initiative of the New Economy (INE) Collaborative Research Initiative program</td>
<td>2002</td>
</tr>
<tr>
<td>Time, timing and Attention to Form in L2 Learning</td>
<td>Nina Spada</td>
<td>SSHRC Large Scale</td>
<td>1999</td>
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<tr>
<td>Montreal Network for the Study of Language, Mind and Brain</td>
<td>Shari Baum and Nina Spada</td>
<td>CFI (Canadian Foundation for Innovation)</td>
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<tr>
<td>Second Language Research Forum</td>
<td>Nina Spada</td>
<td>SSHRC International Conference Grant</td>
<td>2002</td>
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<tr>
<td>The Role of Instruction in Second Language Acquisition</td>
<td>Nina Spada</td>
<td>Connaught Fund</td>
<td>2001</td>
</tr>
<tr>
<td>Extending the Output Hypothesis: The roles of collaborative dialogue and metatalk in second language learning</td>
<td>Merrill Swain and Sharon Lapkin</td>
<td>Research Grants Program of the SSHRC</td>
<td>1999</td>
</tr>
</tbody>
</table>
“The Right to Philosophy” is an inquiry about social justice and education. It explores the limits put on human thinking by social and cultural, political and economic forces that work through educational institutions to shape pedagogical principles and actions. The work of Jacques Derrida with the GREPH in France during the 1970s is an example of a special interest group protecting the “right to philosophy.” The study takes into account the relationship between deconstruction as an ethical theoretical movement and the right to philosophy as an educational pursuit.

<table>
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<tbody>
<tr>
<td>Education for Global Citizenship</td>
<td>David Selby</td>
<td>Ford Foundation</td>
<td>2001</td>
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<tr>
<td>Evaluation of the Toronto Pilot of the Earth Rangers Assembly Program</td>
<td>David Selby</td>
<td>Schad Foundation</td>
<td>2001</td>
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<td>Life Histories of Teachers</td>
<td>Heather Sykes</td>
<td>Connaught New Faculty Fund</td>
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<tr>
<td>The Right to Philosophy</td>
<td>Peter Trifonas</td>
<td>SSHRC Standard Research Grant</td>
<td>2001</td>
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<tr>
<td>Transnational Identity</td>
<td>Peter Trifonas</td>
<td>SSHRC Major Collaborative Research Grant</td>
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<tr>
<td>Community Learning Networks</td>
<td>Peter Trifonas</td>
<td>SSHRC Major Collaborative Research Grant</td>
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<td>The Right to Philosophy</td>
<td>Peter Trifonas</td>
<td>SSHRC New Researcher Grant</td>
<td>2000</td>
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<tr>
<td>The Ethics of Pedagogy</td>
<td>Peter Trifonas</td>
<td>Connaught Fund New Faculty Grant</td>
<td>1998</td>
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<tr>
<td>Learning Through the Arts™ Final Assessment:Toronto Project</td>
<td>Joyce A. Wilkinson</td>
<td>Royal Conservatory of Music</td>
<td>2000</td>
</tr>
<tr>
<td>Implementing Developmental Drama in EFL in Shanghai</td>
<td>Yanqin Sun, Joyce A. Wilkinson, Liming Yu and Shunde Yang</td>
<td>Shanghai Education Commission</td>
<td>1999</td>
</tr>
</tbody>
</table>
In the Department of Human Development and Applied Psychology we have the strongest concentration of developmental psychologists in a single department in Canada. In a recent visit from the American Psychological Association, the department was identified, along with Cornell and Minnesota, as one of the three foremost centres for developmental psychology in North America. Our commitment is to applications of developmental research in education and in clinical issues affecting children, adolescents, and young adults.

Our department includes distinguished senior scholars, whose accomplishments have made us visible in the international research community. Among our faculty members, we have one University Professor (David Olson), one of the world’s most cited developmental psychologists (Keith Stanovich), the Director of the Human Development Program of the Canadian Institute for Advanced Research (Daniel Keating), and a member of a new Centre of Excellence, the Canadian Language and Literacy Network (Esther Geva). The department has been assigned two Senior Canada Research Chairs, due to be established in the coming year.

Most faculty members hold grants from federal granting agencies (SSHRC, NSERC and CIHR); other grants are from Canadian Institute for Advanced Research, Canadian Foundation for Innovation, Human Resources Development Canada, The Change Foundation, and the Spencer Foundation. Ongoing research includes projects on: learning to read and literacy; children’s theories of mind; disabilities of reading and learning (including their social effects); learning of second languages; critical thinking; children’s abilities to think about social, moral, and legal issues; development-based programs of education in language, mathematics and science; school readiness; children’s risks for developing emotional and behavioural disorders; family interaction; the formation of identity; problems of adolescence; clinical interventions for aggressive children and their families; developmental health and well-being; interactions among cognition and emotion.

We are in the process of forming a Collaborative Graduate Program with the U of T’s Psychology Department’s six developmental psychologists, which will make the University of Toronto one of the world’s principal locations for graduate study in developmental psychology.

Michal Perlman and Katreena Scott joined the department as assistant professors on 1 July this year, and Chris Moore will join us in July 2003. Conchita Tan-Willman has retired and is now Professor Emerita. Michele Peterson-Badali was granted tenure, and promotion to Associate Professor. The department has a complement of 28 permanent faculty, two of whom are half-time in the department (shared with the department of CTL) and one of whom is one third-time (shared with the Hospital for Sick Children). Nearly all the department’s faculty members are psychologists, and the department consists of these people, plus eleven administrative staff, a number of research fellows, contract and seconded teaching staff, and visitors.

We have some 270 full-time graduate students who are training as teachers, researchers and clinicians, as well as a number of part-time students. In the department, students take Masters and Doctoral degrees of several kinds, both with and without research theses, and both with and without leading to teacher certification. This year we were able to award departmental scholarships to MA and PhD students, with nearly $300,000 being awarded to new applicants and continuing students. A number of students also competed for and were offered scholarships from external granting agencies.

Our department also undertakes the teaching of the core course “Psychological Foundations of Learning and Development” in OISE/UT’s teacher preservice BEd program for over 1,200 students a year.

HDAP includes a Psychoeducational Clinic, with its own director; as well as parts of the Institute of Child Study (ICS), the Director of which is a member of our Department. ICS also contains the University’s Laboratory School (nursery to Grade 6).
Among the highlights of events and activities in HDAP during the academic year 2001–2002:

• In November 2001, Judy Wiener organized a large conference, at Metro Convention Centre, a joint venture of the Department, the Hospital for Sick Children, Integra, and the Learning Disabilities Association of Ontario, with 600 attendees and keynote speakers Linda Siegel and Bernice Wong.

• Also in November 2001, The Millenium Dialogue for Children was held, organized by Dan Keating, at which some of the world’s most influential developmental psychologists, including Sir Michael Rutter, Megan Gunnar, Ronald Barr, Tom Boyce, Charles Nelson, Alicia Lieberman, Dan Keating, and Richard Tremblay, spoke to a large international audience in the OISE/UT library. The event was simultaneously broadcast worldwide on the Web, and four videos, that include commentaries on the talks, have been made.

• In April 2002, in association with the Department, Janet Astington and Jodie Baird organized an international conference: Why Language Matters for Theory of Mind? It was held at University College. A distinguished set of speakers included Judy Dunn, Michael Tomasello, Peter and Jill De Villiers, Janet Astington, Paul Harris, Katherine Nelson, Josef Perner, and Chris Moore. A book of the conference papers is to be published by Oxford University Press next year.

• In April 2002, the School and Clinical Child Psychology program of the department received Accreditation from the American Psychological Association, for a full seven years.
ARNOLD, MARY LOUISE

Refereed Journal Articles

Books and Book Chapters

Works Published in Translation

ASTINGTON, JANET

Refereed Journal Articles

BIEMILLER, ANDREW

Refereed Journal Articles

CORTER, CARL

Books and Book Chapters
DUCHARME, JOESPHE

Refereed Journal Articles


Reports, Monographs, and Published Conference Proceedings


FERRARI, MICHEL

Refereed Journal Articles


Books and Book Chapters


Reports, Monographs, and Published Conference Proceedings


GEVA, ESTHER

Refereed Journal Articles


MICHEL FERRARI

“Last year I examined the views of children with special needs—autistic children and those with ADHD—who have a very atypical view of their personal identity but one shaped by what their parents, teachers, and doctors expect them to accomplish or fail to accomplish and how they negotiate these expectations. My research looked at how autobiographies of these children related to expectations of parents and teachers. This year I am continuing along this path, studying how parents’ expectations about autism impacts learning that their child has been diagnosed with autism. In another study, I am comparing how students from Japan and Canada evaluate their own emotional experiences, and how these evaluations are shaped by language. Finally, I am concluding a SSHRC grant about doctors’ understanding of best and worst cases of end-of-life care.”

ESTHER GEVA

Technical Reports, Monographs, and Published Conference Proceedings

HUMPHRIES, TOM
Referred Journal Articles

JENKINS, JENNY
Referred Journal Articles

Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings

KEATING, DANIEL
Books and Book Chapters

LEWIS, MARC
Referred Journal Articles

Books and Book Chapters
University Press.

OATLEY, KEITH
Refereed Journal Articles

Books and Book Chapters

PELLETIER, JANETTE
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

PESKIN, JOAN
Refereed Journal Articles

PETEHERSON-BADALI, MICHELE
Refereed Journal Articles

**Books and Book Chapters**


**STANOVICH, KEITH E.**

**Refereed Journal Articles**


**Books and Book Chapters**


**VOLPE, RICK**

**Books and Book Chapters**


**WIENER, JUDITH**

**Refereed Journal Articles**


**Books and Book Chapters**

WILLOWS, DALE

Refereed Journal Articles

WINTER, EILEEN

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

WOODRUFF, EARL

Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings
This conference provided a forum for an international group of scholars to thoroughly explore the role of children’s language ability in their developing understanding of other people. Language is important in at least two ways, simultaneously serving to represent and to communicate different points of view. The presenters drew on research from a variety of populations (e.g., autistic, deaf, non-human primates, and typically-developing children) with the aim of reconciling and combining insights from various research teams.

### RESEARCH GRANTS AND CONTRACTS—NEW AND ONGOING, 2001–2002

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Granting Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Narrative Approach to Moral Socialization in the Three-Generational Family: Contexts, Themes, and Connections</td>
<td>Michael W. Pratt (PI), Mary Lou Arnold (Co-investigator), Joan Norris (Co-investigator)</td>
<td>SSHRC</td>
<td>1998</td>
</tr>
<tr>
<td>Language and Theory-of-Mind Development</td>
<td>Janet W. Astington</td>
<td>NSERC</td>
<td>2001</td>
</tr>
<tr>
<td>Using Cognitive Terms to Enrich Story Texts For Disadvantaged Young Children</td>
<td>Joan Peskin &amp; Janet W. Astington</td>
<td>National Academy of Education</td>
<td>2001</td>
</tr>
<tr>
<td>Building a Language of Cognition: Using Metacognitive Terms to Story Texts for Young Children</td>
<td>Joan Peskin &amp; Janet W. Astington</td>
<td>Laidlaw Research Centre, Institute of Child Study</td>
<td>2002</td>
</tr>
<tr>
<td>Developing Classroom Procedures to Enhance Vocabulary in Vulnerable Elementary Children</td>
<td>Andrew Biemiller</td>
<td>Ministry of Education Transfer Grant</td>
<td>2001</td>
</tr>
</tbody>
</table>
The overall aim of this research project is to increase our understanding of the social, linguistic, cognitive, and educational factors that enhance or impede the development of literacy in school children of Ethiopian immigrants living in Israel. This knowledge will further serve as a vehicle for promoting literacy achievement and academic performance among young Ethiopian children. The project’s significance is further intensified in light of data reported by the Israel association for Ethiopian Jews (Aug, 2001), according to which, the Ethiopian population is characterized by sporadic presence in the educational systems, high percentage of drop-out and overall low achievements.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Granting Agency</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Atkinson Charitable Foundation Early Years Challenge Research and Development Program</td>
<td>Charles Pascal, Dan Keating, &amp; Carl Corter</td>
<td>HRDC R&amp;D</td>
<td>2001</td>
</tr>
<tr>
<td>Parenting and Readiness Centres for Early Education and Child Development</td>
<td>Janette Pelletier &amp; Carl Corter</td>
<td>Deutsche Bank R &amp; D Award</td>
<td>2001</td>
</tr>
<tr>
<td>Parental Responses to Infant Cries and Odor and Their Relation to Hormones in Depressed Mothers</td>
<td>A. S. Fleming, C. Corter &amp; M. Steiner</td>
<td>MRC</td>
<td>2000</td>
</tr>
<tr>
<td>Errorless Remediation in the Home and Classroom</td>
<td>Joseph M. Ducharme</td>
<td>Connaught Fund</td>
<td>1998</td>
</tr>
<tr>
<td>Understanding and Teaching Adaptive Ethical Expertise Through Cases of Informed Consent</td>
<td>Michel Ferrari (PI), Edward Etchells (Co-investigator) &amp; Rosa Lynn Pinkus (Co-investigator)</td>
<td>Social Science and Humanities Council</td>
<td>1999</td>
</tr>
<tr>
<td>Social Dimensions of Wearable Computers</td>
<td>Michel Ferrari (PI), Ana Viseu</td>
<td>Bell University Labs</td>
<td>2002</td>
</tr>
<tr>
<td>A Laboratory Network for Innovation and Technology in Education</td>
<td>Carl Bereiter (PI), Michel Ferrari, Marlene Scardamalia, &amp; Erminia Pedretti</td>
<td>Canadian Foundation for Innovation</td>
<td>2002</td>
</tr>
</tbody>
</table>
Many children in Canada are learning to read in their second language, either because their families are relatively recent arrivals in Canada and they speak a language other than English at home, or because they are enrolled in French Immersion. However, most research on how children learn to read has focused on monolingual readers. 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 the workplace. This research will study the development of reading fluency in both English as a Second Language (ESL) students and French Immersion students. No other research compares the acquisition of reading in these two language-learning situations.

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<tr>
<th>Project Title</th>
<th>Project Leader</th>
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</thead>
<tbody>
<tr>
<td>Understanding Reading Development in Second Language Learners</td>
<td>Esther Geva</td>
<td>Centre of Excellence (NCE) – Canadian Language and Literacy Research Network (CLLRNET)</td>
<td>2002</td>
</tr>
<tr>
<td>Genetics of reading disability</td>
<td>C. Barr; Tom Humphries, M. Lovett, R. Tannock, A. Young, J. Beitchman</td>
<td>MRC</td>
<td>1999</td>
</tr>
<tr>
<td>Artists at the Centre</td>
<td>Jennifer Hardacre, Karen Chandler, Paul Fralick, Carol Anne Wien</td>
<td>McMaster Children’s Centre</td>
<td>2002</td>
</tr>
<tr>
<td>An Overview of Risks and Protective Factors for Children’s Outcomes: Children of Separation and Divorce</td>
<td>J. M. Jenkins &amp; S. Bernardini</td>
<td>Department of Justice, Canada</td>
<td>2001</td>
</tr>
<tr>
<td>Preventing Delinquency: Understanding the Development and Nature of School Attachment</td>
<td>J. M. Jenkins (PI) &amp; Doob &amp; Sprott (Co-investigators)</td>
<td>Human Resources Development Canada</td>
<td>2001</td>
</tr>
<tr>
<td>Developmental Trajectories in Children in High Risk Environments</td>
<td>J. M. Jenkins (PI) &amp; O’Connor, Rasbash, &amp; Sorenson (Co-investigators)</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Fellow and Director, Human Development Program</td>
<td>Daniel Keating</td>
<td>Canadian Institute for Advanced Research</td>
<td>1999</td>
</tr>
</tbody>
</table>
In this study, we look at the adolescent transition and examine cognitive and emotional aspects of children’s problem-solving behaviour as they pass through it. Specifically, we examine flexibility versus rigidity in children’s social thinking to see how flexibility changes with the emotional intensity of interpersonal interactions at this age. We hypothesize that children in the transitional period will show more flexibility than at other ages, both earlier and later, reflecting their underlying developmental reorganization, but this will only be the case at low levels of emotional intensity. At high emotional intensity, when situations are challenging and upsetting, children may be most rigid at transitional ages, and this rigidity may lead to the entrenchment of socioemotional habits that last for many years.
<table>
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<th>Project Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Bringing Reading Comprehension Instruction in-line with Current Best Practices in the Field</td>
<td>Janette Pelletier</td>
<td>Laidlaw Mini-Grants</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Moving Parenting and Readiness Centres to Kindergarten</td>
<td>Janette Pelletier</td>
<td>Ontario Ministry of Education Transfer Grant</td>
<td>2001</td>
</tr>
<tr>
<td>Institute of Child Study Lesson Plans</td>
<td>Janette Pelletier, Richard Reeve, &amp; Elizabeth Morley</td>
<td>University of Toronto Information Technology Courseware</td>
<td>2001</td>
</tr>
<tr>
<td>The Relation Between Metacognitive Language Development and Reading Comprehension in First and Second Language Learners</td>
<td>Janette Pelletier</td>
<td>Connaught New Faculty Matching Grant</td>
<td>2001</td>
</tr>
<tr>
<td>Parents’ and Children’s Understanding and Use of Rights</td>
<td>Michele Peterson-Badali</td>
<td>SSHRC</td>
<td>1998–2002</td>
</tr>
<tr>
<td>Development of a Seminar Series on Ethics in Educational Research</td>
<td>Michele Peterson-Badali</td>
<td>SSHRC Institutional Grant</td>
<td>2002</td>
</tr>
<tr>
<td>Aspects of Cognitive Decontextualization in Critical Thinking</td>
<td>Keith Stanovich</td>
<td>SSHRC</td>
<td>2001-2004</td>
</tr>
<tr>
<td>Cognitive and Psycholinguistic Processes in Reading</td>
<td>Keith Stanovich</td>
<td>NSERC</td>
<td>1997-2003</td>
</tr>
</tbody>
</table>
Every year, thousands of people suffer unintentional neurotrauma injuries due to motor vehicle accidents, sports, and playground injuries, and farm and occupational injuries. Rick Volpe, ICS, and colleagues John H. Lewko, Director of the Centre for Research in Human Development at Laurentian University, and Angela Batra, University of Toronto, have undertaken a survey of these people and the programs in place for them in order to identify the best practices in the field. Their book on this topic, published by U of T Press, reviews “the 28 best and promising practices from around the world, taking into consideration the complexity of injury dynamics.” Volpe and his colleagues are now extending their case study method and best practices criteria to the health care setting where they are looking at medical and paramedic procedures. They are also focusing on farming and other forms of work where injuries frequently occur.

In collaboration with colleagues at the Hospital for Sick Children, Judith Wiener is investigating perceptions of the behaviour of children with ADHD on the part of the children themselves, their parents, and their teachers. This program of research has several objectives, including (1) to determine whether children with different types of ADHD vary in self-esteem, domain-specific self-concepts, self-perceived social support, levels of loneliness, and attributions for success and failure; (2) to describe the understanding of children with ADHD, their parents and teachers of the nature of the disorder in terms of whether they view the disorder as circumscribed versus global, modifiable, and stigmatizing; and (3) to identify predictors of self-esteem, academic self-concept, and social self-concept in children with and without ADHD.
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</thead>
<tbody>
<tr>
<td>Putting Theory into Practice in Teacher Education: Research Basis of Preservice Programs in Relation to the Preparedness of Elementary Teachers to Provide Effective Reading and Writing Instruction</td>
<td>Dale Willows</td>
<td>Ministry of Education Transfer Grant</td>
<td>2001</td>
</tr>
<tr>
<td>The Literacy Diet: Putting Theory into Practice—Raising Literacy Levels in Grade Three Through Teacher Development</td>
<td>Dale Willows</td>
<td>Bluewater DSB</td>
<td>2001</td>
</tr>
<tr>
<td>Windows of Opportunity: Special Education In-service Professional Development</td>
<td>Dale Willows</td>
<td>Niagara DSB</td>
<td>2001</td>
</tr>
<tr>
<td>Raising Literacy Levels Through In-Service Professional Development</td>
<td>Dale Willows</td>
<td>Grand Erie DSB</td>
<td>2001</td>
</tr>
<tr>
<td>Overcoming the Impass: Creating Computer-Supported Collaborative-Learning</td>
<td>Earl Woodruff, Rod Nason, &amp; R. Lesh</td>
<td>Australian Research Council Grant</td>
<td>2001</td>
</tr>
</tbody>
</table>
Some may see us as the smallest unit at OISE/UT, but, in truth, our faculty, staff, and student achievement is anything but “small.” Our department abounds with knowledge and experience, youth and enthusiasm. This year, we were fortunate to add two new members to our faculty to strengthen areas in Education and Work and Critical Pedagogy and Cultural Studies. And as this report goes to press, we have just learned that one of our new faculty members will occupy a Canada Research Chair in Social Justice and Diversity, adding to our internationally recognized profile in this area of study and research.

We see our biggest asset as our students who are engaged in some of the razor edge research and scholarship of today. We have an excellent record in gaining SSHRC and OGS scholarships (26 in total this past competition alone). We have a high representation of women and the number of Aboriginal and visible minority students continues to rise. Our representation of francophone students has held steady and it is our hope that in future years with the continued development of a program of courses taught in French, our student numbers will also rise. We believe that our students are strengthened by diversity.

In the past few years we have expanded our list of academic courses to cover major areas of equity studies. We are hoping to strengthen our teaching areas in Aboriginal Studies and Indigenous Knowledges, Learning and Work, and Critical Pedagogy and Cultural Studies. Faculty have been successful in attracting major research funds and are pursuing a broad range of research interests. We are integrating pre-service and graduate education and linking our intellectual work with community building outside the academic confines. In fact, a number of our faculty continue to play leading roles in these directions. Our regular speaker series has attracted some prominent scholars to the university.

The department is also home to several flourishing OISE/UT R & D Centres—Centre de Recherches en Education Franco-Ontarienne (CREFO), the Centre for Integrative Anti-Racism Studies (C-IARS), the Centre for Media and Culture in Education (CMCE) and the Centre for the Study of Education and Work (CSEW). The latter three are new centres and all successfully passed their first internal reviews. The Centres both attract the interests of the wider community in the work of the department and hold the seeds of strengths and solutions for future challenges. Therefore, I’d like to highlight some Centre activities in the remainder of the report.

This year the Centre for Integrative Anti-Racism Studies (CIARS) organized the Critical Race Scholarship and the University conference with the participation of over 70 presenters, both faculty and students, and a list of over 300 registered attendees. This was the first conference of its kind held in a Canadian university. In the coming years CIARS will continue showcase the work of Canadian-based scholars whose scholarship on anti-racism represents an important contribution to the social sciences and humanities.

The Centre for Media and Culture in Education’s monthly series of video screenings, “Independent Images,” programmed by groups of faculty and students of OISE/UT was a huge draw in the year. In February 2002, the Centre also welcomed filmmaker Spencer Nakasako as the centre’s first Artist in Residence. Spencer screened his collaborative video “a.k.a. Don Bonus” to almost 100 people at Innis Town Hall. He held a one-day video-making workshop with secondary students in the Toronto District School Board, and also conducted workshops with preservice students at OISE/UT and students at the Ontario College for Art and Design. In addition to research and programming activities, next March the Centre will host an international symposium on the Pedagogies and Practices of Programming and Curation of Film and Video.

The Centre for Education and Work (CSEW) established three new teaching programs: the Alternative 4 Specialization in Education and Work, the Technological Studies Apprenticeship Program in pre-service teacher education, and the MEd focus in Education and Work. CSEW completed the first five-year mandate of the SSHRC-funded research network on New Approaches to Lifelong Learning (NALL), including over 50 project reports (see [http://www.nall.ca](http://www.nall.ca)). The Centre also conducted a survey of union educators with the Metro Labour Education Centre. It
supported several successful new SSHRC research proposals (Livingstone, Mirchandani, Schugurensky) and also received a planning grant from SSHRC to develop a Collaborative Research Initiative. The Centre also sponsored a very active speakers’ series with over a dozen presentations. In the foreseeable future, CSEW will continue to expand on its teaching programs and develop relevant curricular materials on learning and work issues. The Centre also intends to develop its research contributions in this field through the Collaborative Research Initiative on “Changing Work Conditions and Lifelong Learning in the New Economy” and other related projects.

Centre de Recherches en Education Franco-Ontarienne (CREFO) with faculty from SESE and the Department of Curriculum, Teaching, and Learning has had a very successful year. Faculty obtained two regular SSHRCC research grants and one faculty member is a participant in a SSHRC major research grant. A fourth SSHRCC project is underway and additional projects were funded by the Transfer Grant, by the Ontario Ministry of Education, the Ontario Ministry of Training, Colleges and Universities, the National Literacy Secretariat and the Association universitaire de la francophonie. Fourteen graduate students have been or are currently involved in these projects. Five major book publications are underway, CREFO has active partnerships with the U of T Faculty of Social Work, the Université de Montréal, the Université de Moncton, the Universität Frankfurt/Main, the Institut für Deutsche Sprache, the Freie Universität Berlin, and the Universitat Autonoma de Barcelona.

We know that as a Department we cannot rest on our past achievements. There is more to be done. An important future challenge is to sustain ourselves and the work we do, to maintain the critical edge of our scholarship, and to expand our academic focus in equity work. We also plan to forge even stronger alliances with other sectors of our broad academic community. Students’ access to university education is an increasing problem and our department will work with others to situate equity in deliberations over education and access. The intellectual strengths of the department rest on support for teaching and for faculty and student research, strengthening the opportunities for team work, building the sense of community where we value and cherish our collective strengths and skills. We believe that any place is only as good as we collectively work to make it.

Among the highlights of events and activitieis in SESE during the academic year 2001–2002:

- Monica Heller was the 2001 recipient of the Konrad Adenauer Research Award of the Alexander von Humboldt-Stiftung (German) and the first woman to win the award.

- Helen Lenskyj was acknowledged by NOW Magazine as “one of nine angels who kick ass” for her anti-Olympics activism work in 2001 and her book The Olympic Industry: Power, Politics, and Activism.

- The Centre for Integrative Anti-Racism Studies hosted the first ever Canadian conference on critical race scholarship in April 2002. The conference attracted over 300 participants, over fifty presenters from across Canada.

- The Centre for Media and Culture in Education introduced monthly video screenings and launched their Artist-in-Residence program.

- The Centre for Education and Work established three new teaching programs: the Alternative 4 Specialization in Education and Work, the Technological Studies Apprenticeship Program in Preservice Teacher Education, and the MEd focus in Education and Work.
FACULTY PUBLICATIONS

BÉLANGER, NATHALIE
Referred Journal Articles

DEI, GEORGE
Books and Book Chapters

EICHLER, MARGRIT
Referred Journal Articles

FOLSON, ROSE
Books and Book Chapters
FULLAN, MICHAEL

Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

HELLER, MONICA

Books and Book Chapters

MONICA HELLER

• 2001 recipient of the Konrad Adenauer Research Award of the Alexander von Humboldt-Stiftung (Germany) and the first woman to win the award

“The globalized new economy is having an interesting effect on language and identity: both are becoming increasingly commodified, separately and together. This is putting a real twist on our usual ways of thinking about language teaching and learning, and about the place of language skills in education and work.”
ISEKE-BARNES, JUDY
Books and Book Chapters

Refereed Journal Articles

LENSKY, J. HELEN
Books and Book Chapters

Refereed Journal Articles

LIVINGSTONE, DAVID
Books and Book Chapters


Refereed Journal Articles


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

*Books and Book Chapters*


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**SAWCHUK, PETER**

*Refereed Journal Articles*


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**TROTZ, D. ALISSA**

*Books and Book Chapters*


*Refereed Journal Articles*


WALCOTT, RINALDO

Books and Book Chapters

Refereed Journal Articles

WANE, NJOKI

Books and Book Chapters

Refereed Journal Articles

Research Officer Publications

FUNG, RICHARD

Refereed Journal Articles

MARTIN, D’ARCY

Books and Book Chapters

RINALDO WALCOTT

“My future research program will investigate how individuals articulate new cultural and political identifications across and beyond their assumed identities within the context of a globalizing nation. In short, I intend to investigate and analyze how notions of community, belonging and identity are being imagined differently and from other points of view. To do this I will elaborate a theory of global “multiculture,” which departs from common-sense understandings of multiculturalism as defined only through a relation to a dominant whiteness and a minority desire for recognition.”

NJOKI WANE

“There has never been a pure or static culture. Thus, when African women claim to belong to an indigenous culture, they are not talking about fossilized prisms of culture, but a dynamic culture where identity, knowledge and technology are interdependent.”
An OISE/UT team (Lorna Earl, Nancy Watson, Ken Leithwood and Michael Fullan, with Nancy Torrance and Doris Jantzi) carried out the external evaluation of England’s National Literacy and Numeracy Strategies, the current government’s first major educational reform initiative. With a high political profile and well-publicized national targets for student achievement, the Strategies aimed at “transforming primary education” in the country’s nearly 20,000 primary schools.

Through 1998 to 2002, the OISE/UT study assessed the implementation of the Strategies, from the perspectives of central government and policy makers, national and regional leaders, school district staff, and headteachers/teachers in schools. Data collection methods included surveys, interviews, observation, case profiles of schools and document analysis. Using a conceptual framework developed from the international literature on large-scale reform, the study examined the impact of the policy on teacher motivation and capacity, as well as on student achievement. The team concluded that the Strategies had considerable success in changing classroom practice but that adjustments in both policy and implementation were needed to ensure sustainability.
This study grew out of a cross-national comparative study funded by the Provincial Ministry of Culture and Education Lower Saxony (Hannover/ Germany) to explore the interconnectedness of developments in different parts of the world and their direct correlation to international migration. The study is an example of “mobile research.” This research methodology follows actors on their migration trajectories, studying them in industrial as well as in countries of the South (in this particular case, Germany and Ghana).

The two aims of our research are, firstly, to better understand how francophone job seekers/learners a) find access to training; (b) what steps they take to find jobs; and (c) once they are employed, how they get the required training to correct language shortcomings. Secondly, we wanted to better understand how businesses operate when they: (a) hire new employees with the specific types of language skills; (b) assess the required skills in their future and present employees; (c) provide additional training; and (d) demonstrate that they value the skills they seek. It is our hope that this study will help with development of literacy policies that meet diverse needs and are adapted to the current economic and technological change.

NALL research has established benchmarks of the general incidence of informal learning activities for all Canadian adults and for the labour force, as well as providing general profiles of the relations of informal learning with social background characteristics and barriers to utilizing informally acquired knowledge in educational institutions and paid workplaces. This information is serving to stimulate further systematic research on informal learning as a major dimension of lifelong learning (www.nall.ca).

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<tbody>
<tr>
<td>Accounting for School Success: The Personal Educational Stories of Individual Achievers</td>
<td>George Dei</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<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</td>
<td>2000</td>
</tr>
<tr>
<td>Practices and Standards for Employment and Training of Francophone Learners</td>
<td>Normand Labrie (PI), Monica Heller (Co-investigators)</td>
<td>Ministry of Training and Colleges and Universities and the National Literacy Secretariat</td>
<td>2000</td>
</tr>
<tr>
<td>Prise de parole II : la francophonie canadienne et la nouvelle économie mondialisée</td>
<td>M. Heller, N. Labrie, A. Boudreau, L. Dubois, P. Lamarre, D. Meintel</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Alphabétisation et bilinguism dans la nouvelle économie : Une étude de cas</td>
<td>Nathalie Bélanger, Normand Labrie, Monica Heller</td>
<td>Ministry of Colleges, Training and Universities; National Literacy Secretariat</td>
<td>2001</td>
</tr>
<tr>
<td>L’enseignement de la langue parlée en Milieu minoritaire</td>
<td>Monica Heller</td>
<td>Min. of Education</td>
<td>2001</td>
</tr>
<tr>
<td>New Approaches Lifelong Learning</td>
<td>David Livingstone</td>
<td>SSHRC</td>
<td>1996</td>
</tr>
<tr>
<td>Building Union Capacity For Workplace Human Resource Strategies</td>
<td>David Livingstone</td>
<td>HRDC, George Brown College School of Labour Metro Labour Educational Centre</td>
<td>1996</td>
</tr>
</tbody>
</table>

This newly funded project will investigate the varying conceptions of success and failure of high academic achievers from diverse minority backgrounds. The study will probe subjects’ views on how their academic performance and achievement motivation might be explained. An important learning objective is the interrogation of dominant conceptions of “academic success” and “school failure.” The study will document, from their vantage points, the individual strategies (such as learning styles or instructional methods) that contributed to their success and that might be adopted by others to enhance their learning and school performance.
I received a grant from Heritage Canada to pursue research on training legal professionals to understand gender and cultural differences within an anti-racist framework. The key contribution of my work is to reveal how thinking about culture often slides into racism, and how “culture talk” blocks a consideration of racism in the lives of racial minorities. Professionals seeking to respond to what is conceptualized as the cultural needs of racial minorities thus often unwittingly fall into racist practices. This work forms the basis for critical training initiatives with teachers, lawyers and the helping professions.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Granting Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education-Job Matching In the New Economy</td>
<td>David Livingstone</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Racialized Immigrants And the Canadian Unconscious</td>
<td>Sherene Razack</td>
<td>SSHRC</td>
<td>1999</td>
</tr>
<tr>
<td>Training Legal Professionals to Understand Gender and Cultural Differences within and Anti-racist Framework In Immigrant Cases</td>
<td>Sherene Razack</td>
<td>Heritage Canada</td>
<td>2001</td>
</tr>
<tr>
<td>Work-based Lifelong Learning: The Role of Labour Unions</td>
<td>Peter Sawchuk</td>
<td>University of Calgary</td>
<td>2001</td>
</tr>
</tbody>
</table>
The Department of Theory and Policy Studies in Education consists of four fields that bring social foundational disciplines to bear on contemporary issues in educational policy-making, higher education and school governance, leadership and teaching. History and Philosophy of Education programs explore these arenas of activity in relation to cognate disciplines; Higher Education and Educational Administration are professional programs that ground professional preparation in social science research.

TPS faculty have taken a leadership role in bridging the theory-practice gap by developing innovative courses and programs in OISE/UT’s teacher education program. The new Diploma Program in Holocaust and Genocide Studies in Education for practicing teachers is also housed in TPS. Despite some distinct features, these programs exhibit a common sensitivity to the realities of a changing world, interest and expertise in influencing policy and practice, and attention to issues of democracy and social diversity. Each program is not only among the strongest in Canada but also enjoys a strong international reputation. As a result, the department attracts students, visiting scholars and keenly interested faculty applicants here from around the world.

TPS has a high concentration of scholars in the fields of community college leadership and university governance, ethics, values and epistemology, Canadian and colonial (and diasporic) history, and educational reform and leadership. The department houses OISE/UT’s first endowed chair, the Magna Chair in Community College Leadership, held by Michael Skolnik, and anticipates filling two Canada Research Chairs in the next couple of years.

Most faculty members hold grants from federal granting agencies (CIDA, SSHRC); several are involved in projects related to school and higher education systems within Ontario. Many faculty members also conduct research funded by international educational organizations: the National College for School Leadership in the UK, the Learning First Alliance (a coalition of national educational organizations) in the US, and national departments of Education in Hong Kong, the United States, the United Kingdom and Estonia; and by foundations such as Atkinson, Walter & Duncan Gordon, Ford and Spencer.

A sampling of funded research projects this year include: a Canadian study on student engagement in schools (John Portelli), and the moral bases of teachers’ interactions with students (Elizabeth Campbell); several studies of large-scale reform in Canada, the U.S. and the U.K. (Stephen Anderson, Lynne Hannay, Lorna Earl, Amanda Datnow, Nina Bascia); women and minority change agents in China (Dwight Boyd and Julia Pan); comparative analyses of social diversity policy in education in Canada, the U.S. and India (Reva Joshee); academic senates and university governance (Glen Jones) and relationships between colleges and universities (Michael Skolnik); and Canadian travelers in Britain in Europe, 1970-1930 (Cecilia Morgan).

Two research centres, the International Centre for Educational Change and the Centre for the Study of Values and Leadership, support a range of research, development, and training initiatives to improve educational practice, provide important academic training opportunities for graduate students and generate publications that are influential in the fields of educational change and leadership. TPS is also the departmental home for three faculty who manage and work out of OISE/UT’s Field Centres, which provide direct ongoing research support for Ontario school systems and educators.

The Office for Public Education, organized by several faculty within TPS in conjunction with the Public Education Network (PEN), a national coalition of educational associations, brings together academics and others concerned about the future of public education around a variety of research projects and activities.

The recently initiated International Journal of Educational Change is housed in TPS and includes several TPS members on its editorial and advisory boards. TPS faculty serve on the boards of national and international journals and serve as guest editors for special journal issues—this year, the Journal of Thought on ethics and leadership, and issues of Orbit Magazine on legal issues in education and school accountability. Books published during the 2001–2002 academic year include: Mergers in Higher Education: Lessons from Theory and Practice, co-written by Dan Lang; Women and School Leadership, edited by Cecilia Reynolds; Heroines and History: Madeleine de Vercheres and Laura Secord, co-written by Cecilia Morgan; The Erosion of Democracy in
Education (which won this year’s Critics’ Choice Award at the American Educational Studies Association annual meeting) and Philosophy of Education: Introductory Readings, each co-edited by John Portelli; and Extending Educational Reform: From One School to Many, co-written by Amanda Datnow.

TPS welcomed three new faculty members, Berta Vigil Laden in Higher Education, Maureen Ford in Philosophy of Education and Stephen Anderson (who moved from Sociology and Equity Studies in Education) in Educational Administration. Ruth Sandwell will join the History of Education program next year and we anticipate a second philosophy appointment the following year.

TPS faculty organized two conferences in 2000–2001: The BAITWORM (Biology As If the World Mattered) third annual conference (Linda Muzzin) and the sixth annual Values and Educational Leadership conference (Paul Begley). These gatherings involved academics from across Canada and other countries as well as OISE/UT faculty and graduate students and, like conferences in earlier years, promise to result in published proceedings and edited book volumes.

Among the highlights of events and activities in TPS during the academic year 2001-2002:

• BAITWORM Conference 2001 “Teaching as if the World Mattered”—Keynote Address by Marie Battiste (May 11-15).
• The OISE/UT Diploma Program of Holocaust and Genocide Education approved and started their first session in September 2001.
• The Sixth Annual Values and Leadership Conference (October 2001).
• The Second Annual OISE/UT Student Research Conference: Diverse Perspectives in Education from the OISE/UT Community (March 21-23).
• First meeting for the Office for Public Education (January 11, 2002).
• Presentation to TPS of a plaque commemorating David Corson’s work on behalf of the Inuktutuk language, by the Ministry of Education of Nunavut (May 2002).
**FACULTY PUBLICATIONS**

**APPLEBAUM, BARBARA**

*Books and Book Chapters*


*Refereed Journal Articles*


**BASCIA, NINA**

*Books and Book Chapters*


*Refereed Journal Articles*


*Reports, Monographs, and Published Conference Proceedings*


**BEGLEY, PAUL**

*Refereed Journal Articles*


*Reports, Monographs, and Published Conference Proceedings*


DEANNE BOGDAN

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

CAMPBELL, ELIZABETH

Refereed Journal Articles

DATNOW, AMANDA

Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

EARL, LORNA

Books and Book Chapters
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

HANNAY, LYNNE, M.

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings
HARGREAVES, ANDREW  
**Books and Book Chapters**


**Refereed Journal Articles**


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


JONES, GLEN, A.  
**Books and Book Chapters**


**Refereed Journal Articles**


Reports, Monographs, and Published Conference Proceedings


JOSHEE, REVA
Reports, Monographs, and Published Conference Proceedings

LANG, DAN
Books and Book Chapters


Referred Journal Articles


Reports, Monographs, and Published Conference Proceedings

LEITHWOOD, KEN
Books and Book Chapters


Referred Journal Articles

**LEVINE, DAVID**

**McMAHON, BRENDA**
Refereed Journal Articles

**MISGELD, DIETER**
Refereed Journal Articles

**MORGAN, CECILIA**
Books and Book Chapters

Refereed Journal Articles

**MUZZIN, LINDA**
Refereed Journal Articles

**PORTELLI, JOHN**
Books and Book Chapters


Department of Theory and Policy Studies in Education


Refereed Journal Articles

REYNOLDS, CECILIA
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

ZUKER, MARVIN
Books and Book Chapters

Refereed Journal Articles
The major purpose of the study is to determine why, how, and where some comprehensive school reform efforts succeed at school improvement and others do not. One of the chief concerns of the study is identifying the factors that make reforms sustain or fail. When we assess reform sustainability over time, it becomes clear that these outcomes are a joint accomplishment of multiple actors in the classroom, school, district, design team, and state and federal government offices. In other words, these are not outcomes that result from individuals or institutions acting in isolation from one another, but rather actions in all of these settings help to “co-construct” longevity of reform.

This large-scale investigation of the teaching profession and school personnel in Canada involves researchers from eight universities, each assigned to one of four regions of the country. The TPS portion of the project, under Stephen Anderson, involves monitoring and analyzing education policy trends over the next five years in Central Canada.

### RESEARCH GRANTS AND CONTRACTS—NEW AND ONGOING, 2001–2002

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Granting Agency</th>
<th>Start Date</th>
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<tbody>
<tr>
<td>“L’évolution du personnel de l’enseignement des écoles au Canada”</td>
<td>Stephen E. Anderson</td>
<td>SSHRC Major Collaborative Research Initiative (MCRI)</td>
<td>2002</td>
</tr>
<tr>
<td>Examining School Choice Among Ontario Schools</td>
<td>Stephen E. Anderson</td>
<td>OISE/UT Transfer Grant</td>
<td>2001</td>
</tr>
<tr>
<td>Working for Educational Change: Career Histories of Union-Active Educators</td>
<td>Nina Bascia</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Women and Minorities as Educational Change Agents in China</td>
<td>Dwight Boyd &amp; Julia Pan</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 &amp; Julia Pan</td>
<td>CIDA</td>
<td>2001</td>
</tr>
<tr>
<td>The Moral and Ethical Bases of Teachers’ Interactions with Students</td>
<td>Elizabeth Campbell</td>
<td>SSHRC</td>
<td>1998</td>
</tr>
<tr>
<td>Expanding knowledge on school reform</td>
<td>Amanda Datnow</td>
<td>Connaught</td>
<td>2001</td>
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</tbody>
</table>
This research involves multiple investigations into questions of power/knowledge that emerge from consideration of contemporary North American education practice and philosophy of education discourse. Three principal investigations have been initiated: 1) a discourse analysis of classroom management in Ontario School practice, 1841-present; 2) conceptual analyses of “authority” and “multiplicity” as these are invoked by critical pedagogy; 3) metaphilosophical analysis of subjectivity, and agency, emergent from the substantive projects listed above. I anticipate that a fourth study, involving a discourse analysis of assessment practices in Ontario schools, will follow the classroom management study.

<table>
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<tbody>
<tr>
<td>Longitudinal Research on Whole School Improvement Through the Comprehensive School Reform Demonstration Program and Other Reform Efforts: Choice, Implementation, Institutionalization, and Systemic Support</td>
<td>Amanda Datnow</td>
<td>U.S. Department of Education</td>
<td>1999</td>
</tr>
<tr>
<td>Evaluation of the Manitoba School Improvement Program</td>
<td>Lorna Earl &amp; Michael Fullan</td>
<td>Walter and Duncan Gordon Foundation</td>
<td>1998</td>
</tr>
<tr>
<td>Secondary School Reform</td>
<td>Lorna Earl</td>
<td>OSSTF</td>
<td>2000</td>
</tr>
<tr>
<td>Secondary School Reform in Ontario</td>
<td>Lorna Earl</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Proposal Writing Grant for a post-doctoral fellowship program</td>
<td>Lorna Earl &amp; Andy Hargreaves</td>
<td>Spencer Foundation</td>
<td>2000</td>
</tr>
<tr>
<td>Evaluative Inquiry as an Organizational Learning System in the Context of School Improvement</td>
<td>Lorna Earl &amp; Brad Cousins</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>The Role of the District in School Improvement</td>
<td>Lynne Hannay</td>
<td>SSHRC</td>
<td>2002</td>
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</table>

The major emphasis of the study is the way that curriculum changes, assessment reforms and structural mandates are being experienced as local challenges. We are examining teachers’ motivation to make the changes, their perceptions of their own and their schools’ capacity to implement the changes, and describe the nature of the support structures for implementation that are available in their immediate situation. In addition, we are interested in what actually changes in schools, and particularly in classroom practice. Finally, we are interviewing students to gauge the extent of engagement that the students have with their schools and their learning. Taken together, these measures ought to provide a rich and detailed look at large-scale reform through the eyes of teachers and students.

This research involves multiple investigations into questions of power/knowledge that emerge from consideration of contemporary North American education practice and philosophy of education discourse. Three principal investigations have been initiated: 1) a discourse analysis of classroom management in Ontario School practice, 1841-present; 2) conceptual analyses of “authority” and “multiplicity” as these are invoked by critical pedagogy; 3) metaphilosophical analysis of subjectivity, and agency, emergent from the substantive projects listed above. I anticipate that a fourth study, involving a discourse analysis of assessment practices in Ontario schools, will follow the classroom management study.
There has been surprisingly little research on the composition, role, and work of academic senates in the context of university governance. This study involved a national survey of senate secretaries (focusing on the composition, formal role, and practices of university senates) and a survey of senate members (on their work and on their perceptions of the work and role of the senate). The study findings suggest a discordance between the views of senate members on the role of these bodies and current practices. Professor Jones is currently co-editing a book that will link the findings of this work with studies of university governance conducted in eight other countries.

<table>
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<tbody>
<tr>
<td>Aligning School-District Actions to Promote School Improvement and Accountability</td>
<td>Lynne Hannay</td>
<td>Ontario Ministry of Education and Training Transfer Grant</td>
<td>2001</td>
</tr>
<tr>
<td>Attainment of the Vision</td>
<td>Lynne Hannay</td>
<td>Thames Valley District School Board</td>
<td>2000</td>
</tr>
<tr>
<td>The School Districts Role in Fostering School Improvement</td>
<td>Lynne Hannay</td>
<td>Kawartha Pine Ridge District School Board</td>
<td>2001</td>
</tr>
<tr>
<td>International Leadership in Education Research Network</td>
<td>Andy Hargreaves</td>
<td>National College for School Leadership (UK)</td>
<td>2002</td>
</tr>
<tr>
<td>The Academic Senate and University Governance in Canada</td>
<td>Glen Jones</td>
<td>SSHRC</td>
<td>1998</td>
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</tbody>
</table>
To develop this framework, I will be working with colleagues affiliated with the Centre for Education Management and Development (CEMD), a non-profit organization dedicated to improving leadership in education in India. More specifically, I will collaborate with them to develop a framework for incorporating cultural diversity into an existing change project. In the UNESCO Report of the International Commission on Education for the Twenty-first Century, the authors identify “learning to live together by developing an understanding of others and their history, traditions, and spirituality” as one of the four foundational pillars of education. My research will contribute to strengthening this pillar in India. It will also add to the general body of knowledge on cultural diversity in education worldwide and will help us to think more clearly about adapting the ideas of Canadian, U.S., and British scholars to other social and cultural realities.

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<tbody>
<tr>
<td>Towards a Socially Just Policy Process</td>
<td>Reva Joshee</td>
<td>Connaught</td>
<td>1999</td>
</tr>
<tr>
<td>The Development of a Framework for the Analysis of Diversity in Education in India</td>
<td>Reva Joshee</td>
<td>SSHRC</td>
<td>2000</td>
</tr>
<tr>
<td>Justice, Social Justice and Citizenship</td>
<td>Reva Joshee</td>
<td>Department of Justice</td>
<td>2001</td>
</tr>
<tr>
<td>The Schools We Need</td>
<td>Ken Leithwood &amp; Foundation</td>
<td>Atkinson Charitable</td>
<td>2001</td>
</tr>
<tr>
<td>Leadership for Especially Challenging Schools In Contexts of Accountability</td>
<td>Ken Leithwood</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Gendered Retrenchment: Non-Tenured Faculty and the Dynamics of Knowledge Production in University-Based Professional Education</td>
<td>L. J. Muzzin</td>
<td>SSHRC</td>
<td>1999</td>
</tr>
<tr>
<td>Biology As If the World Mattered (BAITWorM)</td>
<td>L. J. Muzzin</td>
<td>SSHRC</td>
<td>1999</td>
</tr>
<tr>
<td>Women and Minorities as Educational Change Agents in China</td>
<td>Dwight Boyd &amp; Julia Pan</td>
<td>CIDA</td>
<td>1996</td>
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<tr>
<td>Enhancing Educational Participation: Women and National Minorities as Change Agents in China</td>
<td>Dwight Boyd &amp; Julia Pan</td>
<td>CIDA</td>
<td>2001</td>
</tr>
<tr>
<td>Global Citizenship and the Classroom</td>
<td>Mark Evans &amp; Cecilia Reynolds</td>
<td>CIDA</td>
<td>2002</td>
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</tbody>
</table>
The purpose of this study is to explore how economic, social, and educational changes are leading Ontario’s colleges of applied arts and technology (caats) to adopt strategies which will enhance the opportunities for their students and graduates to obtain degrees. It will look at student experience with these strategies and examine what the implications of these developments might be for the organization of postsecondary education in Ontario. The research will include interviews with senior administrators and program heads of caats and universities, leaders of provincial organizations, and student focus groups. The universities involved in the study will include some in Ontario and as well, other provinces of Canada and the United States.

This project explores how key events and forces of the mid and late 1960s – including the “mainstreaming” of ethnicity, a solidification of human rights practice, the articulation of a more inclusive definition of Canadian identity and citizen participation, the Quiet Revolution, increased Holocaust awareness and a reaffirmation of Jewish transnational bonding – reconfigured Canadian Jewish identity, institutional structures and relations with the non-Jewish community.

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<tbody>
<tr>
<td>UCC Research Institute</td>
<td>Cecilia Reynolds</td>
<td>Wemham/West</td>
<td>2001</td>
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<tr>
<td>Learning Centre for Boys</td>
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<td>Learning Centre for Boys</td>
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<tr>
<td>The Relationship Between Colleges of Applied Arts and Technology and Universities</td>
<td>Michael Skolnik</td>
<td>SSHRC</td>
<td>1999</td>
</tr>
<tr>
<td>Eighteen Months in the History of North American Jews</td>
<td>Harold Troper</td>
<td>SSHRC</td>
<td>2001</td>
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</tbody>
</table>
Continuing Education has completed its fifth year of operation providing Quality Learning and Leadership to educators and other professionals. This year was marked by expansions in our Additional Qualifications program, custom designed services, and international projects. The highlights of these programs are detailed below.

Highlights for this year include:

Additional Qualifications (AQ) Courses:
This year we are pleased to have a record 5,800 candidates enrolled in more than 260 AQ courses, due in part to an increased array of on-line offerings, implementing the OISE/UT new marketing strategies, as well as a collaborative partnership with the Toronto District School Board. All Additional Basic Qualification (ABQ) and Honour Specialist courses have been approved by the Ontario College of Teachers for three years. Many thanks to Eleanor Adam, Lara Cartmale, and Patricia Shaughnessy (Continuing Education) and Clare Brett (Education Commons) for their work in course development.

Taking Stock in Your Future:
This was the third year of the popular Taking Stock in Your Future program, sponsored by the Investor Education Fund of the Ontario Securities Commission and the Toronto Stock Exchange (TSX). In August 2002, 120 educators from across Canada committed to increasing youth financial literacy and attended the Taking Stock in Your Future Institutes. Two resource guides, one for intermediate and one for senior grade level teachers, provide the basis for learning at the Institutes. The members of the Taking Stock in Your Future project team are Eleanor Adam, Lara Cartmale, Laura Gollino (Continuing Education), Brendan Kelly, and Doug McDougall (CTL).

Plymouth-Canton Community Schools:
A Secondary School Renewal Plan for Plymouth-Canton Community Schools was developed that focussed on the areas of strategic support, capacity building, and staff development. The Plan will enhance the learning of all students by applying an integrated approach with a common vision and set of innovative instructional practices.

Leadership and Mentoring:
A range of leadership programs was designed and facilitated for school districts that included:
- Leading For Success, an 18 month leadership development program for the Halton District School Board that focussed on the principal’s role in the Assessment Literate School
- Partners in the Classroom, a mentoring program for the Thames Valley District School Board
- Leading for Student Success, three sessions that culminated in a Learning Fair focussed on school growth planning and data for the Nipissing-Parry Sound Catholic District School Board
- The Early Years Literacy Project, the facilitation of a strategic plan for the Toronto District School Board
- Facilitation skills for teacher leaders/consultants for the York Region Catholic District School District, a three-session series designed to promote knowledge building and sharing in the district and schools
- Building Capacity for High School Renewal, series of institutes for school leadership teams sponsored by the Fry Foundation

Bryan Leadership Development Initiative (BLDI):
This was the final year of training in the Bryan Leadership Development Initiative, a five-year leadership development program in Greensboro, North Carolina. Joanne Quinn, Nancy Watson, Michael Fullan, and Noreen Jacka were members of the OISE/UT team that provided feedback and advice, monitored progress and identified challenges to the three partners of the initiative. Through 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 received both off-site training and in-school coaching. In April 2002, a Learning Fair was held that recognized the progress in each of the 21 schools.
Training in Economic Development Project-Cuba:
This project has established capacity to design and deliver distance education programs for the Cuban Ministry of Economics and Planning. This Canadian International Development Bank (CIDA) funded project is a partnership of the University of Toronto, Dalhousie University, 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 (CTL), Clare Brett and Seeta Nyary (Education Commons) are members of the OISE/UT team.

Developing Leadership Capacity in South Africa:
This has marked the final year for this CIDA project designed to develop leadership capacity in South Africa. CIDA has conducted an evaluation of the project. Educators have achieved significant results. Over 250 senior leaders and principals continue to lead training initiatives for principals and schools. Matriculation results have increased to more than 18% since the inception of the project. Results were shared at the International Congress on School Effectiveness in 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.
Contact Information

Admissions to OISE/UT Programs
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416 926-4701
http://ro.oise.utoronto.ca/

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Phone 416 923-6641, ext. 2337
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Curriculum, Teaching, and Learning
Howard Chow
Phone 416 923-6641, ext. 2805
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Ai-Ri Chung
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Direct all comments about the OISE/UT Annual Report, 2000–2001
to the Editor and Communications Manager;
Heather Berkeley 416 923-6641, ext. 2533
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)

**Student Enrolment**
- PreService FTE (B.Ed. & Technical Education Diploma) 1228
- MA in Child Study FTE 80.6
- MT FTE 34
- Master’s FTE (excluding MA in Child Study and MT) 579.6
- Doctoral FTE 807.8

**Inservice Teacher Education**
- Summer 2001 3109
- Fall/winter 2001/02 1941

**Laboratory Schools**
- ICS 196
- UTS 619

**OISE/UT Departments**
- Department of Adult Education 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

**Faculty and Staff, 2001-2002**
- Tenured/Tenure Stream /Tutorial 159
- Additional Preservice Instructional Staff 61
- Research Officers 7
- UTS 48
- ICS 15
- Administrative Staff 166

**OISE/UT Centres**

**Internal Centres**
- Centre for Women’s Studies in Education
- Centre de recherches en éducation franco-ontarienne
- Centre for Teacher Development
- Comparative, International & Development Education Centre
- Imperial Oil Centre for Studies in Science, Mathematics, and Technology Education
- Modern Language Centre
- International Institute for Global Education
- Institute for Knowledge Innovation and Technology

**Affiliated with Adult Education and Counselling Psychology**
- Centre for Teacher Development
- Comparative, International & Development Education Centre
- Imperial Oil Centre for Studies in Science, Mathematics, and Technology Education
- Modern Language Centre
- International Institute for Global Education
- Institute for Knowledge Innovation and Technology

**Affiliated with Human Development and Applied Psychology**
- Centre for Applied Cognitive Science
- R.G.N. Laidlaw Research Centre

**Affiliated with Sociology and Equity Studies in Education**
- Centre for Media and Culture in Education
- Centre for Integrative Anti-Racism Studies
- Centre for the Study of Education and Work

**Field Centres**
- Midwestern Centre (Kitchener)
- Northwestern Centre (Thunder Bay)
- Trent Valley Centre (Peterborough)