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
OISE/UT
among the most research-intensive faculties of education in the world
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This report provides a detailed record of the scholarly output of OISE/UT faculty over the past academic year. It is meant to signal to governments, school districts, and many other types of agencies the kind of advice and expertise they might expect to find among our faculty. It is also meant to be read as a reference document for prospective graduate students interested in finding faculty to assist them in developing areas of research.

SSHRC’s Standard Research Grant is one of the most reliable sources of research funding. Our faculty secured this past year over $1.2 million in SSHRC funds, the highest amount ever secured under this program. SSHRC’s Initiatives on the New Economy (INE) were also awarded to OISE/UT faculty, two of them multi-million dollar in size, including Marlene Scardamalia’s — “Beyond Best Practice: Research-based Innovation in Learning and Knowledge Work” and David Livingstone’s “The Changing Nature of Work and Lifelong Learning in the New Economy: National and Case Study Perspectives.” The other large INE grants were awarded to Jack Quarter and his colleagues (a university-union research alliance on “Socially Responsible Investment of Pension Funds”) and to Jim Cummins and his colleagues (“From Literacy to Multiliteracies”). In addition, Diane Gérin-Lajoie and colleagues were successful in securing a Major Collaborative Research Initiative grant entitled “Current Evolution of School Personnel at the Primary and Secondary Levels in Canada.”

Through infrastructure grants, OISE/UT additionally received over $800,000 this year to help build labs that will support graduate students’ distance learning (Clare Brett), help carry out assessment and intervention with abusive or at-risk fathers (Katreena Scott), and investigate the development of social understanding and personal identity in infants and school aged children (Chris Moore).

Across OISE/UT’s research program, as a whole, results of our second annual research productivity study found that:

- OISE/UT earnings from all SSHRC sources was almost 21% of all UofT earnings from this source
- Using papers given by faculty and graduate students at the 2002 annual meeting of the American Educational Research Association as a measure of research output, OISE/UT ranked first among the most research-intensive faculties of education in Canada and fourth among the top five ranked U.S. faculties of education.

During the 2002-2003 academic year, OISE/UT added two new Canada Research Chairs, Professor David Livingstone (Lifelong Learning and Work) and Professor Chris Moore (Social Cognitive Development). We have now successfully appointed five of nine CRC’s allocated by SSHRC through the University of Toronto to OISE/UT. Searches for the remaining four chairs are in process or close to completion.

A number of initiatives, underway at OISE/UT for the past two years and aimed at making better use of research in the formation and implementation of policy and the improvement of practice, began to bear fruit this year. For example, The Schools We Need project (Leithwood, Fullan & Watson), funded by the Atkinson Charitable Foundation, offered broad provincial policy directions for the future of public education in Ontario, directions that seem very consistent with those being taken by the new provincial government. As follow-up to this report, and focused on a key area of education policy at this time, OISE/UT sponsored the Literacy Policies for the Schools We Need conference. Much of the scholarly work reported at the conference, as well as a much broader array of policy-related research, is now being captured in a handbook on Educational Policy edited by a group of OISE/UT faculty (Bascia, Datnow, Leithwood and Livingstone). This effort by OISE/UT to disseminate our research and to encourage the use of research more generally are very much in line with SSHRC’s new direction to move from a granting council to a knowledge council.
INTERNAL CENTRES

ANTI RACISM

Centre for Integrative Anti-racism Studies
Housed in the Department of Sociology and Equity Studies in Education
Roxana Ng, Director

CIARS consists of a group of scholars who aim to raise the profile of race scholarship locally, nationally and internationally. Through student, community and faculty collaboration and input, CIARS is working towards creating the Centre as the hub of research on integrative anti-racism issues. The Centre’s mandate is to enhance research and teaching in the areas of equity, anti-racism praxis and alternative knowledge(s) in education. The students and faculty who are part of the Centre continually strive to become authorities on race scholarship, providing radical leadership on race issues and create an intellectual space for developing anti-racism, and a space for bringing people together.

Sherene Razack’s project “Understanding Cultural Differences With an Anti-Racist Framework” is an example of Centre research. Canada is an increasingly multicultural society with the majority of its new immigrants coming from communities of colour. The rights of Aboriginal peoples and people of colour are routinely infringed upon when legal, medical and education professionals evaluate their claims on the basis of a superficial and racist understanding of cultural difference. A growing number of critical professionals led by individuals and organizations of colour are seeking ways to achieve more equitable outcomes in courts, hospitals and schools through attention to both cultural differences and racism. Such professionals believe that stigmas are attached to minority cultures (thus necessitating an anti-racist response) but, simultaneously, the cultural context of minorities has an impact on how the needs of such individuals might be met (necessitating a cultural difference response). This is a project exploring the challenges that legal and medical professional face when working with Aboriginal peoples and people of colour, issues frequently understood as having to do with cultural differences.

ART AND RESEARCH

Centre for Arts-Informed Research
Housed in the Department of Adult Education and Counselling Psychology
Ardra Cole and Gary Knowles, Co-Directors

The Centre’s mission is to articulate, explore, and support alternative forms of qualitative research and representation that infuse elements, processes, and forms of the arts into scholarly work. Centre priorities include seminars, exhibits, workshops, conferences, publishing, international exchanges, collaborations with art education institutions and an artist-in-residence program.

Living and Dying with Dignity: The Alzheimer’s Project, created by Ardra Cole and Maura McIntyre, is an example of Centre work. This exhibit, on display in Ottawa, January 5 – 15, 2004, explores the memory loss that is perhaps the most striking feature of the illness. This exhibit is at once a tribute to the creators’ mothers and a tribute to all who have been touched by Alzheimer’s disease.

CHILDHOOD DEVELOPMENT

Atkinson Centre for Society and Child Development
Housed in the Department of Human Development and Applied Psychology
Dan Keating, Atkinson Chair on Early Child Development and Education
Jane Bertrand, Executive Director

The Atkinson Centre brings together and promotes multidisciplinary research about developmental pathways, fundamental child development processes, and how social environments create different opportunities for children. The Centre applies new knowledge about human development in ways that will promote the well-being and competence of children and their communities. Two areas of research activity are being targeted that illustrate how different environments shape developmental outcomes for children—self-regulation and early childhood systems.
The Atkinson Centre, the Child Psychiatry Program at the Centre for Addiction and Mental Health, and the Incredible Years Parenting Project are collaborating on a research project that focuses on the effectiveness at the community level of an evidence-based intervention for aggressive children and their parents. Funded by the Change Foundation, this research project is exploring whether a clinically successful intervention can work in a community setting—and ideally—whether it can serve a segment of the community that is less likely to access these programs in a traditional clinical setting. The community partner for this research initiative is Parents for Better Beginnings at Regent Park (PFBB). Recently Nelson Mandela School has joined this partnership, which it is hoped will continue beyond the period of research funding.

Dr. Keating and Jane Bertrand are working with colleagues at the Institute of Child Study, OISE/UT and a host of local partners to examine Toronto First Duty, a community based model of service integration to ensure early learning and care of every child.

Dr. R.G.N. Laidlaw Research Centre
Institute of Child Study/Department of Human Development and Applied Psychology
Carl Corter, Director

The Dr. R.G.N. Laidlaw Centre, based at the Institute of Child Study, is dedicated to the support of applied multidisciplinary research in child development. It is an integral part of the Institute of Child Study's mission of integrating research, graduate/teacher training, and exemplary elementary education in the ICS Laboratory School. Five thematic areas of research at the Laidlaw Centre include: Early Childhood, Lifespan, and Community; Elementary Education: Literacy; Elementary Education: Numeracy; Elementary Education: Knowledge Building Through Technology; and Teacher Education: Innovations. Research benefits from collaboration among: faculty, graduate students, Laboratory School teachers, community partner schools, and the combined research and professional training in the M.A. in Child Study and Education program, based on a teacher-researcher model.

One example of a Laidlaw research project is Dr. Andy Biemiller's study of ways to enhance vocabulary among disadvantaged students. There is evidence that average English-speaking students acquire about 6,000 root word meanings by the end of Grade 2 (roughly 2.4 words per day). However, disadvantaged students acquire only half as many words by the same grade. After Grade 2, both groups of children acquire words at the same rate, but this is not enough for the disadvantaged children to catch up to their peers. Lack of vocabulary is a powerful predictor of later reading comprehension; therefore, the smaller vocabularies of disadvantaged students have potentially long-term educational consequences. Dr. Biemiller's approach to teaching vocabulary in the primary grades has already proven successful: children in his program are learning more words per day than in most previous studies, and children are retaining word meanings over a four-week period.

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

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 Scardamalia, 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 centre 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 run 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.
COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

Comparative, International and Development Education Centre
Housed in the Department of Curriculum, Teaching, and Learning
Joe Farrell and Karen Mundy, Co-Directors

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.

Faculty interests span an exciting range of theoretical and practical issues—from the study of ethnicity and identity to the issues of globalization and global governance; from non-formal learning and citizenship education, to concrete problems of educational reform, social equality, language education, conflict resolution and community development. Our faculty approach these issues from a range of theoretical and disciplinary frames. More traditional sociological, historical and philosophical approaches are taught alongside innovative interpretations of feminist, Marxist, post-structuralist and cultural theories. CIDEC students have access to courses and professors with related geographic and thematic interests in political science, development studies, international relations, feminist studies, sociology, geography and beyond. The CIDEC program is linked with events and programs at the Munk Centre for International Studies at the University of Toronto, where a vibrant community of scholars and students interested in international issues congregates.

EDUCATION AND WORK

Centre for the Study of Education and Work
Housed in the Department of Sociology and Equity Studies in Education
Co-sponsored by the Department of Adult Education and Counselling Psychology
David Livingstone, Head

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 SSHRC, we have conducted the first national survey of informal learning and other path-breaking studies on the extent of informal learning and its relations with other forms of learning and paid and unpaid work (see www.nall.ca). The grant was extended by four years, and the new project’s title is “The Changing Nature of Work and Lifelong Learning: National and Case Study Perspectives” (WALL).

WALL is a part of the Initiative for the New Economy (INE), which aims to help Canadians understand and benefit from the ways in which the global economy is being transformed. Benefiting from the contributions of international advisors, the WALL research network endeavors to identify gaps in workplace training and education in Canada and bring visibility to current learning and work issues and trends. The cumulative research generated by the WALL research network will provide a better understanding of current learning practices, processes and environments, and contribute to the production of valuable resources for instructor training, workplace innovation and government initiatives.
**EDUCATIONAL CHANGE**

*International Centre for Educational Change*

*Housed in the Department of Theory and Policy Studies in Education*

*Lorna Earl, 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. The Centre's purpose is to generate leading edge research and development work on educational change in Canada and elsewhere. Other faculty members of the Centre are Michael Fullan, Nina Bascia, Amanda Datnow, Stephen Anderson, Lynn Hannay, Wayne Seller; Associates Paul Shaw, Dean Fink and Noreen Jacka, and Research Officers Shawn Moore and Nancy Torrance.

The Centre has built a tradition of creating an intellectual home for graduate students by involving them in and creating opportunities for them in its strong research and development program.

Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools (2003) is an example of the international policy research undertaken by ICEC. The report, co-authored by Wendy Togneri in the U.S. and Stephen Anderson, in ICEC, outlines lessons from five high poverty districts in the U.S. with a record of increasing student achievement. The report identifies a set of practical steps that schools and districts can take to move beyond a few excellent schools to success across entire systems. 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 study was commissioned by the Learning First Alliance in Washington D.C. to look at support systems for teacher and leader capacity building.

**ÉDUCATION FRANCO-ONTARIENNE**

*Centre de recherches en éducation franco-ontarienne*

*Housed in the Department of Sociology and Equity Studies in Education and the Department of Curriculum, Teaching, and Learning*

*Nathalie Bélanger, Head*

CRÉFO 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 CRÉFO are specifically related to immigration, all our research takes into consideration ethnocultural diversity to a greater or lesser extent.

Diane Gérin-Lajoie’s SSHRC-funded three-year ethnographic study provides an example of CRÉFO research. Her research on 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, Gérin-Lajoie is presently conducting another SSHRC three-year ethnographic study, this time with teachers working in French language minority schools in Ontario.
LEADERSHIP

Centre for Leadership and Diversity
Housed in the Department of Theory and Policy Studies in Education
Reva Joshee, John Portelli, and Jim Ryan, Co-Directors

The Centre for Leadership and Diversity is devoted to engendering, promoting and sustaining an interest in, and commitment to, leadership and diversity. Centre initiatives are intended to encourage and nurture activities that advance the cause of equity, social justice and democracy in matters of leadership and policy. The activities will include, among others, conducting and disseminating research, liaising with schools and school systems, and bringing along novice researchers. The Centre endeavors to forge a strong connection with practitioner-focused elements of OISE/UT, in particular, the pre-service program and the principals’ qualification program. Members of the Centre include faculty from the department of Theory and Policy Studies, OISE/UT and other universities, as well as students and practitioners.

Jim Ryan has just completed a SSHRC-sponsored project exploring the efforts of diverse school communities to communicate across differences. The study examined administrators’ and school community members’ perceptions of differences and the strategies that they employed to create conversations across these differences. It also studied the effect that these efforts had on the school community. Interviews and case studies revealed, among other things, that conversation patterns across differences were tied to the roles that communicators assumed in their relationships with each other. They dictated, for example, what modes and strategies partners employed in communication scenarios.

MEDIA AND CULTURE

Centre for Media and Culture in Education
Housed in the Department of Sociology and Equity Studies in Education
Roger Simon, Head

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 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 lesbians and gays 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.

In this past year, Mirha-Soleil Ross has donated her work to the Centre. Ms. Ross explores in video the lives and issues of transsexual and transgendered people.

MODERN LANGUAGE

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

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 a 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 and empirically informed bases, the knowledge and practices of language learners, teachers, and educational communities.

Jim Cummins’ work on issues of language, identity and empowerment provides an example of Centre research. His book Negotiating Identities: Education for Empowerment in a
Diverse Society includes discussion of how instructional time can be focused on “developing bilingual students’ literacy skills in their first language without adverse effects on their development of their literacy skills in the majority language.” For Cummins, the relationship between first and second language literacy skills suggests that effective development of first language literacy skills can provide a conceptual foundation for long-term growth in majority language literacy skills. His research shows that the transfer does not occur automatically; there is “usually also a need for formal instruction in both languages to realize the benefits of cross-linguistic transfer” (Cummins, 2001, p. 183).

**SCIENCE, MATHEMATICS AND TECHNOLOGY EDUCATION**

**The Imperial Oil Centre for Studies in Science, Mathematics & Technology Education**

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

Derek Hodson, Director

In November 1998, a sub-unit for studies in science, mathematics and technology education at OISE/UT was established for an initial period of five years. The work of the Centre 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). 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 Centre’s establishment and maintenance, the intent was to have immediate and significant impact on science, mathematics and technology curriculum practice in Ontario and throughout Canada. In many ways that goal has been achieved.

One example of a Centre research project is Martina Nieswandt’s study, “Exploring the Role of Motivation on Scientific Understanding.” Nieswandt is looking at motivation, which she re-defines as “goal orientation,” in the context of students in senior high school science classes. While most practitioners recognize that motivation is important for knowledge acquisition, there is no solid empirical basis for knowing whether motivation will help to create an understanding that is favorable to acquiring new scientific concepts. In particular, the research project addresses the following questions: (1) What kind of influence does a student’s goal orientation have on successful conceptual understanding and vice versa? and (2) How does the curriculum influence students’ goal orientation? During the school year 2003/04, students in Grades 11 or 12 who are enrolled in university or college science courses will be engaged in topics related to “New Technologies.” Students’ development of content knowledge and how their goal orientation influences this development will be assessed in a pre-post, experimental and control-group design (i.e., questionnaires, interviews, and classroom observations).

**TEACHER DEVELOPMENT**

**Centre for Teacher Development**

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

Jack Miller, Head

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 pre-service education; teachers’ lives and careers; professional and teacher knowledge; holistic approaches to teaching and teacher development; 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.

**TECHNOLOGY**

**The Institute for Knowledge Innovation and Technology**

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

Marlene Scardamalia, Director

The Institute for Knowledge Innovation and Technology 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.

Beyond “Best Practice” in Education and Training

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 centre and that moves problem-based learning to a new level.

Beyond “Best Practice” in Knowledgeware
Ordinary knowledgeware allows knowledge to be shared and discussed but does nothing to support essential cognitive and social processes. Knowledge Forum® puts the community in charge of its own knowledge building and provides multiple supports to help it succeed.

Beyond “Best Practice” in Knowledge Work
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.

Beyond “Best Practice” in Knowledge-Building Community Development
IKIT works with different public, private, professional, and service organizations to develop effective working relations not only within them but 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.

IKIT is currently housing two large-scale research projects funded by the Social Sciences and Humanities Research Council of Canada and the Office of Learning Technologies and a service contract funded by CANARIE Inc.

**TRANSFORMATIVE LEARNING**

**Transformative Learning Centre**
Housed in the Department of Adult Education and Counselling Psychology
Ed O’Sullivan, Head

The faculty who came together to create the TLC in 1993 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 premise of the Centre’s work is that “transformative learning” involves experiencing a deep, structural shift in basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awarenesses; our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy.

Daniel Schugurensky’s international study of citizenship learning, “Transformative Citizenship Learning and Participatory Democracy” is an example of Centre research.

**WOMEN’S STUDIES**

**Centre for Women’s Studies in Education**
Paula Bourne, Head

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.

An example of Centre research is Nora Gold’s study, “Growing Up Jewish, Female and Canadian: A Longitudinal Study of Girls Aged 10–18.” In this SSHRC-funded project, Dr. Gold will be following 16 Toronto Jewish girls over a nine-year period, starting at age 10 and ending at age 18. Each year all the girls will meet with her once for an individual interview, and they will also take part in a focus group.
meeting with seven other girls. This research is the first serious social science study on Jewish girls in Canada or anywhere else, and is therefore attracting international attention. The project has several goals: (1) to learn about the experience of growing up as a Canadian Jewish girl at the beginning of the 21st century, (2) to explore these girls' experiences of anti-semitism and sexism, and the relationship between these and their overall well-being, and (3) to examine the issue of voice/loss of voice in relation to female adolescent development. Dr. Gold hopes that this research will help to educate the Canadian public about the dual oppression experienced by Jewish girls and women. She will therefore be filming all the interviews and focus groups, with the intent of making a documentary film (inspired by the British documentary, "Seven Up"), which can then be used for public education purposes.

FIELD CENTRES

Northwestern Field Centre
Thunder Bay, Ontario
Wayne Seller, 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.

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.

Midwestern Centre
Kitchener, Ontario
Lynne M. Hannay, Head

The Midwestern Centre has been engaged in facilitating and studying educational change and professional learning. For several years, funded by a SSHRC research grant, a board level grant and a transfer grant, we have focussed on the school districts role in facilitating school improvement. Through this process, we became increasingly interested in the inner processes educators experience as they reconstruct their professional knowledge. We furthered this investigation through a grant from the English National College of School Leadership to study the process in England.

We remain committed to school-university collaboration and have pursued our interest in professional learning and educational change through other active field development projects such as: facilitating action research for teachers and for school administrators, creating a professional learning course for secondary school teachers related to “Helping At-Risk Students Read,” and a professional learning course “Reconstructing Professional Knowledge.” As well, we co-ordinate the OISE/UT Master’s of Education course in London and Kitchener. Lastly, we offer Additional Qualification Courses in both Owen Sound and Waterloo in full partnership with the local school districts.
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 online courses in curriculum, with a special interest in programs designed in collaboration with school systems to improve school practice.

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 houses the graduate programs of Adult Education and Community Development, and Counselling Psychology. Although each program has a distinct focus, the programs are characterized by their interdisciplinary work and their nationally and internationally recognized research. Most faculty hold SSHRC grants as well as grants from funding agencies such as Spencer, Connaught, other foundations and government departments. Professor Jack Quarter received a prestigious SSHRC Alliance Grant this year involving collaboration with academics from Harvard, Oxford and other universities. The Department recently appointed Professor Karen Mundy as Canada Research Chair in Global Governance and Educational Change. The goals of this appointment include strengthening OISE/UT’s research and graduate training initiatives in the field of international and comparative education.

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 169 part-time and 116 full-time students. The program has 12 tenure-stream faculty and one senior lecturer covering a diverse range of issues grouped around the themes of Aboriginal/Indigenous Education; Community, International and Transformative Learning; Creative Inquiry, Personal and Professional Learning; and Workplace Learning and Change. The Transformative Learning Centre and The Centre for Arts-informed Research are headed by members of the program and housed within the department. In addition, members of the faculty play major roles in the Centre for Integrative Anti-racism, the Centre for Women’s Studies in Education, the Centre for Comparative and International Development Education, and the Indigenous Education network. The Adult Education and Community Development Program, along with Counselling Psychology, is part of a university-wide initiative in Community Development. It is also closely linked to community settings, as reflected in its Certificate in Adult Training and Development and the Certificate in Nonprofit Social Accounting. The Department also houses two teacher education programs: Business Education and Technological Studies.

The Counselling Psychology Program is designed to provide critical and scholarly skills in counselling psychology and counsellor education and to train psychologists and counsellors in the general domain of psychological services. As such, the program bridges two distinct linkages—to the profession of psychology and to the educational system and community. The program is renowned for excellence in professional training and its integration of diversity, equity, and critical practice issues within the field of counselling psychology and counsellor education. There are currently nine faculty members with diverse research programs and specializations within the field including the study of race, gender, class, and culture in therapy; career counselling and life career development; human sexuality and sexual diversities; psychotherapy process, women’s mental health and health promotion; victimization, trauma and learning; cultural transformation and transgenerational trauma; and hate crimes. The Counselling Psychology program has 92 full-time and 44 part-time graduate students and attracts 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 AEEP during the year 2002-2003:

• Professor Marilyn Laiken was the 2002 recipient of the OSTD President's Award by the Ontario Society for Training and Development
• Professor Shahrzad Mojab was appointed as an Associate by the Institute for Education Policy Studies, University College, Northampton, UK
• Professor Niva Piran was the inaugural recipient of the Feminist Mentorship Award given by the Section on Women and Psychology (SWAP), Canadian Psychological Association
• Professor Marg Schneider was appointed as a Fellow, Society for Community Research and Action of Division 27, American Psychological Association
• Jeanne Watson was the recipient of the Outstanding Early Career Achievement Award from the Society for Psychotherapy Research in June 2002
BURSTOW, BONNIE
Books and Book Chapters

Refereed Journal Articles

CHEN, CHARLES
Refereed Journal Articles

COLE, ARDRA
Reports, Monographs, and Published Conference Proceedings

GILLIS, J. ROY
Reports, Monographs, and Published Conference Proceedings

KNOWLES, J. GARY
Refereed Journal Articles

ARDRA COLE
“Once upon a time in the not so far away future we will all…be older…Imagine now that the course of aging and normal passage of health alters with the arrival of illness, an illness of the brain…Alzheimer’s disease. How would you care to know? How would you care to be known? How would you care to be cared for? How would you know to care?”

ROY GILLIS
“Little progress has been made in dealing sensitively with female survivors of partner abuse and ensuring their safety. Women, particularly immigrant women, reported that the police lacked sensitivity, and the judiciary failed to explain the legal process to them, and did not take partner abuse seriously—the end result being that their abusive partner was often released after a short incarceration period without any treatment.”
LAIKEN, MARILYN

Books and Book Chapters

Refereed Journal Articles

MILES, ANGELA

Refereed Journal Articles

MIRCHANDANI, KIRAN

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

MOJAB, SHAHRZAD

Refereed Journal Articles
Mojab, S. (2002). Fundamentalist and capitalist wars on women. Fireweed [Special Issue on Women, Race, War and Resistance], 7(1), 12–19.
Reports, Monographs, and Published Conference Proceedings


MOODLEY, ROY
Books and Book Chapters

MUNDY, KAREN
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

NG, ROXANA
Books and Book Chapters

O’SULLIVAN, ED

Books and Book Chapters


Refereed Journal Articles


PIRAN, NIVA

Books and Book Chapters


QUARTER, JACK

Books and Book Chapters


Refereed Journal Articles


Department of Adult Education and Counselling Psychology

SCHNEIDER, MARGARET
Referred Journal Articles

SCHUGURENSKY, DANIEL
Referred Journal Articles

Books and Book Chapters

STERMAC, LANA
Referred Journal Articles


<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Granting Agency</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
</tr>
<tr>
<td>The Employment Experience of New Immigrants</td>
<td>Charles P. Chen</td>
<td>Connaught</td>
<td>2002</td>
</tr>
<tr>
<td>The Life Career Transitional Experience of Counsellor Trainees from Non-Western Cultures</td>
<td>Charles P. Chen</td>
<td>Connaught</td>
<td>2000</td>
</tr>
<tr>
<td>Living and Dying with Dignity: Issues of Care and Care-Giving to People with Alzheimer’s Disease</td>
<td>Ardra L. Cole</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Attitude Change of Preservice Teachers Toward Teaching About Sexual Orientation Diversity in the Classroom</td>
<td>J. Roy Gillis</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Case Study: Labour Education from an Equality Perspective</td>
<td>Nancy S. Jackson</td>
<td>INE - CRI</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>
</tr>
<tr>
<td>Documentation as a Technology of Restructuring: Implications for the Production Workforce in Auto Parts</td>
<td>Nancy S. Jackson</td>
<td>NCE</td>
<td>2002</td>
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</table>

Each year Canada welcomes about a quarter million new immigrants, many with advanced degrees and high qualifications. Initially hopeful about re-qualification, the vast majority fails to rebuild their professional lives in Canada, many finding work in unskilled occupations just to make ends meet. “It’s like we open a door and slam it shut,” says Charles Chen who is studying the worklife adjustment of immigrant professionals from non-western cultures. A preliminary finding is the qualities of resiliency that characterize these people as they adjust their expectations and struggle with financial survival.

Current technologies of work restructuring, like continuous improvement and quality assurance, depend heavily on text as a way to get things done. But new “paper trails” mean tighter accountabilities, and new potential of risk and blame for people on the front lines. In other words, textualization is also about redistribution of power in the workplace.
Contingent workers are at the forefront of the recent trends of neo-liberalism, labour market restructuring, and changing forms of employment. This project explores how contingent workers engage in work-related learning vis-à-vis power relations, looking specifically at the racialized, gendered, class-structured settings of their work. We document the experiences of four groups of female contingent workers—garment sewers, temporary agency nurses, call centre operators, and supermarket clerks.

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<tbody>
<tr>
<td>The Ontario Trillium Foundation Leadership Development Program</td>
<td>Marilyn Laiken</td>
<td>Ontario Trillium Foundation</td>
<td>2002</td>
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<tr>
<td>Dame Nita Barrow Distinguished Visitor Initiatives</td>
<td>Angela Miles</td>
<td>Ethnocultural Fund, U of T and IDRC</td>
<td>2002</td>
</tr>
<tr>
<td>Overcoming Race and Gender Barriers to Workplace Literacy</td>
<td>Kiran Mirchandani &amp; Roxana Ng</td>
<td>National Literacy Secretariat</td>
<td>2003</td>
</tr>
<tr>
<td>The Uneven Periphery: Home-Based Work in Canada</td>
<td>Kiran Mirchandani</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Skilled in Vulnerability: Work-related Learning Amongst Contingent Workers</td>
<td>Kiran Mirchandani &amp; Roxana Ng</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>The Racialized Impact of Welfare Fraud Control in B.C. and Ontario</td>
<td>Kiran Mirchandani</td>
<td>Canadian Race Relations Foundation</td>
<td>2002</td>
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<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>
</tr>
<tr>
<td>Transnational Organizations and Post-war Reconstruction: Mapping Women’s Learning in Afghanistan and Kurdistan</td>
<td>Shahrzad Mojab</td>
<td>SSHRC</td>
<td>2003</td>
</tr>
<tr>
<td>War, Diaspora and Learning: Kurdish Women in Canada, Britain and Sweden</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>
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</tbody>
</table>
Illiteracy, lack of schools, schools that exclude learners because of their gender, race or religion, schools in which learners do not learn—these are not local problems but global concerns that require global solutions. Yet the international framework for that cooperation has changed dramatically. Mundy's research explores, for example, how UNESCO went from a clear and forceful statement of education objectives to a much more diffuse mission that neither provided an unambiguous sense of direction nor specified the organization's unique role...

— Excerpted from Time Canada, October 13, 2003

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<tr>
<td>Multicultural Counselling Conference, June 2003</td>
<td>Roy Moodley</td>
<td>APA</td>
<td>2002</td>
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<tr>
<td>The Politics of International Organisation and Cooperation in the Field of Education</td>
<td>Karen Mundy</td>
<td>SSHRC</td>
<td>2003</td>
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<tr>
<td>International Organisations and the Evolution of Educational Multilateralism</td>
<td>Karen Mundy</td>
<td>Connaught</td>
<td>2003</td>
</tr>
<tr>
<td>Global Governance and Educational Change for Innovation /Ontario</td>
<td>Karen Mundy</td>
<td>Canada Foundation for Innovation Fund</td>
<td>2002</td>
</tr>
<tr>
<td>Canada Research Chair in Global Governance and Educational Change</td>
<td>Karen Mundy</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Non-governmental Advocacy in The “Education for All” Effort: An Update</td>
<td>Karen Mundy</td>
<td>UNESCO</td>
<td>2002</td>
</tr>
<tr>
<td>Teaching International and Comparative Education</td>
<td>Karen Mundy</td>
<td>Spencer Foundation</td>
<td>2002</td>
</tr>
<tr>
<td>“Education for All” on an International Stage</td>
<td>Karen Mundy</td>
<td>Spencer Foundation</td>
<td>2001</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>
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<tr>
<td>Outcome Evaluation of the Women’s Brief Psychotherapy Center</td>
<td>Niva Piran</td>
<td>Ontario Women’s Health Council</td>
<td>2001</td>
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</tbody>
</table>
This three-year study includes 17 academics from 8 universities and 17 partner organizations, including the Canadian Labour Congress and its 10 provincial affiliates—an indication of this study's importance to the labour partners. The study has three objectives: first, to research the impact of socially responsible investment of pension funds, with a focus on Canada, but taking into consideration international scholarship; second, to research the obstacles to socially responsible investment by pension funds; and third, to research the impact on union-appointed trustees of pension funds of an educational program on socially responsible investment. The project coordinator for the Alliance is Isla Carmichael, a recent graduate of our Ph.D. program.

The focus on the educational performance of students experiencing traumatic stress has become of central importance recently due to increased immigration from war-zone areas around the world and the changing demographics of the student population. Students who have experienced pre-migration traumatic events may face both mental health issues and learning challenges. Our research has identified some of the cognitive and emotional effects that traumatic stress may have on students—mental health and learning as well as some of the positive attitudinal changes that appear to have a mediating effect for students, particularly at the postsecondary level.

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<tr>
<td>Eating Disorders at the Intersection of Body and Culture</td>
<td>Niva Piran</td>
<td>SSHRC</td>
<td>1999</td>
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<tr>
<td>Women Self-care and Body Image</td>
<td>Niva Piran</td>
<td>Kellogg Canada</td>
<td>1999</td>
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<td>Transformative Learning for Pension Fund Investment in the New Economy</td>
<td>Jack Quarter</td>
<td>SSHRC</td>
<td>2003</td>
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<td>Next Steps in Calculating the Value Added of Volunteers</td>
<td>Jack Quarter</td>
<td>Department of Canadian Heritage</td>
<td>2003</td>
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<tr>
<td>Converting Government-Administered Public Housing to Tenant-Managed Non-Profit Co-operatives</td>
<td>Jack Quarter</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<tr>
<td>Union Trustee Education Program</td>
<td>Jack Quarter</td>
<td>Atkinson and Columbia Foundations</td>
<td>2001</td>
</tr>
<tr>
<td>The Informal Learning of Volunteer Workers</td>
<td>Daniel Schugurensky</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Lifelong Citizenship Conference, October 2003</td>
<td>Daniel Schugurensky</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>The Effect of Traumatic Stress on Learning</td>
<td>Lana Stermac</td>
<td>SSHRC</td>
<td>2002</td>
</tr>
<tr>
<td>Sexual Assault Database</td>
<td>Lana Stermac</td>
<td>Sunnybrooke &amp; Women's College Health Centres</td>
<td>2002</td>
</tr>
</tbody>
</table>
The greatest strength of the Department of Curriculum, Teaching and Learning (CTL) is our rich and diverse community. As the largest academic department at OISE/UT, we are home to approximately 60 tenure/tenure stream faculty, and 60 contract/seconded instructors in the Initial/Pre-service Teacher Education program. During the 2002/03 academic year we welcomed three new assistant professors, Clare Brett, Education and Knowledge Technologies, Beth Herbel-Eisenmann, Mathematics Education, and Lesley Shore, English Education, and congratulated 213 master’s and doctoral program graduates.

Research interests are multi-dimensional and broad ranging, spanning such areas as subjects and disciplines; pedagogical orientations; educational practices; student and teacher experiences; language, culture and literacy; socio-political conditions; professional development and multiple educational environments, although this is by no means an exhaustive list. This year we were successful in securing over three million dollars in research funding and service contracts. Although the majority of our awards are funded by the Social Sciences and Humanities Research Council (SSHRC), support was also received from the Ontario Ministry of Education, Human Resources Development Canada, districts, other universities, and organizations such as CANARIE (Canada’s advanced Internet development organization). One exceptional example of large-scale funding is Marlene Scardamalia’s success in securing a SSHRC “Initiatives on the New Economy” grant for her project “Beyond Best Practice: Research-based Innovation in Learning and Knowledge Work” worth more than one million dollars.

In addition to funded research activities, our faculty members contributed to over 80 scholarly books, produced countless journal articles and were the recipients of a variety of honours for outstanding achievement. Among those honoured, the department congratulates Paula Stanovich for receiving the President’s Award “Ontario Subdivision for Individuals with Developmental Challenges,” Council for Exceptional Children” in November 2002.

Our affiliated research centres had an active and prolific year, hosting international visitors, and organizing prestigious conferences. Among the events sponsored by the centres were:

• Centre for Teacher Development (CTD) hosted a three-day conference on “Experiential Approaches to Multiculturalism Education” in May

• The Institute for Knowledge Innovation and Technology (IKIT) held its 6th Annual Summer Institute in August

• The Modern Language Centre (MLC) hosted the four-day international conference, Second Language Research Forum (SLRF), in conjunction with language-related departments at the University of Toronto

In addition to being leading researchers, our faculty members are also recognized for their excellence in teaching. At the annual OISE/UT Student Teachers’ Union Professor of the Year Awards for instructors of the Initial/Preservice Education Program, 18 of the 20 awards went to CTL instructors.

Although our success in scholarship was an important aspect of the activity of the department, the year was marked by a process of self-analysis and reflection with Professor Merlin Wahlstrom’s term as Chair ending in June 2003. We will miss Merl; it is a testament to his leadership that the department received a positive review from Professors Nel Noddings (Stanford University) and Lee Gunderson (University of British Columbia). As the future will bring inevitable change, our solid foundation will help to ensure that future is bright.

Dennis Thiessen
ANDY ANDERSON

“Health promotion initiatives should enable participants to understand more about the competencies and attitudes of care enshrined in the key principles outlined by the World Health Organization’s Global Health Initiative. These include: democracy, equity, empowerment, partnerships, active learning, teacher development, collaboration, sustainability, school environment, and maintaining success.”

MARY BEATTIE

“In my current research, I am examining the links among the differing learning contexts that define how educators learn and how they construct their professional knowledge. I am exploring the multidimensional “narratives” of their teaching lives.”

LARRY BENCZE

“Students seldom conduct realistic scientific inquiries. Our research suggests, however, that beginning teachers can become motivated to facilitate realistic inquiries if they develop social constructivist conceptions about science. The more they view science as being highly contextualized and idiosyncratic, the more likely they may engage students in such indeterminate experiences.”

FACULTY PUBLICATIONS

ANDERSON, ANDY

Refereed Journal Articles

BEATTIE, MARY

Books and Book Chapters

Refereed Journal Articles

BECK, CLIVE

Refereed Journal Articles

BENCZE, LARRY

Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings


BICKMORE, KATHY

Books and Book Chapters

Refereed Journal Articles

BRETT, CLARE

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings
COHEN, RINA
Reports, Monographs, and Published Conference Proceedings

CONLE, CAROLA
Refereed Journal Articles

COOPER, KARYN
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

CUMMING, ALISTER
Books and Book Chapters

Refereed Journal Articles

**CUMMINS, JIM**

**Books and Book Chapters**


Refereed Journal Articles

DARROCH-LOZOWSKI, VIVIAN
Books and Book Chapters

DIAMOND, C. T. PATRICK
Books and Book Chapters

Refereed Journal Articles

EVANS, MARK
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

FARRELL, JOE
Books and Book Chapters
GALLAGHER, KATHLEEN
Books and Book Chapters

Refereed Journal Articles

GÉRIN-LAJOIE, DIANE
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings
GITARI, WANJA
Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings

TARA GOLDSTEIN
“Teaching and Learning in a Multilingual School” has been written for teachers and teacher educators working in communities that educate children who do not speak English as a first language. At the centre of the book are findings from a four-year critical ethnographic study of a Canadian high school with a large number of immigrant students from Hong Kong and rich descriptions of the multitude of ways teachers and students thought about, responded to, and negotiated the issues and dilemmas that arose.

GOLDSTEIN, TARA
Books and Book Chapters


Refereed Journal Articles

HANNA, GILA
Books and Book Chapters


Refereed Journal Articles


Reports, Monographs, and Published Conference Proceedings

GILA HANNA
• Named Fields Institute Fellow—a lifetime appointment for outstanding contribution to the Fields Institute for Research in Mathematical Science, its programs, and to the Canadian mathematical community
HEWITT, JIM
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

HIDI, SUZANNE
Books and Book Chapters

Refereed Journal Articles
HODSON, DEREK

Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

JORDAN, ANNE

Refereed Journal Articles

KOONY, MARY

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings
Cooper, K., & Kooy, M. (2002). Knowledge, poetry and action in the classroom. In Ways of knowing in and through the body: Diverse perspectives on embodiment: Proceedings of the 4th Bi-annual Summer Institute, Canadian Association for the study of Women and Education, Toronto (pp. 71–75).
KOSNIK, CLARE
Referred Journal Articles

Reports, Monographs, and Published Conference Proceedings

LABRIE, NORMAND
Referred Journal Articles

LAM, TONY
Referred Journal Articles
Lam, T.C.M., Green, K.E. & Bordignon, C. (2002). Effects of item grouping and position of the “don’t know” option on questionnaire response. Field Methods, 14(4), 418-432.

LAPKIN, SHARON
Books and Book Chapters

Referred Journal Articles
Reports, Monographs, and Published Conference Proceedings

MASON, JEAN
Books and Book Chapters

McDOUGALL, DOUG
Books and Book Chapters

Refereed Journal Articles

McENEANEY, ELIZABETH
Books and Book Chapters


MILLER, JACK
Books and Book Chapters

Refereed Journal Articles
NISHISATO, SHIZUHIKO
Books and Book Chapters

Refereed Journal Articles

PEDRETTI, ERMINIA
Books and Book Chapters
PETEerson, Shelley

Refereed Journal Articles

Rolheiser, Carol

Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

Ross, John

Books and Book Chapters

Refereed Journal Articles
SCARDAMALIA, MARLENE

Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

SELLER, WAYNE

Refereed Journal Articles

SHORE, LESLEY

Books and Book Chapters
SIMON, ROGER
Refereed Journal Articles

SMYTH, ELIZABETH
Refereed Journal Articles

SPADA, NINA
Refereed Journal Articles

STANOVICH, PAULA
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

SWAIN, MERRILL
Books and Book Chapters

Refereed Journal Articles
SYKES, HEATHER
Refereed Journal Articles

THIESSEN, DENNIS
Books and Book Chapters

TRIFONAS, PETER
Books and Book Chapters

Refereed Journal Articles

WILKINSON, JOYCE
Books and Book Chapters


WILSON, DAVID

Books and Book Chapters


Refereed Journal Articles


WOLFE, RICHARD
Books and Book Chapters
The technology infusion initiative is attempting to a) develop recommendations for technology-related goals and outcomes for students within the pre-service program and b) create a variety of strategies for supporting technology-related professional development among pre-service faculty and instructors. By working across the elementary and secondary panels, this research takes an institutional perspective, transcending specializations but taking particular needs into account. Another advantage is that it provides a focus and energy to attract funding to support its work (e.g. last year $12,000, this year $20,000 from OKNL). These funds are being used to develop professional development and dissemination strategies for faculty and instructors, including a web-accessible online database of exemplary technology-related teaching practices from OISE/UT pre-service instructors.


<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>Professional Learning: Interacting and Enacting Narratives</td>
<td>Mary Beattie</td>
<td>SSHRC Standard Research Grant</td>
<td>2002</td>
</tr>
<tr>
<td>Teacher Education for Literacy Teaching</td>
<td>Clive Beck, Clare Kosnik and Shelley Peterson</td>
<td>SSHRC Large Scale Grant</td>
<td>2003</td>
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<tr>
<td>Let’s Do Projects! (Web Site)</td>
<td>Larry Bencze</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2003</td>
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<tr>
<td>Multimedia Case Methods in Science Teacher Education</td>
<td>Larry Bencze</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2003</td>
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<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>
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<tr>
<td>Technology Infusion in Elementary and Secondary Pre-service Teaching</td>
<td>Clare Brett</td>
<td>Ontario Knowledge Network for Learning</td>
<td>2003</td>
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<tr>
<td>Factors that Influence Online Engagement in Asynchronous Computer Conferencing</td>
<td>Clare Brett</td>
<td>UT Connaught Start-up Grant</td>
<td>2002</td>
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<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>
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<td>Project Title</td>
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<td>Encounters of Ethos: Students' Experiences of Media Narratives and the</td>
<td>Carola Conle</td>
<td>SSHRC Standard Research Grant</td>
<td>2003</td>
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<td>Empirical Power of the Imagination</td>
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<td>Goals and Activities for ESL Writing: Learning and Instruction in the</td>
<td>Alister Cumming</td>
<td>SSHRC Standard Research Grant</td>
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<td>Pre-university/University Interface</td>
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<td>Discourse Analyses and Verification of Score Levels for Prototype Writing:</td>
<td>Alister Cumming &amp;</td>
<td>Educational Testing Service</td>
<td>2002</td>
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<td>Tasks for a New TOEFL</td>
<td>Robert Kantor</td>
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<td>From Literacy to Multiliteracies: Designing Learning Environments for</td>
<td>Margaret Early, Jim</td>
<td>SSHRC Initiative on the New Economy</td>
<td>2002</td>
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<td>Knowledge Generation within the New Economy</td>
<td>Cummins, John W Illinsky</td>
<td>Research Alliances</td>
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<td>Canadian International Development</td>
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<td>Education for Citizenship Through Teacher Education: An International</td>
<td>Mark Evans</td>
<td>Human Resources Development Canada,</td>
<td>2000</td>
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<td>Mobility Programme</td>
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<td>Government of Canada and European</td>
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<td>The Impact of Infusing ESL Issues and Teaching Strategies in the Pre-Service</td>
<td>Antoinette Gagné</td>
<td>SSHRC</td>
<td>2002</td>
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<td>Teacher Education Program</td>
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<tr>
<td>Drama Education, Youth, and Social Cohesion: (Re)constructing Identities</td>
<td>Kathleen Gallagher</td>
<td>SSHRC Standard Research Grant</td>
<td>2002</td>
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<td>in Urban Contexts</td>
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<tr>
<td>L’évolution du personnel de l’enseignement au Canada</td>
<td>Maurice Tardif &amp; Diane Gérin-Lajoie</td>
<td>SSHRC – MCRI</td>
<td>2002</td>
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</table>
The ethnographic study examines how teachers experience teaching on a daily basis through the lens of their own identity trajectory at the personal and professional level. How, within a school infrastructure increasingly prescriptive and narrowly focused on academic outcomes, can teachers act as agents of minority linguistic and cultural reproduction, in addition to their role as agents of knowledge transmission and as well as socialization agents?

This three-year program of research looks at teachers as a) carriers of identity, b) individuals with the capacity to contribute to the construction of linguistic and cultural identities, c) social actors within the school, and d) colleagues in a specific workplace.

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<th>Project Title</th>
<th>Project Leader</th>
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<tr>
<td>Parcours identitaires et pratiques sociales dans les écoles minoritaires de</td>
<td>Diane Gérin-Lajoie</td>
<td>SSHRC Standard Research Grant</td>
<td>2001</td>
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<td>langue française: le personnel enseignant au quotidien</td>
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<tr>
<td>Profil sociolinguistique et socioculturel des élèves et de leur milieu dans</td>
<td>Diane Gérin-Lajoie and Normand Labrie</td>
<td>Conseil scolaire de district catholique Centre-Sud</td>
<td>2002</td>
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<td>le Conseil scolaire de district Centre-Sud</td>
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<tr>
<td>Structuring Science Concepts</td>
<td>Wanja Gitari</td>
<td>Connaught Fund</td>
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<td>Performed Ethnography for Anti-Homophobia Teacher Education</td>
<td>Tara Goldstein</td>
<td>SSHRC Large Scale Grant</td>
<td>2002</td>
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<td>Geometry with Sketchpad and Cinderella</td>
<td>Gila Hanna</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics</td>
<td>2003</td>
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<td>and Technology Education</td>
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<td>An Investigation of the Dynamics of Student Interest and Its Influence on</td>
<td>Suzanne Hidi</td>
<td>SSHRC Standard Research Grant</td>
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<td>Learning and Writing in a Simulated Web Environment</td>
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<td>The Development of Interest: Forging a Cross-Cultural Research Agenda</td>
<td>Ann K. Renninger, Suzanne Hidi &amp; Andreas Krapp</td>
<td>Transcoop Program of the German Government</td>
<td>2000</td>
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<td>Internet Mediated Science and Invention Project</td>
<td>Derek Hodson</td>
<td>SSHRC Initiative for the New Economy</td>
<td>2002</td>
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<td>The Implementation and Outcomes of Individual Educational Plans (I.E.Ps) in</td>
<td>Anne Jordan</td>
<td>OISE/UT Transfer Grant</td>
<td>2000</td>
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<td>Ontario’s Elementary Schools</td>
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<td>The Development of Teachers’ Epistemological Beliefs and Their Impact on Teaching Practices</td>
<td>Anne Jordan</td>
<td>SSHRC Standard Research Grant</td>
<td>2003</td>
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<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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<td>The Impact of Elementary and Secondary School Reforms on Teacher Preparation</td>
<td>Clare Kosnik, Clive Beck, Michael Connelly, Patrick Diamond, &amp; Mary Kooy</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2000</td>
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<tr>
<td>Participation écoles-familles immigrantes francophones à Toronto</td>
<td>Normand Labrie, Diane Farmer &amp; Denise Wilson</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2002</td>
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<tr>
<td>Profil linguistique et socioculturel des élèves et de leur milieu dans le Conseil scolaire de district catholique Centre-Sud</td>
<td>Diane Gérin-Lajoie &amp; Normand Labrie</td>
<td>Conseil scolaire de district catholique Centre-Sud</td>
<td>2002</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 &amp; Nathalie Bélanger</td>
<td>Ministry of Training, Colleges and Universities; National Literacy Secretariat</td>
<td>2001</td>
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<tr>
<td>From the Classroom: Grounded Activities for Second Language Learning</td>
<td>Miles Turnbull, Jill Bell &amp; Sharon Lapkin</td>
<td>Canadian Heritage</td>
<td>2001</td>
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</table>

Regular classroom teachers have differing beliefs about their roles in working with students with disabilities. We have demonstrated how such beliefs impact their practices in meeting the needs of diverse students. We think that teachers’ beliefs about their roles with students with disabilities may be linked to their larger epistemological beliefs, such as their concepts of ability and achievement. We plan to examine the beliefs-practice link with pre-service, novice, mid-career and experienced teachers, and trace the formative events that have led highly skilled teachers to adapt their instruction to accommodate diversity in their classrooms.

A discursive space is currently emerging within French-speaking communities in Ontario, in which some people are debating the relation between immigrant families and educational institutions. This discursive space is located in the public sphere, but for the time being, it remains at the periphery of the institutional world of education. Essentially, this new discursive space is located at the intersection of immigrant community groups, French-speaking organizations, and federal institutions.
Learning occurs throughout our entire lives—in formal settings like schools, but also through the many rich and diverse experiences that constitute the tapestry of our lives. The goals of this project are to explore scientific literacy and learning about science and technology in and beyond schools. Research sites have included the Ontario Science Centre, Vancouver Science World, Niagara Parks Butterfly Conservatory and schools from various local school districts.

This project is a collaborative effort to integrate case documentaries from programs of exemplary teachers in schools into science teacher education programs at OISE/UT. The case methods used with student teachers are intended to introduce them to ideas about science and science teaching that they might not, otherwise, have opportunities to experience during their regular practicum sessions. They also help to bring more relevance to university-based science teacher education. To date, we have developed four interactive multi-media case methods in science education for the primary, junior, intermediate and senior levels.

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<tbody>
<tr>
<td>W rites of Passage: Pathographies by Patients in Adirondack Tuberculosis Sanatoria, 1884-1954</td>
<td>Jean S. Mason</td>
<td>SSHRC Standard Research Grant</td>
<td>2003</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>Exploring the Role of Motivation on scientific understanding</td>
<td>Martina Nieswandt</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2003</td>
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<tr>
<td>Informal Learning In Science &amp; Technology Education</td>
<td>Erminia Pedretti</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>1999</td>
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<tr>
<td>Case Methods In Science Teacher Education</td>
<td>Larry Bencze, Jim Hewitt, &amp; Erminia Pedretti</td>
<td>Imperial Oil Centre for Studies in Science, Mathematics and Technology Education</td>
<td>2002</td>
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<tr>
<td>Teachers' Assessment of Girls' and Boys’ Narrative and Persuasive Writing</td>
<td>Shelley Peterson &amp; Ruth Childs</td>
<td>Ontario Ministry of Education &amp; Training Transfer Grant</td>
<td>2001</td>
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<tr>
<td>District Going to Scale: Case Studies of Two Districts Building School Capacity in the Implementation of Early Literacy Strategies</td>
<td>Carol Rolheiser</td>
<td>Ontario Ministry of Education and Training Transfer Grant</td>
<td>2002</td>
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</table>
Our research with French immersion students has shown that collaborative dialogue mediates second language learning. The specific goals were to investigate issues related to when and how second language (L2) learners’ attention should be drawn to language forms. These issues include questions of time—the importance of both the overall amount of instruction and the intensity of that instruction; timing—both developmental (learners’ readiness to learn something) and pedagogical (the learning context in which the learner can benefit most from instruction); and the relative effectiveness of different types of instruction. The types of instruction included a continuum of methods and techniques—from the provision of explicit metalinguistic information through a range of less explicit pedagogical procedures. The research was carried out in intensive English as a second language classrooms in Quebec primary schools.
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<tr>
<td>The Right to Philosophy</td>
<td>Peter Trifonas</td>
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<td>Learning Through the Arts™ Final Assessment: Toronto Project</td>
<td>Joyce A. W ilkinson</td>
<td>Royal Conservatory of Music</td>
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<td>Implementing Developmental Drama in EFL in Shanghai</td>
<td>Yanqing Sun, Joyce A. W ilkinson, Liming Yu, &amp; Shunde Yang</td>
<td>Shanghai Education Commission</td>
<td>1999</td>
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<td>Comparison of Educational Systems: Understanding The Variation of PISA Results</td>
<td>David Wilson &amp; Tony Lam</td>
<td>DIPF (Deutsches Institut für Internationale Pädagogische Forschung), Frankfurt, Germany</td>
<td>2002</td>
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</table>
Our mission in the Department of Human Development and Applied Psychology is to expand knowledge about human development, through both basic and applied research. Our commitment is to make effective use of the new knowledge in key practical arenas, especially education and in clinical issues affecting children, adolescents, and young adults. Our aim is to help our graduate students develop into skilled and thoughtful researchers and professionals, who will carry our mission and our commitment on into the future.

The department holds the strongest concentration of developmental psychologists in any department in Canada. In a site 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.

The department includes distinguished senior scholars, whose accomplishments have made us highly visible in the international research community. Currently our faculty include a University Professor Emeritus (David Olson); one of the world's most cited developmental psychologists (Keith Stanovich); two members of the federally funded Centres of Excellence: the Canadian Language and Literacy Research Network (Esther Geva); and the Centre of Excellence for Early Child Development (Jenny Jenkins); two Fellows of the Royal Society of Canada (David Olson and Keith Oatley); and a member of the Canadian Institute for Advanced Research, who holds the Atkinson Foundation Chair in Early Child Development and Education (Daniel Keating). The Department has also been awarded two Tier 1 Canada Research Chairs: to Keith Stanovich, CRC in Applied Cognitive Science, and to Chris Moore, CRC in Social Cognitive Development.

We are delighted to welcome Chris Moore, who joined the Department as Professor in July 2003. Michel Ferrari was granted tenure, and promotion to Associate Professor. Nancy Link was promoted to Senior Lecturer. Altogether the department has a complement of 25 permanent faculty, one of whom is half-time in the department (shared with the Department of Curriculum, Teaching, and Learning). We have six contract and seconded faculty, and eleven administrative support staff, as well as a few postdoctoral fellows and visiting researchers. We also have almost 300 students, most of whom are full-time students, and a satisfying number of whom hold scholarships from external granting agencies.

Most faculty members hold grants from federal granting agencies (SSHRC, NSERC and CIHR), while other grants come from a variety of agencies and foundations, including the Canadian Foundation for Innovation, Human Resources Development Canada, The Change Foundation, and the Atkinson Foundation. Ongoing research includes many projects, as shown in the wealth of publications and funded research listed in this report. Our research topics fall into four main cross-cutting areas: cognitive and social processes in development, risks and disabilities in development, contexts for well-being, and programs and policies for children.

Three research centres are situated within or affiliated with the department. The Centre for Applied Cognitive Science is a long-established OISE/UT internal centre that includes faculty and students from other OISE/UT and U of T departments who share our interest in the application of cognitive science to problems and issues in education and clinical settings. The Atkinson Centre on Society and Child Development was recently launched through the generosity of the Atkinson Foundation with a mission to generate, investigate and apply new knowledge about societies and child development. The Dr. R.G.N. Laidlaw Centre, endowed by the Laidlaw Foundation, is situated within the Institute of Child Study and is dedicated to the support of applied multidisciplinary research in child development. The Institute of Child Study also houses the university's Laboratory School (Nursery to Grade 6). In addition, the department operates the Counselling and Psychoeducational Clinic, in collaboration with the Department of Adult Education and Counselling Psychology.

The department is committed to shaping the next generation of researchers, scholars, and practitioners within the field of human development. In 2002, our School and Clinical Child Psychology M.A./Ph.D. program received accreditation from
the American Psychological Association for a full seven years, which was an important accomplishment for us. Our Developmental Psychology and Education program offers M.A. and Ph.D. degrees for students pursuing academic and research careers, and M.Ed. and Ed.D. degrees for reflective practitioners in education or related fields. We have two master’s programs that combine initial teacher education with a focus on child development and research: the M.A. in Child Study and Education at the Institute of Child Study, and the Master of Teaching in Human Development and Curriculum, which we offer jointly with the Department of Curriculum, Teaching and Learning.

We have just formed a Collaborative Graduate Program in Developmental Science with the university’s Psychology Department, aiming to make the University of Toronto the world’s principal location for graduate study in developmental psychology. This collaboration is particularly timely because it reflects an emerging school of thought in the field at large: a dedication to integrate the scientific understanding of development with the implementation of real life benefits for children and families, and in so doing, to move the study of human development beyond its conventional disciplinary boundaries.

In addition to our own programs, the department is responsible for co-ordination of the Psychological Foundations of Learning and Development course in OISE/UT’s B.Ed. Preservice Teacher Education program. Some of our faculty teach in this course or in B.Ed. Related Studies courses. We also teach some undergraduate students in the Faculty of Arts and Science.

Our goal for the coming years is to continue and expand our mission to generate knowledge about human development, while renewing our commitment to use this knowledge in clinical practice and education, which includes the teaching and supervision of our own students.
FACULTY PUBLICATIONS

ASTINGTON, JANET
Refereed Journal Articles

CORTER, CARL
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

DUCHARME, JOE
Refereed Journal Articles

FERRARI, MICHEL
Books and Book Chapters

Refereed Journal Articles

GEVA, ESTHER
Books and Book Chapters

Refereed Journal Articles
JENKINS, JENNY

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

Works Published in Translation

KEATING, DAN

Books and Book Chapters

LEWIS, MARC

Books and Book Chapters

LINK, NANCY

Books and Book Chapters

MOSS, JOAN

Books and Book Chapters
OATLEY, KEITH
Books and Book Chapters

Refereed Journal Articles

Works Published in Translation

PELLETIER, JANETTE
Books and Book Chapters

Refereed Journal Articles
Department of Human Development and Applied Psychology

Reports, Monographs, and Published Conference Proceedings

PETE RSON-BADALI, MICHELE
Books and Book Chapters

Refereed Journal Articles

SCOTT, KATE REENA
Refereed Journal Articles

STANO VICH, KEITH
Books and Book Chapters
Refereed Journal Articles

WIENER, JUDITH
Books and Book Chapters

Refereed Journal Articles

WILLOWS, DALE
Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

WOODRUFF, EARL
Refereed Journal Articles


My recent research has demonstrated that words are learned in a quite stable sequence. Thus children with about 4000 root words will know largely the same words whether in kindergarten, Grade 2, or Grade 4. This conclusion has been replicated several times. However, we do not have a comprehensive list of words learned. In particular, I would like to identify words known by Grade 2 children with large vocabularies, but unknown by those with smaller vocabularies. Such words appear to be prime candidates for classroom instruction in the primary grades. My current SSHRC grant is intended to identify such words for curriculum purposes.

These grants support research on the Toronto First Duty Project, an ambitious pilot project to improve early childhood programs by integrating childcare, education, parenting programs and other community services at five school sites in Toronto. The evaluation, based at the Institute of Child Study, is a complex longitudinal investigation of how the programs are developed and their potential impacts on children and parents. The project’s approach and preliminary findings at mid-implementation are beginning to generate provincial and national interest.
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<th>Project Title</th>
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<tr>
<td>Social Dimensions of Wearable Computers</td>
<td>Michel Ferrari with Ana Viseu</td>
<td>Bell University Labs</td>
<td>2002</td>
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<td>A Laboratory Network for Innovation and Technology in Education</td>
<td>Carl Bereiter (PI), Michel Ferrari</td>
<td>Canadian Foundation for Innovation</td>
<td>2002</td>
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<tr>
<td>Beyond Best Practice: Research-based Innovation in Learning and Knowledge Work</td>
<td>Marlene Scardamalia (PI), Michel Ferrari</td>
<td>IN E - Collaborative Research Initiative Grants</td>
<td>2003</td>
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<tr>
<td>Understanding Reading Development in Second Language Learners</td>
<td>Esther Geva</td>
<td>CLLRN et</td>
<td>2002</td>
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<tr>
<td>The Development of Text Reading Skills in ESL Children in Middle School</td>
<td>Esther Geva</td>
<td>Ontario Ministry of Education Transfer Grant</td>
<td>2002</td>
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<tr>
<td>Successful and Unsuccessful Literacy Development in Ethiopian Children Living in Israel</td>
<td>Esther Geva</td>
<td>National Research Council of Israel</td>
<td>2002</td>
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<tr>
<td>Normal and Problematic Development of Language and Literacy Skills of ESL Students at the Junior Level: A Longitudinal Follow-up</td>
<td>Esther Geva</td>
<td>SSH RC</td>
<td>2002</td>
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<tr>
<td>Factors Affecting Reading Development in Young English as a Second Language Learners from a Portuguese and Chinese Background</td>
<td>Esther Geva</td>
<td>SSH RC</td>
<td>2002</td>
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<td>Artists at the Centre</td>
<td>Jennifer Hardacre, Karen Callaghan &amp; Paul Fralick</td>
<td>McMaster Children's Centre</td>
<td>2002</td>
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<tr>
<td>Developmental Trajectories for Children in High-Risk Environments</td>
<td>Jenny Jenkins</td>
<td>SSH RC</td>
<td>2001</td>
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</table>
Activation patterns in the prefrontal cortex are thought to allow for cognitive self-control during emotion episodes. Electroencephalogram (EEG) measures can hypothetically tap deliberate cognitive control of impulses. Our research strategy is to study emotion regulation in children by inducing anxiety with pictures of angry faces during performance on a cognitive task requiring impulse control. Preliminary results indicate that time-locked frontal EEG amplitudes diminish with age but become more sensitive to anxiety, and internalizing (anxious, depressed) children show higher amplitudes than non-internalizers, especially when anxious. These results suggest that older children apply cognitive controls with less effort than younger children, and these controls are used more judiciously, only when needed. They also suggest that internalizing children have to use more cognitive effort than normal children when regulating their anxiety.

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<tr>
<td>Affect Regulation and Adolescent Brain Maturation</td>
<td>Ronald Dahl (PI) &amp; Daniel Keating</td>
<td>NIMH Network (R-24)</td>
<td>2002</td>
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<td>Atkinson Chair and Atkinson Centre for Society and Child Development</td>
<td>Daniel Keating</td>
<td>Atkinson Charitable Foundation</td>
<td>2001</td>
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<tr>
<td>Toronto First Duty Project</td>
<td>Daniel Keating</td>
<td>HRDC</td>
<td>2001</td>
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<tr>
<td>Aggression Problems in Young Children: Early Intervention in a Community-based Approach</td>
<td>Daniel Keating</td>
<td>Change Foundation, Ontario Hospital Association</td>
<td>2001</td>
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<tr>
<td>The Neural Underpinnings of Developing Socio-Emotional Habits</td>
<td>Marc Lewis</td>
<td>NSERC</td>
<td>2003</td>
</tr>
<tr>
<td>Successful Interventions with Antisocial Youth: Cognitive-Affective and Neural Mechanisms</td>
<td>Marc Lewis (co-PI), Isabela Granic &amp; Phil Zelazo</td>
<td>CIHR</td>
<td>2003</td>
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<tr>
<td>Interpersonal and Intrapersonal Processes Underlying the Etiology and Treatment of Antisocial Adolescents: New Methods from the Behavioral and Brain Sciences</td>
<td>Debra Pepler (PI) &amp; Marc Lewis</td>
<td>NIMH</td>
<td>2002</td>
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<tr>
<td>Emotional Effects on Cognitive Flexibility at the Adolescent Transition</td>
<td>Marc Lewis</td>
<td>SSHRC</td>
<td>2001</td>
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</table>
### Project Title

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<tr>
<th>Project Title</th>
<th>Project Leader</th>
<th>Granting Agency</th>
<th>Start Date</th>
</tr>
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<tbody>
<tr>
<td>Raising Standards: Effects of Best Practice on EQAO Mathematics Performance in a Low-Scoring School</td>
<td>Joan Moss</td>
<td>Ontario Ministry of Education Transfer Grant</td>
<td></td>
</tr>
<tr>
<td>Beyond Best Practice: Research-Based Innovation in Learning and Knowledge Work</td>
<td>Marlene Scardamalia (PI), Joan Moss</td>
<td>Invest in Kids Foundation, Lawson Foundation</td>
<td>1999</td>
</tr>
<tr>
<td>Biosocial Examination of Critical Thinking Skills Across Academic and Social Domains among Adults with Learning Disabilities</td>
<td>Keith Oatley, C. Smith (Co-PI)</td>
<td>MRC/CIHR</td>
<td>1999</td>
</tr>
<tr>
<td>Transition and Engagement of Life Roles among Immigrant Chinese Women</td>
<td>Keith Oatley</td>
<td>CIHR</td>
<td></td>
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<tr>
<td>Family Literacy</td>
<td>L. Mitchell, G. Jurevics-Lawson (Region of Peel, Children's Services) &amp; Janette Pelletier (Co-PI), S. Meredith, J. Taylor (Peel DSB)</td>
<td>Ontario Early Years Challenge Fund</td>
<td>2003</td>
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<tr>
<td>School Readiness for Diverse Families: A Kindergarten Intervention Program</td>
<td>Janette Pelletier</td>
<td>SSH RC</td>
<td>2002</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>2002</td>
</tr>
<tr>
<td>Early Childhood Education, Development and Care: Project Evaluation</td>
<td>Carl Corter, Janette Pelletier &amp; Donald McKay (Ryerson)</td>
<td>City of Toronto, Atkinson Charitable Foundation</td>
<td>2001</td>
</tr>
</tbody>
</table>

Two research projects in the Peel Region are examining the impact of outreach and intervention to bring parents to school with their preschool and kindergarten children. School Readiness for Diverse Families (SSHRC) welcomes parents to kindergarten for a 12-week session. Parents participate with their children and teacher in group time and activity centres and take part in workshops on early learning. Workshops, informed by current research are developed and facilitated by the principal investigator and OISE/UT teacher education students in the M.A. program at the Institute of Child Study. Family Literacy (Ontario Early Years Challenge Fund) offers a similar program in the evening where families participate in story reading and literacy activities. Sessions are led by community volunteers including early childhood educators and teachers. The families in the Peel projects represent a wide range of cultural and linguistic diversity.
<table>
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<th>Project Title</th>
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<th>Start Date</th>
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</thead>
<tbody>
<tr>
<td>The Effect of Lesson Study Participation on Pre-Service Teachers’ Beliefs about Mathematics Instruction</td>
<td>Janette Pelletier</td>
<td>Laidlaw Grants</td>
<td>2002</td>
</tr>
<tr>
<td>Bringing Reading Comprehension Instruction in-line with Current Best Practices in the Field</td>
<td>Janette Pelletier (Co-PI), R. Reeve &amp; E. Morley</td>
<td>Laidlaw Grants</td>
<td>2002</td>
</tr>
<tr>
<td>Evaluation of “Setting the Management Stage” Behaviour</td>
<td>Janette Pelletier</td>
<td>Child Development Resource Connection Peel</td>
<td>2001</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>Parenting and Readiness Centres for Early Education and Child Development</td>
<td>Janette Pelletier &amp; Carl Corter</td>
<td>Deutsche Bank</td>
<td>2001</td>
</tr>
<tr>
<td>Children’s Conflict Scripts as Predictors of Their Transition to School</td>
<td>Michal Perlman</td>
<td>Connaught</td>
<td>2003</td>
</tr>
<tr>
<td>An Evaluation of Educare in Colorado</td>
<td>Michal Perlman (Co-PI)</td>
<td>RAND</td>
<td></td>
</tr>
<tr>
<td>Marital Trajectories, Parenting, and Child</td>
<td>Michal Perlman (Co-PI)</td>
<td>NIMH</td>
<td></td>
</tr>
<tr>
<td>Involvement of Parents and Lawyers in Youth Justice Proceedings: Perceptions of Youth and Their Parents</td>
<td>Michele Peterson-Badali</td>
<td>Dept. of Justice, Canada</td>
<td>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>
</tbody>
</table>

This is a three million dollar evaluation of an initiative to reform child care in Colorado awarded to RAND in Santa Monica. I have overseen the assessment of over 450 children in over 30 child care centres since starting my position at OISE/UT last July. We are in the process of looking for a postdoctoral fellow to work on this project full time with me at OISE/UT.
In this SSHRC-sponsored research grant, Keith Stanovich is studying 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 Stanovich has found to be relatively independent of intelligence. Stanovich's 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 Stanovich has found this skill to be relatively independent of intelligence. Instead, it is predicted by a variety of thinking disposition measures that Stanovich's team has examined such as measures of actively open-minded thinking and cognitive flexibility.
<table>
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<th>Project Title</th>
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<tbody>
<tr>
<td>Victims in the Schoolyard: Listening to the Voices of Children</td>
<td>Faye Mishna (with Debra Pepler and Judith Wiener)</td>
<td>SSHRC</td>
<td>2001</td>
</tr>
<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>Ontario Ministry of Education Transfer Grant</td>
<td>2001</td>
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<tr>
<td>Windows of Opportunity: Special Education In-service Professional Development</td>
<td>Dale Willows</td>
<td>District School Board of Niagara</td>
<td>2002</td>
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<tr>
<td>Windows of Opportunity: Junior Level In-service Professional Development</td>
<td>Dale Willows</td>
<td>Grand Erie District School Board</td>
<td>2002</td>
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<tr>
<td>Raising Literacy Levels Through In-service Professional Development</td>
<td>Dale Willows</td>
<td>Grand Erie District School Board</td>
<td>2002</td>
</tr>
<tr>
<td>Early Reading Strategy: Putting Theory into Practice</td>
<td>Dale Willows</td>
<td>Ontario Ministry of Education</td>
<td>2002</td>
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<tr>
<td>Schools in Need of Extra Help: Raising Literacy Levels in Ontario’s Most Challenged Elementary Schools</td>
<td>Dale Willows</td>
<td>Ontario Ministry of Education</td>
<td>2002</td>
</tr>
<tr>
<td>Beyond Best Practice: Research-based Innovation in Learning and Knowledge Work</td>
<td>Earl Woodruff, Marlene Scardamalia (PI)</td>
<td>SSHRC Collaborative Research Grant (IN E)</td>
<td>2001</td>
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<tr>
<td>Overcoming the Impasse: Creating Computer-Supported Collaborative Learning</td>
<td>Earl Woodruff, R. Nason, R. Lesh</td>
<td>Australian Research Council Grant</td>
<td>2001</td>
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</table>
It is time again for the OISE/UT Annual Report and so permit me once again to take a moment to acknowledge, celebrate, and reflect upon our past scholarly accomplishments. The past year has been another exciting time for our department. Our students have continued to impact on some form of social justice. SESE students Peter Ashward Sealey and Cassandra Lord each won the 2003 City of Toronto Volunteer Services award. SESE faculty in the past year received prestigious citations, awards, and research grants. Our faculty held 11 active research grants totaling over $500,000, in addition to the approximately $3 million SSHRC Initiatives on the New Economy multiyear grant awarded to David Livingstone and his cross-Canada team on the changing nature of work and lifelong learning. David also achieved a Tier 1 Canada Research Chair in Lifelong Learning and Work; Sandra Acker was appointed as Associate Dean for School of Graduate Studies, Division II; and Sherene Razack's article “Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George” published in the Canadian Journal of Law and Society was awarded the prize for best article published in English, 2000–2002.

Such accomplishments continue to be a source of pride. We have a notably diversified and relatively young faculty and have attracted a large and diverse group of graduate students. This base of scholarly talent presents exciting opportunities and challenges for a department that is pushing the boundaries of critical scholarship. Our research centres are thriving and have added value to our work. We have growing demands including synergies with undergraduate programs (e.g., Equity Studies, Sociology) and teacher education (e.g., Education and Work) that are attracting increasing numbers to our graduate programs. We have continuing strong demand in anti-racism and other aspects of diversity studies (including disability) that are in accord with the university's academic plan and for which we are well positioned to respond.

As we look ahead to future challenges and possibilities, we are emboldened by a collective desire to build on our past accomplishments and move into new areas that strengthen our intellectual vision. Our most cherished values revolve around the development of a sense of group identity and commitment to equity and excellence. In this regard we seek to create a department that attracts leading scholars, students, and staff, where every member can do their work (teaching, learning, research, and administration), while feeling supported, productive, and challenged in exciting working conditions.

Our intellectual vision is that education must be understood as a broad, multifaceted concept—that is, a social organization of knowledge, teaching, and learning excellence—taking place within and beyond schools, to include universities, workplaces, families, media, and the everyday practices of community and cultural life. Equity is a key guiding principle for such broad intellectual vision. Through integration of a variety of disciplines within the context of sociology and equity studies in education, we continue to see interdisciplinary work as an equally important principle for running our academic program of study. Informing our vision of a world-class Sociology in Education program is the need for a direct engagement with a wide variety of communities within the university, within the city, and across national and international contexts. Taken together we believe these principles help raise the level of comprehensiveness of the intellectual debates and research work we can pursue around sociology of education.

The emerging challenges of our time include engaging with questions of identity, trans-nationalism, the notions of home and diaspora, and the claims and rights of citizenship. We also see the challenge of diversity to universalized concepts of knowledge and excellence, within the context of education for excellence, equity, and social justice. SESE is playing a key role in defining these questions and approaching them in research, teaching, and thesis supervision at a graduate level, pre-service teacher education, university service, and community outreach.
In the coming years we will work even harder to enhance the faculty, staff, and student experience. We are developing information systems to systematize, organize, and disseminate necessary information within the department in order to better our communication networks. We have a new website in place that offers useful information about the department (e.g., faculty profiles, course outlines, research centres, student handbook, course schedules, departmental and institutional forms). And we now have a large remodeled reception area in the department which acts as a common room for faculty, students, and staff to gather to discuss the issues of the day, to get to know one another, and last but not least, to eat and party!
ACKER, SANDRA
Refereed Journal Articles

DEI, GEORGE
Books and Book Chapters
Refereed Journal Articles

DEHLI, KARI
Books and Book Chapters

EICHLER, MARGRIT
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings
HELLE R, M ONICA
Books and Book Chapters

Refereed Journal Articles

LENSKYJ, HELEN
Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings

LIVINGSTONE, DAVID
Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings

LENSKYJ, HELEN

LIVINGSTONE, DAVID
“Awarded $3 million to study the changing nature of work and lifelong learning (SSHRC Initiatives on the New Economy multiyear grant)
Named Tier 1 Canada Research Chair in Lifelong Learning and Work
W age workers are generally more knowledgeable and actively engaged in learning than either academic research or public discourse generally assume. Our recent workplace case studies massively confirm this.”
RAZACK, SHERENE
Books and Book Chapters

Refereed Journal Articles

SAWCHUK, PETER
Books and Book Chapters

Refereed Journal Articles

TROTZ, D. ALISSA
Books and Book Chapters

Refereed Journal Articles

WALCOTT, RINALDO
Books and Book Chapters
WANE, NJOKI
Books and Book Chapters

Refereed Journal Articles

<table>
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<tr>
<th>Project Title</th>
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<tbody>
<tr>
<td>Traditions and Transitions in Teacher Education: The Experiences of Teacher Educators in Ontario, Quebec, and Saskatchewan, 1945–2002</td>
<td>Sandra Acker</td>
<td>SSHRC</td>
<td>1999</td>
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<td>Learning to Manage in Times of Transition</td>
<td>Sandra Acker</td>
<td>University of Toronto, Provost’s Office</td>
<td>2002</td>
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<td>Minority Education in Comparative Contexts Dealing with Difference and Diversity in Ghanaian Schooling</td>
<td>George Dei</td>
<td>SSHRC</td>
<td>1999</td>
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<td>Accounting for School Success: The Personal Educational Stories of Individual Achievers</td>
<td>George Dei</td>
<td>SSHRC</td>
<td>2002</td>
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<tr>
<td>Housework and Care Work: Sites for Lifelong Learning</td>
<td>Margrit Eichler</td>
<td>SSHRC</td>
<td>2002</td>
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<tr>
<td>Prise de parole II: la francophonie canadienne et la nouvelle économie mondialisée</td>
<td>Monica Heller</td>
<td>SSHRC</td>
<td>2001</td>
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<tr>
<td>Toward an Ethnographic Sociolinguistics of Transnationalism</td>
<td>Monica Heller</td>
<td>Conseil international d'études canadiennes</td>
<td>2003</td>
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In the “transitions” project, I've worked with Elizabeth Smyth and Jo-Anne Dillabough, together with doctoral students Nicole Sanderson and Michelle Webber and several colleagues elsewhere. We tracked the major institutional changes in each of three provinces and then zeroed in on some case studies, constructed through in-depth interviews with retired and current faculty, including those at the University of Toronto. Readers may not realize that OISE was founded in 1965 from breakaway research-oriented segments of the U of T Faculty of Education (then called Ontario College of Education). In the light of history, the 1996 merger can be seen as a reunion, not simply a union.
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<th>Granting Agency</th>
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<tbody>
<tr>
<td>Education-Job Matching In the New Economy</td>
<td>David Livingstone</td>
<td>SSHRC</td>
<td>2002</td>
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<tr>
<td>Understanding Cultural Differences</td>
<td>Sherene Razack</td>
<td>SSHRC</td>
<td>2003</td>
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<tr>
<td>Racialized Immigrants and the Canadian Unconscious</td>
<td>Sherene Razack</td>
<td>SSHRC</td>
<td>1999</td>
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<tr>
<td>Technological Change and Worker Learning in the Public Sector</td>
<td>Peter Sawchuk</td>
<td>SSHRC</td>
<td>2002</td>
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<tr>
<td>Work-based Lifelong Learning: The Role of Labour Unions</td>
<td>Peter Sawchuk</td>
<td>University of Calgary</td>
<td>2001</td>
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<tr>
<td>Canada Research Chair</td>
<td>Rinaldo Walcott</td>
<td>Government of Canada CRC Program</td>
<td>2002</td>
</tr>
<tr>
<td>The Other Canadian Database: Re-making the Nation</td>
<td>Rinaldo Walcott</td>
<td>Ontario Innovation Trust, Canada Foundation for Innovation</td>
<td>2003</td>
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</table>

"[Walcott's] central focus involves the development of a web-based database archive of films and short videos that challenge traditional notions of Canadian culture. 'We are interested in work that re-narrates the Canadian nation,' he explains, referring to his search for films developed by 'people who are set apart from the dominant culture by racial, ethnic, gender and/or sexual difference.' It's going to be a slow and painstaking process, but we think it will have a real impact on how people actually think about cultural production and the role it plays in shaping people's identity and thus the larger nation.'

Excerpted from the Edge, Research, Scholarship and Innovation at the University of Toronto Fall 2003
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, governance, leadership and teaching. History and Philosophy of Education 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 also take leadership roles in bridging the theory-practice gap by developing innovative courses and programs in OISE/UT’s teacher education program. TPS programs exhibit a common sensitivity to the realities of a changing social context, expertise and interest 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 one of the highest concentrations 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 year, one in Higher Education Policy and one in Educational Leadership. These Chairs will become part of the Educational Policy cluster at OISE/UT and the larger public policy cluster at the University of Toronto.

Most faculty members in TPS 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 U.S., 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); 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 and in Europe, 1870-1930 (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 a 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.

TPS faculty serve on the boards of a number of national and international journals and as guest editors for special journal issues. Jim Ryan is editor for Leadership and Policy in Schools, Ruth Sandwell is co-editor of the Canadian Historical Association Bulletin and Roxana Ng is associate editor for Canadian Review of Sociology and Anthropology. Meanwhile, Berta Vigil Laden edited a special issue of the Community College Journal of Research and Practice on Hispanic-serving community colleges.

A sampling of books published this year by TPS faculty include Improving Schools Through Teacher Development: Case Studies of...

TPS also welcomed two new faculty members. Ruth Sandwell, Assistant Professor in History of Education, arrived from a teaching appointment at McGill University. Her work focuses on the intersections of teaching history and doing history. She also continues to conduct research on rural Canadian history. Megan Bolier, from the University of Auckland and Virginia Polytechnic and State University, is an Associate Professor in the Philosophy of Education program whose research focuses on popular culture, media and feminism. Ruth Hayhoe, a Professor in the Higher Education program, returned to TPS after a five-year appointment as the first president of the new Hong Kong Institute of Education, a post which allowed her both to put in to practice and to further contribute to a career-long interest in comparative (especially Asian) higher education.

TPS faculty, with leadership from Paul Begley, launched and participated in the seventh annual Values and Leadership Conference at OISE/UT. The conference theme was “Responding to Ethical Dilemmas: Personal and Professional Challenges of Educational Leadership.”

TPS faculty received a number of awards this year. Ruth Hayhoe received the Silver Bauhinia Star from the Hong Kong government. David Levine won the Wallace K. Ferguson Prize from the Canadian Historical Association (for his book At the Dawn of Modernity), and Michael Skolnik was given the Distinguished Member Award by the Canadian Society for the Study of Higher Education.
FACULTY PUBLICATIONS

ANDERSON, STEPHEN
Books and Book Chapters

Reports, Monographs, and Published Conference Proceedings

BASCIA, NINA
Reports, Monographs, and Published Conference Proceedings

BEGLEY, PAUL
Books and Book Chapters

Refereed Journal Articles

STEPHEN ANDERSON
“My recent research has focussed on how school districts can design professional learning policies and practices that build school capacity, that are sustainable over time, and that show results in terms of effective teaching and learning. Beginning in 2004, Ken Leithwood and I and colleagues at Minnesota University will begin a longitudinal study of 9 states, 45 districts, and 180 schools over a five year period to create an empirical profile of effective leadership, including how such leadership is distributed and fostered.”

NINA BASCIA
“Teacher unions perform critical but under-recognized roles for the educational system. They are sites for creativity and innovation, for professional learning and for developing and fostering educational leadership. They also serve a corrective function, a reality check when policy and practice lead to reduced support for teaching.”
BOGDAN, DEANNE
Refereed Journal Articles

CAMPBELL, ELIZABETH
Books and Book Chapters
Refereed Journal Articles

DATNOW, AMANDA
Books and Book Chapters

EARL, LORNA
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

HANNAY, LYNNE M.
Books and Book Chapters

Refereed Journal Articles

Reports, Monographs, and Published Conference Proceedings

HAYHOE, RUTH
Refereed Journal Articles

HYMAN, AVI
Refereed Journal Articles

Reports, Monographs and Published Conference Proceedings
JONES, GLEN A.
Books and Book Chapters

Refereed Journal Articles

LADEN, BERTA VIGIL
Books and Book Chapters
Laden, B.V. (2002). Faculty women of color in two- and four-year institutions. In A.M. Alemán & K.A. Renn (Eds.), Women in higher education: An encyclopedia. (pp. 449-455), Santa Barbara: ABC-CLIO.

Refereed Journal Articles

LAFLEUR, CLAY
Books and Book Chapters
Lafleur, C. (2002). Breaking the crystal ball: Participatory action research on traffic safety in the school. In P. Rothe (Ed.), Moving the margins of traffic safety (pp. 231–243), Edmonton, AB: University of Alberta Press.
LANG, DAN

Books and Book Chapters

Referred Journal Articles

Reports, Monographs, and Published Conference Proceedings

LEITHWOOD, KEN

Books and Book Chapters

Referred Journal Articles


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


**MISGELD, DIETER**


**MUZZIN, LINDA**

Books and Book Chapters


Published Conference Proceedings


**PADRO, SUSAN**

Referred Journal Articles


**PORTELLI, JOHN**

Referred Journal Articles


Reports, Monographs, and Published Conference Proceedings

REYNOLDS, CECILIA
Books and Book Chapters

RYAN, JAMES
Books and Book Chapters

Refereed Journal Articles

SKOLNIK, MICHAEL
Reports, Monographs, and Published Conference Proceedings

TROPER, HAROLD
Books and Book Chapters

ZUKER, MARVIN
Books and Book Chapters
This study's purpose is to understand large-scale school reform as it is being “rolled out” in Ontario secondary schools with major emphasis on the way that curriculum, assessment and structural reforms are experienced as local challenges within schools. Using quantitative and qualitative methods, we consider how students, teachers, and administrators experience the legislated reforms. Early analyses suggest that policy levers related to curriculum, assessment and accountability measures are effecting change; however, the data raise critical questions about long-term sustainability of such reforms and the consequences for many students of change.
The study examined administrators’ and school community members’ perceptions of differences and the strategies that they employed to create conversations across these differences. It also studied the effect that these efforts had on the school community. Interviews and case studies revealed, among other things, that conversation patterns across differences were tied to the roles that communicators assumed in their relationships with each other. They dictated, for example, what modes and strategies partners employed in communication scenarios.

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<tbody>
<tr>
<td>The School District’s Role in Fostering School Improvement</td>
<td>Lynne Hannay</td>
<td>Bluewater District School Board</td>
<td>2002</td>
</tr>
<tr>
<td>Developing an Inventory of ICT Standards for K-12 Education</td>
<td>Avi Hyman</td>
<td>Ontario Knowledge Network for Learning (OKNL), Ontario Ministry of Education</td>
<td>2002</td>
</tr>
<tr>
<td>The College Choice Project</td>
<td>Dan Lang</td>
<td>U ofT, Durham CAAT</td>
<td>2000</td>
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<tr>
<td>Urban Universities and Urban Plans</td>
<td>Dan Lang</td>
<td>U ofT</td>
<td>2001</td>
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<td>Development of Allocation and Funding Criteria for Expansion of Doctoral Stream Graduate Enrolment</td>
<td>Dan Lang</td>
<td>U ofT, Ministry of Training, Colleges, and Universities</td>
<td>2002</td>
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<td>Student Assistance in the G7 Countries, Australia and New Zealand</td>
<td>Dan Lang</td>
<td>Canada Millennium Scholarship Foundation</td>
<td>2002</td>
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<td>Returns on Public Investments in Different Types of Universities</td>
<td>Dan Lang</td>
<td>U ofT</td>
<td>2003</td>
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<tr>
<td>The Schools We Need Project</td>
<td>Ken Leithwood, Michael Fullan, &amp; Nancy Watson</td>
<td>Atkinson Charitable Foundation, Walter and Duncan Gordon Foundation</td>
<td>2001</td>
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<tr>
<td>Biology As If The World Mattered (BAITW orM)</td>
<td>Linda Muzzin</td>
<td>SSHRC Network</td>
<td>1999</td>
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<td>Gendered Retrenchment: Non-Tenured Faculty and the Dynamics of Knowledge Production in University-Based Professional Education</td>
<td>Linda Muzzin</td>
<td>SSHRC Standard</td>
<td>1999</td>
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<td>Creating Conversations Across Differences: Principals’ Communication Strategies for Diverse Educational Communities</td>
<td>Jim Ryan</td>
<td>SSHRC</td>
<td>2002</td>
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</tbody>
</table>
Continuing Education has completed its sixth year of operation providing quality professional learning to educators and other professionals. This year was marked by expansions in our Additional Qualifications program, our custom-designed services, and our international projects.

**Highlights for this year include:**

**Additional Qualifications (AQ) Courses**
This year we were pleased to expand our AQ program to close to 7,000 part-time students. We broadened our partnerships with school districts to include customized courses designed to meet provincial and district initiatives. For example, Reading and Mathematics courses for emerging and adolescent readers have increased in number, and we provide a customized program for the York District Early Years Literacy project. Although outside the time frame of this report, in September 2003, we assumed responsibility for Principal Qualifications programs that are now under review in preparation for the Ontario College of Teachers' re-accreditation cycle. Our online courses continue to grow, with 55 presently offered and several more under development. The percentage of candidates participating in distance learning continues to grow significantly relative to our total population of students. Our linkages to undergraduate and graduate programs and to OISE/UT research have also strengthened. The AQ program works with approximately 450 instructors and principals annually.

**Custom-Designed Services**

**Short Duration Courses**
We have responded to recent research on the topic of new teacher induction in our preparation of self-guided, short duration learning modules designed to support new teachers. In addition, under preparation for experienced educators of adolescents, are several more courses. We successfully secured resources from the Ministry of Education Innovation Fund in order to create these resources. We thank Brian Sutherland of the OISE/UT Education Commons and Rose Dotten of University of Toronto Schools (UTS) and one of our AQ principals for their leadership and innovation.

**Taking Stock in Your Future**
The fourth successful year of the popular Taking Stock in Your Future Institute, sponsored by the Investor Education Fund, took place in August 2003. The project was expanded to include a second “train the trainer” program so that Taking Stock resources can be embedded more fully in school districts across the province. This Workshop Leader program continues through 2004 with bi-monthly learning modules for sustained learning. To date, workshop leaders have offered 13 workshops to 11 districts and organizations.

**Leadership and Mentoring**
A range of leadership programs was designed and facilitated for school districts, including:

- “Critical friend” to the Toronto District School Board in planning and implementation for the Pathways Project.
- Planning and provision of training to several Ontario school district leadership teams of principals and supervisory officers. The program provided research-based capacity-building strategies for district leaders adjusting to changes brought about by recent school reform.
- Programs for administrators in the Regina Catholic school district and provincial consortium on “Using Data to Improve Student Learning.”
- Multi-session course on “Integrating Change Leadership and Literacy” for all school leaders in Baltimore City Public Schools.

**Stars Program—Chicago Public Schools**
This large-scale, multi-year, capacity-building project with the Chicago School District is in its second year. This project has used research and training provided by OISE/UT faculty and external consultants to support learning of teachers and principals in 135 schools. In addition, work was focussed on the restructuring of the Chicago School District at the senior management level. OISE/UT and others were involved in conducting recent research on this project.

**Guilford County Schools—North Carolina**
A multi-year, large-scale, capacity-building project was initiated with 115 schools. The project includes capacity building for school leadership teams and senior leaders with a focus on instructional leadership and change. The program included a
Continuing Education

strand to implement school councils in each school. The team provides “critical friend” advice on the restructuring of roles and policy to enhance the reforms.

International Projects
Training in Economic Development Project—Cuba
This five-year project has established capacity to design and deliver distance education programs for the Ministry of Economics and Planning. This Canadian International Development Bank (CIDA) funded program is a partnership with the Centre for International Studies, University of Toronto, Dalhousie University, and KPMG Consulting. The final phase has focussed on the issues of sustainability and expansion to multi-media delivery formats impacting over 2,500 professionals in Cuba.

Future Directions
Proposals are currently under consideration for Jamaica, Barbados, Jordan, and Abu Dhabi. Proposals in the past year on education reform achieved placement on the DIFD and World Bank short list, surpassing the bids of prestigious international bidders.
With rare exceptions, the work of OISE/UT research officers is affiliated with the academic departments. A publication by Ilda Januario is listed below, as is a research grant held by Philinda Masters, in the Centre for Women's Studies in Education.


Resources for Feminist Research

| Philinda Masters | SSHRC Aid to Research and Transfer Journals Program | 2002 |
Contact Information

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416 926-4701
http://ro.oise.utoronto.ca/

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Direct all comments about the OISE/UT Annual Report, 2002–2003 to
Heather Berkeley, Communications Manager
Phone 416 923-6641, ext. 2533
hberkeley@oise.utoronto.ca
The establishment of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) on July 1, 1996 integrated the following:

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

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

### Overall Operating Budget
$61.1 million.

### Sponsored Research Funding
$5.3 million

### Student Enrolment

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<th>Program</th>
<th>FTE</th>
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<td>Pre-service FTE</td>
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<td>(B.Ed. &amp; Technical Education Diploma)</td>
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<td>M.A. in Child Study FTE</td>
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<td>M.T. FTE</td>
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<th>Program</th>
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<td>Master's FTE</td>
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<td>(excluding M.A. in Child Study and M.T.)</td>
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<th>Program</th>
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<td>Doctoral FTE</td>
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### In-service Teacher Education

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<td>Summer</td>
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<td>Fall/winter</td>
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### Laboratory Schools

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<th>School</th>
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<td>ICS</td>
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<td>UTS</td>
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### Faculty and Staff

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<th>Category</th>
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<td>Tenured/Tenure Stream /Tutorial</td>
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<td>Additional Pre-service Instructional Staff</td>
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<td>Research Officers</td>
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<td>UTS</td>
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<td>ICS</td>
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<td>Administrative Staff</td>
<td>173</td>
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</table>

### Field Centres

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

### Academic 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

### Research Centres

- Centre de recherches en éducation franco-ontarienne
- Centre for Women's Studies in Education

### Affiliated with Adult Education and Counselling Psychology
- Centre for Arts-Informed Research
- Transformative Learning Centre

### Affiliated with Curriculum, Teaching and Learning
- Centre for Teacher Development
- Comparative, International & Development Education Centre
- The Imperial Oil Centre for Studies in Science, Mathematics, and Technology Education
- Modern Language Centre
- The Institute for Knowledge Innovation and Technology

### Affiliated with Human Development and Applied Psychology
- Centre for Applied Cognitive Science
- Atkinson Centre for Society and Childhood Development
- Dr. R.G.N. Laidlaw Centre (Institute of Child Study)

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

### Affiliated with Theory and Policy Studies in Education
- Centre for Leadership and Diversity
- International Centre for Educational Change