ISSUES THAT MATTER
ABOUT THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION (OISE)

OISE is an international leader in the research, teaching, and study of issues that matter in education. For the past century, our institution has truly transformed education in Ontario through the teaching of teachers, research, graduate studies, and through our leadership in educational policy and its impact on practice around the world. Our commitment is to ensure the extraordinary synergy between theory and practice continues to grow.

In November 2007, Candace Brunette received a University of Toronto President’s Award for outstanding native students of the year. Candace is currently pursuing an MA in the Department of Adult Education and Counselling Psychology. Her focus is on improving aboriginal peoples’ access to education, and native theatre, oral tradition, embodiment and decolonizing the body.
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DEAN’S REVIEW 2007-08

Jane Gaskell, Dean - Ontario Institute for Studies in Education

“In this report, you will find a great deal about our leadership in research and teaching and our impact on policy and practice. We invite you to learn more about these accomplishments and activities in the pages that follow.” – Jane Gaskell

This past year has seen many exciting developments at OISE. Our centennial year drew to a close in November, with entertainment reflecting 100 years of change, and a well-attended party with chocolate OISE buttons. We embark on our next 100 years with enthusiasm and a shared vision of OISE’s role in inspiring thought and practice in the issues that matter in education.

We are committed to innovative research and scholarship in education, stimulated by our conversations with educators from all walks of life, and shared with students through our teacher education and graduate programs, and with all our educational partners in Ontario and around the world. We want to expand our outreach, while keeping our research strong, relevant and important.

This vision became the basis of some new initiatives in 2007-08. By expanding our two-year, graduate-level teacher education programs, we provide more students with a route into teaching that combines advanced research courses with teacher certification. We believe this serves students by giving them enhanced preparation in a tightening job market, and allowing them to complete a masters degree and teacher certification in less time than it would take to complete each separately.

The number of students who are taught in cohorts at the masters and doctoral levels continues to grow. This year we welcomed students in four new cohorts: urban education, educational administration, higher education, and curriculum change, which is taught online. Cohorts of professionals studying together create learning communities that offer more support for students and more opportunities for collaboration and interdisciplinarity.

Jane Gaskell is a Professor in the Departments of Sociology and Equity Studies in Education and Theory and Policy Studies in Education, and the Dean of the Ontario Institute for Studies in Education of the University of Toronto.
Our new policy on graduate student funding is increasing the num-
ber of graduate students in the PhD and MA programs who are
funded directly from faculty research grants. The close interaction
of research faculty with research students in the context of current
funded research stands at the centre of our vision of graduate stu-
dent learning.

Our long-standing commitment to collaboration with local and in-
ternational educational partners continues to flourish. We strength-
ened our relationships with four local school boards by reviving
our Learning Consortium agreement, defining its mandate more
closely, and ensuring all parties support the concept. This year, the
Consortium completed an initial project on approaches to second-
ary school success, early childhood education, and second language
learning in the four boards.

And we extended our international connections, most notably by
becoming one of the founding members of the International Al-
liance of Leading Educational Research Institutions. The inaugu-
ral group formed in Singapore in August 2007. Bringing together
the expertise of institutions from China, Britain, Europe, Korea,
Singapore, Australia, the USA, Brazil, and Canada, the Alliance
functions as a think-tank for approaching key policy issues in a
global context. The Alliance released its report on its inaugural proj-
et, on teacher education, at its second meeting in Denmark in
August 2008.

This year we also made internal changes that will help us achieve
our goals. We welcomed three new tenure-stream faculty mem-
ers who will take OISE forward in the years to come. They are
John Wallace, in science education; Abby Goldstein, in counselling
psychology; and Roland Coloma, in globalization and education.

We moved toward planning our course offerings over a three-year
horizon, so that both faculty and students understand well in ad-
vance what will be available and what must be taught. This should
increase our ability to meet student needs as well as increase our
efficiency.

And we saw the work of a dedicated group of faculty, students and
staff come to fruition with the release of the report of the teaching
task force. Endorsed by Faculty Council, this report will result in
the establishment of an OISE office of teaching support, providing
timely and regular support for teaching development, mentoring,
and portfolio assistance for new faculty and teaching opportunities
for graduate students. The report’s findings and associated guide-
lines will also ensure more consistent, research-informed and useful
evaluations of teaching, and more recognition of the centrality of
teaching to OISE’s mission.

Many of our staff, students, faculty and alumni received prestigious
awards this year. In this report, you will find a great deal about our
leadership in research and teaching and our impact on policy and
practice. We invite you to learn more about these accomplishments
and activities in the pages that follow.

Jane Gaskell, Dean
Ontario Institute for Studies in Education
of the University of Toronto
FACTS AND FIGURES: ENROLMENT

2007-08

With more than 1,300 initial teacher education (ITE) students and over 1,650 graduate students, OISE is the largest faculty of education in Canada. ITE students can choose from a range of elementary options and secondary programs including technical options. They pursue their studies in small sections of about 30 students each. Graduate students have a choice among 12 programs in five departments. In 2007-08, most classes had fewer than 20 students; a third had fewer than 10.

Enrolment in Teacher Education Programs 2007-08

<table>
<thead>
<tr>
<th>Consecutive Program</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEd</td>
<td>1157</td>
</tr>
<tr>
<td>Diploma</td>
<td>75</td>
</tr>
<tr>
<td>Subtotal</td>
<td>1232</td>
</tr>
</tbody>
</table>

Concurrent Program (BEd) with partners:

- Arts & Science – UTM: 50
- Arts & Science – UTSc: 30
- Music: 21
- Physical Education: 33
- Subtotal: 134

TOTAL UNDERGRADUATE: 1366

Master of Teaching: 83
MA (Child Study): 83
TOTAL GRADUATE: 166

OISE: DISTRIBUTION OF GRADUATE COURSES BY CLASS SIZE, REGULAR SESSION 2007-08
### FACTS AND FIGURES: COMPLEMENT AND FUNDING
#### 2007-08

#### OISE: FACULTY COMPLEMENT

<table>
<thead>
<tr>
<th>Faculty by Current Rank</th>
<th>Head Count</th>
<th>AEC</th>
<th>CTL</th>
<th>HDAP</th>
<th>SESE</th>
<th>TPSE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>7</td>
<td>24</td>
<td>10</td>
<td>6</td>
<td>12</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>12</td>
<td>15</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>25</td>
<td>52</td>
<td>28</td>
<td>18</td>
<td>29</td>
<td>152</td>
<td></td>
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</table>

#### Graduate Contract Instructors

<table>
<thead>
<tr>
<th>Head Count</th>
<th>Courses</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC</td>
<td>33</td>
<td>49</td>
</tr>
<tr>
<td>CTL</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>HDAP</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>SESE</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>TPS</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Collaborative</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>73</td>
<td>135</td>
</tr>
</tbody>
</table>

*Note totals are less than sums for head counts as some contract instructors teach in multiple units.

#### OISE: OPERATING BUDGET

**Revenue**
- Government Operating Grant: 40.5
- Student Fees: 17.5
- Other: 24.6

**Expenses**
- Compensation: 40.6
- Student Assistance: 13.7
- University Shared Expenses: 22.5
- Other: 5.8

**Budgeted FTE**
- Continuing Academic Staff: 148.0
- Non-Continuing Academic Staff: 79.5
- Administrative Staff: 135.2

**Total**: 362.8

#### OISE: RESEARCH FUNDING

**Total Revenue**

*In millions of dollars*
OUR PROGRAMS

2007-08

TEACHER EDUCATION
  Bachelor of Education/Diploma in Technological Education
  Concurrent Teacher Education Program (CTEP)
  Master of Arts in Child Study and Education
  Master of Teaching

DEPARTMENT OF ADULT EDUCATION AND COUNSELLING PSYCHOLOGY
  Adult Education and Community Development (MA, MEd, PhD, EdD)
  Counselling Psychology (MA, MEd, PhD, EdD)

DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING
  Curriculum Studies and Teacher Development (MA, MEd, PhD, EdD)
  Elementary and Intermediate Education (MT)
  Second Language Education (MA, MEd, PhD, EdD)

DEPARTMENT OF HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY
  Child Study and Education (MA)
  Developmental Psychology and Education (MA, MEd, PhD, EdD)
  School and Clinical Child Psychology (MA, PhD)

CONTINUING EDUCATION
  Additional Qualification
  Principal Qualification
  Customized Professional Development

DEPARTMENT OF SOCIOLOGY AND EQUITY STUDIES IN EDUCATION
  Sociology in Education (MA, MEd, PhD, EdD)

DEPARTMENT OF THEORY AND POLICY STUDIES IN EDUCATION
  Educational Administration (MA, MEd, PhD, EdD)
  Higher Education (MA, MEd, PhD, EdD)
  History and Philosophy of Education (MA, MEd, PhD, EdD)

COLLABORATIVE PROGRAMS
  Aboriginal Health
  Addiction Studies
  Aging, Palliative and Supportive Care Across the Life Course
  Community Development
  Comparative and International Development Education
  Environmental Studies
  Knowledge Media Design
  Neuroscience
  Women's Studies
OUR AWARD-WINNING STAFF: THE FRYE LEADERSHIP INSTITUTE AWARD AND THE CHANCELLOR’S AWARD

André Tremblay and Laurie Harrison

“I love the exposure to leading-edge research and teaching activities that push the boundaries of education. And of course, the people and the beauty of the campus. There’s no other place quite like it.” — André Tremblay

“The OISE community’s culture of inclusion and collaboration allows us to provide a high quality of service and support to our academic and research programs. At the end of the day, to have made a contribution to the education of current and future students is something that we can all take pride in.” — Laurie Harrison

Whether in education, research, or administration, Laurie Harrison works at the forefront of technology application. In 2008, Laurie received the Frye Leadership Institute Award. The institute, sponsored by the Council on Library and Information Resources and EDUCAUSE, recognizes “commitment to, and talent for, leadership within higher education.” Her innovative work exploring online research environments has lead to the development of “services and tools that give students and researchers improved access to data repositories, collaboration tools, and shared applications.” She and staff in OISE’s Education Commons were also involved in the new ePortfolio initiative, CFI infrastructure development, and the renewal of research support services in 2007-08. For Laurie, “the opportunity to actively engage with faculty and graduate students on research activities and academic initiatives” is what she enjoys most about her work.

For André Tremblay, a culture of enthusiasm, dedication, and positive support define his work community. For the past 8½ years, he has been actively involved in leadership, student governance and communications roles. However, André’s involvement in the OISE community extends well beyond his official role. He was actively involved in the 2006-07 centennial celebrations, has volunteered English-French translation for programs and departments, and has assisted in the direction and production of a promotional animated film on the history of education at the University of Toronto. His outstanding contributions to the OISE community have earned him the 2008 Chancellor’s Award, an annual award honouring the contributions of a staff member. André most values the contribution that employees make “to the mission of the University and to the student experience” and in 2007, he joined the Centre de recherches en éducation franco-ontarienne as the Centre Coordinator.

André Tremblay is the Centre Coordinator of the Centre de recherches en éducation franco-ontarienne (CREFO) and the winner of a U of T 2008 Chancellor’s Award. Laurie Harrison is the Director – Academic Technology in the Education Commons, and the recipient of the 2007 Frye Leadership Institute Award.
OUR AWARD-WINNING STAFF: THE STEPPING UP AWARD

Lara Cartmale, Mary Stager and Wing Ng

“Besides working with truly outstanding colleagues, the diversity of my job is what I have enjoyed so much these last 10 years.” – Lara Cartmale

“At OISE, we have wonderful colleagues, colleagues who offer support when things are difficult and celebrate when things go well. Our colleagues here are unusually reflective – always finding ways to mull over together what is happening and what can be learned.” – Mary Stager

“It is very rewarding to know that I am playing a small role in all of this.” – Wing Ng

For Lara Cartmale, “walking through the front doors of the department of Curriculum, Teaching and Learning is never a mundane experience... each day will bring a mind-boggling range of perplexing problems and tricky issues.” These character-building experiences are among those things that Lara values most about her role in CTL. She relies on her sense of humour when faced with the challenges of the day-to-day, and together with colleagues Wing Ng and Mary Stager, Lara was awarded a University of Toronto Stepping UP Award in 2007!

Like Lara, Wing Ng manages several projects simultaneously. As OISE’s Comptroller, he works closely on the Institute’s budget and its support of academic programming. According to Wing, his “wonderful, cooperative and diligent colleagues” make his job enjoyable and worthwhile.

Mary Stager started her career as a research officer in 1966 and remained in that role until 1988 when she moved into the administrative side as the Assistant to the Dean – Planning. In spite of the many changes Mary has been privy to over the past four decades, she says that the “work itself has always been interesting” and “the people have always been great.”
OUR AWARD-WINNING STAFF: THE STAFF EXCELLENCE AWARD

Kristine Pearson

“The many students I have worked with have inspired me with their courage, talent, individuality ... When you know that the work you have to do coincides with so many of your own values, then the work, even with the stresses involved, is gratifying. I look forward to seeing colleagues in the future receiving this award for I am aware that the successful completion of any work I do depends on the excellent work of respected colleagues throughout the Institute. I admire them and I honour them.” – Kristine Pearson

In 2007, members of the OISE community created the Staff Excellence Award to be given to an individual who has made an outstanding contribution to their department and to the Institute. Kristine Pearson of the department of Sociology and Equity Studies in Education is the inaugural recipient. Described by colleagues and students as “cheerful,” “dedicated,” “patient,” and “committed,” Kristine began working in her current role of Graduate Studies Departmental Liaison Officer 17 years ago, and finds working with students to be the “most rewarding” aspect of her job.

Kristine is particularly fond of the welcoming and friendly environment at OISE, not just within her department, but throughout the building. Although the camaraderie and “sense of community” stand out in her mind as an integral part of the job, Kristine is often praised as someone who can “teach and interpret complex student policies, and also as someone who creates an inclusive feeling within the department.”

When asked to describe Kristine, Kari Dehli, the Department Chair, says that Kristine makes “an immeasurable impact on several generations of graduate students in SESE. She reminds us to be human, to be generous and respectful of one another.” Student praise of Kristine’s service to her department was equally high. Students like Donna Outerbridge say that Kristine is “approachable and open to different perspectives … her character is exemplary, and even in the midst of being inundated with work and deadlines she always finds time to stop and assist individuals.” Congratulations Kristine!

Kristine Pearson is the Graduate Studies Student Liaison Officer in the Department of Sociology and Equity Studies in Education, and the 2008 recipient of OISE’s inaugural Staff Excellence Award.
OUR DEDICATED STAFF: THE REGISTRAR’S OFFICE

Bill Rankovic, Ian MacLeod and Zirka Pyndiura

“In the Registrar’s Office, I meet with visiting groups from all over the world. Sometimes seeing your organization through the eyes of another helps you to appreciate how well you are actually doing.” – Bill Rankovic

“We have strong leadership in our Registrar and an outstanding team of staff who commit to serving the needs of our applicants and students.” – Ian MacLeod

“Seeing our students first as anxious applicants, then as grateful candidates, and finally as proud graduates gives me a sense of pride that our students, with their great accomplishments, will now help to educate the young minds of tomorrow.” – Zirka Pyndiura

All of these Registrar’s Office staff members describe their work environment as “constantly changing.” From Ian MacLeod’s point of view, the change occurs “from season to season, as the annual admissions cycle unfolds, and from year to year, as the nature of the work evolves.” Ian’s colleagues describe him as having an “encyclopedic knowledge” of policies and programs.

One colleague, Zirka Pyndiura, focuses on the success of annual events like OISE’s Registration Days: “So much work is put into the preparation for these days, and we are confident that the students’ first experience with OISE is a positive one. Registration Days bring an air of excitement to both the new incoming teacher candidates and the staff.”

For Bill Rankovic, a positive attitude and a good sense of humor are essential for meeting the challenge of constant change in a culture filled with excitement. Bill admits that whatever the challenge, “a smile is contagious.” Seeing students pursue further studies at OISE is also a great joy.

Bill Rankovic is the Assistant Registrar in the Initial Teacher Education Program’s admitted students unit. Since 1995, Ian MacLeod has served as the Assistant Registrar in Initial Teacher Education admissions. Zirka Pyndiura is a Student Counsellor and Administrative Assistant in the Registrar’s Office.
A MESSAGE ABOUT TEACHER EDUCATION

Carol Rolheiser, Associate Dean

“What has emerged over time is greater differentiation in instruction, structures, staffing, and modes of delivery in ITE at OISE that has allowed for a dynamic and evolving landscape.” – Carol Rolheiser

I have had the pleasure of serving as Associate Dean at OISE for the past nine years. During this time, the Initial Teacher Education (ITE) program at OISE has become increasingly diversified to better serve the varied needs of our students. We now have four distinct pathways to teaching at OISE, and with the initiation of the new Concurrent program, teacher education opportunities are available on all three campuses of the University of Toronto: the Consecutive Bachelor of Education/Diploma in Technological Education (nine months); the Concurrent Bachelor of Education (five years); the Master of Teaching (two years); and the Master of Arts in Child Study and Education (two years).

Underpinning each of these programs are seven core principles that frame our thinking and our action:
1. Teaching Excellence  5. Faculty Collaboration
2. Research-based & Research-driven 6. School/Field/University Partnerships
3. Cohort-based Learning Communities  7. Equity, Diversity & Social Justice
4. Coherence

A few highlights from our collective work over the last few years include: redesigning our admissions process, grounded in a cycle of focused research (see page 34 in this Annual Report for more information); emphasizing equity and social justice in our curriculum development, professional development, and program development; increasing graduate student teaching experience; strengthening our cohort model, with special emphasis on important themes and foci; infusing technology and the use of technology to strengthen instructional design and knowledge-building; providing research and inquiry into practice grants and publications to support partnership projects with schools, districts, and communities; and building bridges across the university, strengthening connections across OISE departments, and enhancing linkages with the field.

Participation in Canadian and international research and development initiatives has also increased opportunities for us and altered how we think about our programs. What has emerged over time is greater differentiation in instruction, structures, staffing, and modes of delivery in ITE at OISE that have allowed for a dynamic and evolving landscape. I know that all of our programs will continue to reflect what OISE is known for: excellence in teaching, research, and social justice.

Carol Rolheiser recently completed a second term as Associate Dean Teacher Education. She is a Professor in the Department of Curriculum Teaching and Learning and will assume the role of Director, Office of Teaching Advancement, University of Toronto on July 1, 2009.
TEACHER EDUCATION STUDENT AWARDS & HONOURS

UNIVERSITY OF TORONTO VARI SCHOLARSHIP
Hilary Karin Masemann
John Alexander D. McCurdy
Lindsay Ann Moore
Clive Donat Shopman
Andrea Mackenzie Valois

PRIMARy/JUNIOR AWARD OF HONOUR
Irene Song

JUNIOR/INTERMEDIATE AWARD OF HONOUR
Krzysztof Michael Rakuc

INTERMEDIATE/SENIOR AWARD OF HONOUR
Stephen Andrew Stockton

OUTSTANDING CONTRIBUTION TO THE LIFE OF THE FACULTY
Kevin Lin

OISE COMMENDATION AWARD
Danielle Faulkner
Christina Ann Heyding
Nicole T. Hoang
Susan Elizabeth Hoenhous
Sarah Rae Hurley
Sumayyah Hussein
Andrew Roy Judelman
Meghan Patricia Taylor Kelly
Katarzyna Niewiadomska
Shanique Pinnock
Michael Robert Sanders
Tamarin Shelby Shantz
Emilete Steward
Susan Varney

ARNOLD BALINS AWARD
Pamela Bruce

KATHY BICKMORE PEACEMAKING EDUCATION AWARD
Kenneth James Kirkwood
Moksha Genevieve Serrano

BORTHWICK-DUCKWORTH SCHOLARSHIP
Allison Prole

M. PENELope CARter AWARD
Melissa S. Avezillas

MARK A. R. M. CRowE MEMORIAL AWARD
Louis E Filipe
Sarah Ellen Parker Loewen

ROBERT MORRICE CROWE AWARD
Helen Arigopoulos

JEFFREY DRDUL MEMORIAL AWARD
David Abashvili
John Babiera
Adam Rauf

JEFFREY DRDUL OSOTF AWARD IN SPECIAL EDUCATION
Rachel Marie Cribben Turner

ETFo FACULTY OF EDUCATION AWARD*
Kaan Firatli

JAMES W. FAIR AWARD IN ELEMENTARY EDUCATION
Johanna Craig

DON GALBRAITH PRESERVICE TEACHER AWARD OF EXCELLENCE
Victoria Melissa Wappel P/J
Jennifer Morrill J/I
Julie Ann Wasylinka I/S

JOHN J. DEL GRANDE SCHOLARSHIP
Denis Begun

JAMES F. JOHNSON MASONIC AWARD FROM UNIVERSITY LODGE
Jeffrey Paul Christopher Magee

PROFESSOR ARTHUR LOUDEN MEMORIAL SCHOLARSHIP IN SCIENCE AWARD
David Abashvili
Elin Joanna Engelhardt
Ambreen Kaur
Meghan Elizabeth Miller
Kwan Sheng Vincent Poon
Jelena Pupovac

R. J. MCMASTER AWARD
Marija Pavlovic

OECTA AWARD OF EXCELLENCE**
Mary Victoria McRae

OSOTF DON WRIGHT SCHOLARSHIP IN MUSIC EDUCATION***
Christopher Leonard Coady
Anne-Marie Dubuc

OSOTF DON WRIGHT SCHOLARSHIP IN VOCAL MUSIC***
Margaret Pauline Logue

OSOTF MORGAN PARMENTER AWARD IN GUIDANCE***
Alexandra Feghali

OSOTF H.W. BRYAN MEMORIAL AWARD OF HONOUR****
Stephanie Amanda James

DR. AND MRS. R. L. PETERSON MEMORIAL ENTRANCE AWARD
Alison Holmes
Mudita Kundra
Adam Rauf

P. A. PETRIE HURON COUNTY SCHOLARSHIP
Lianne Tan

R. D. PHILLIPS AWARD
Rachel Ashera Rosen

ALEXANDER PRINGLE SEGGIE AWARD
Emilete Steward

ALEXANDER PRINGLE SEGGIE MEMORIAL AWARD IN BUSINESS
Mohini Athia

BERTA AND HOWARD ROBERTSON ENTRANCE AWARD IN PRIMARY/JUNIOR EDUCATION
Susan Kwan
My Dung Tran

ROSEANN RUNTE AWARD SCHOLARSHIP
Lisa Baker

JEAN STIRLING AWARD SCHOLARSHIP
Chantel Wedemire-Roberts

DON WRIGHT SCHOLARSHIP IN MUSIC EDUCATION
Darren Marcel Hamilton

* The Elementary Teachers’ Federation of Ontario (ETFO)
** The Ontario English Catholic Teachers’ Association (OECTA)
*** The Ontario Student Opportunity Trust Fund (OSOTF)
**** The Ontario Secondary School Teachers’ Federation (OSSTF)
AWARD FOR EXCELLENCE IN INITIAL TEACHER EDUCATION

David Montemurro

“I have come to articulate my career conviction that all students, whether high school students or adults, have the capacity and desire to learn. For ITE, this translates into a firm belief that all have the capacity to teach – where both learning and teaching are viewed as part of the process of developing one’s ‘voice’.” — David Montemurro

Integral to David Montemurro’s teaching philosophy is a passion for cooperative learning, professional development, and social justice. Leading by example, David models many teaching and learning techniques in his classroom, and strives to serve as a “supportive guide” for his students and to create a collegial atmosphere that encourages students to build cooperative relationships with him and with each other.

David regularly hosts classes in schools, organizes panel discussions with teachers and students, and arranges for guest speakers. He encourages his students to remain critical, while at the same time presenting topics such as classroom management, professional ethics, and school safety: all from a social justice perspective.

For David, teaching is a collective process where students and teachers learn from each other and “collectively grow” through shared challenges, ideas, values, and passions. For David, receiving this teaching award means that he has a positive impact on the students he teaches, and that feeling is “incredibly gratifying.”

David Montemurro is the 2007-08 recipient of the OISE Excellence in Initial Teacher Education Award for outstanding contributions to teaching and learning. He is a lecturer in the Department of Curriculum, Teaching and Learning.
STUDENT LEADERSHIP IN INITIAL TEACHER EDUCATION

Ben Gross

“I am impressed by the passion and initiative of OISE students. Over the course of the year the student body has participated in many volunteer activities all over the GTA and around the world. My fellow students have organized and run professional development seminars and conferences, sat on various OISE committees, and made wonderful and meaningful contributions to OISE, the U of T, Toronto, and the rest of the world.” – Ben Gross

When Initial Teacher Education students commit to enriching their curricular and co-curricular experiences, the collective student experience is not just better, but often exceptional. As President of the Student Teachers’ Union, Ben Gross works toward this goal. Through his leadership on various committees, his interaction with students and faculty, and his support for new and existing initiatives, Ben’s enthusiasm for teaching continues to grow. In 2007-08, Ben participated as a student representative for Initial Teacher Education on OISE’s Equity Standing Committee and supported the creation of the OISE Forum on Environmental Education. He also organized a workshop for teacher candidates that focused on how to introduce global economic issues to high school students through an innovative game.

For his outstanding leadership in the program, Ben received a Gordon Cressy Student Leadership Award. The award recognizes students for their outstanding extra-curricular contributions to their college, faculty, school, or department or to the university as a whole. The awards were established in 1994 by the University of Toronto Alumni Association (UTAA) and the Division of University Advancement.

In 2007-08, Ben Gross served as President of the ITE Student Teachers’ Union, and is an OISE winner of the 2008 Gordon Cressy Student Leadership Awards.
AWARD FOR DISTINGUISHED CONTRIBUTIONS TO TEACHING

T. J. Elgin Wolfe

“I enjoy the challenges of teaching pre-service teachers very much. I also enjoy visiting the pre-service teachers during the practicum to critique their lessons, to offer suggestions for improvement, and to identify enrichment activities.” — T. J. Elgin Wolfe

With more than 40 years of teaching experience, T. J. Elgin Wolfe’s commitment to education is unwavering. At OISE, Elgin teaches intermediate science and senior physics to pre-service teachers and continuing education students. He also designs courses, curricula, and educational materials, and continues to make contributions to textbooks for every grade. To do this effectively, Elgin collaborates regularly with colleagues, provincial education partners, and professional associations across Canada. Many of his students praise him for incorporating current research and educational strategies, such as cooperative learning, graphic organizers and technology.

Being nominated for a Distinguished Contributions to Teaching award was a “great surprise and pleasure” for Elgin. Though he twice received the highest teaching award at OISE during the 1990s, having this honour at this stage in his career means that his students and colleagues continue to find his contributions “valuable and relevant.” Elgin enjoys the diversity of his students, the breadth of background experience they bring, and their talent and expertise. These enrich his life and his teaching.

T. J. Elgin Wolfe is a Professor in the Department of Curriculum, Teaching and Learning and is a recipient of a 2007-08 Distinguished Contributions to Teaching Award.
A MESSAGE ABOUT CONTINUING EDUCATION

Barbara Bodkin, Director – Continuing Education

“There is no doubt that our success in Continuing Education at OISE as a leader in offering high-quality professional learning is a result of our instructors, facilitators and presenters. We owe each and every one of them a debt of gratitude. They are the best!”

– Barbara Bodkin

OISE’s Continuing Education (CE) courses, institutes, and seminars are synonymous with highest quality teaching. 2007-08 was a full year for Continuing Education as many local and international educators completed segments of their professional learning with OISE. Many instructors are outstanding educators in their fields who strive to offer a synergistic blend of cutting-edge research and effective practice. Many are also provincial and national leaders within their subject discipline and expertise, making regular contributions to the knowledge base as authors, curriculum developers, and contributors to school reform and change at many levels. This year, CE partnered with the Centre for Urban Schooling to offer additional qualification courses to teachers. These courses investigated inclusive practices for inner-city schools that combined intensive job-embedded learning with a teacher inquiry project. The Continuing Education team has also fostered a fruitful partnership with the Royal Conservatory of Music. The Conservatory accords accreditation to teachers learning music-teaching techniques endorsed by composer Carl Orff.

It was revealed in 2007-08 that more teachers than ever have chosen either a completely online learning format or one that blends online and in-class learning for their professional development and continuing education. Flexibility for “just-in-time” learning is cited most often by teachers who enthusiastically embrace learning online. An added benefit is the extension to the OISE learning networks, which spread across the province of Ontario. The program continues to attract instructors from all corners of Ontario, which ensures that the quality of teaching also continues to grow.

Barbara Bodkin is the Director of OISE’s Continuing Education Program.
AWARD FOR TEACHING EXCELLENCE IN CONTINUING EDUCATION

Elizabeth Straszynski

“Additional Qualification courses are a wonderful professional experience and personal development for me. I learn something (usually many things!) new every day. Teachers’ attitudes are important. Being positive inspires productive attitudes; encouraging students leads to learning, collegiality leads to collaboration and synergy, and enthusing with parents about their children leads to school involvement.” — Elizabeth Straszynski

Elizabeth Straszynski encourages students to “think and teach outside the box.” As a teacher and instructor since 2004, Elizabeth brings a wealth of experience to her continuing education classroom. Passionate about the art and science of teaching, Elizabeth presents traditional and alternative instructional strategies to her students.

In 2007-08, Elizabeth has been described as understanding the “importance of engagement in adolescent learners” and as “using creative lessons to turn simple hands-on material into effective teaching tools.” For Elizabeth, teaching must include “purposeful fun” to keep students attentive, interested, and motivated. Whether it’s a science experiment, field trip, or demonstration, fun is a focus in her classroom. Elizabeth emphasizes real experiences in her teaching. She encourages her students to build their confidence through an active and performative approach to their presentation assignments.

Teaching evaluations of Elizabeth’s work are consistently strong. In addition to her award-winning teaching at OISE, she is also involved with the Ontario Society for Environmental Education, where she provides coaching and support for students and teachers.

Elizabeth Straszynski is an Additional Qualification Instructor, Intermediate Science, and the 2007-08 recipient of the Award for Teaching Excellence in Continuing Education.
A MESSAGE ABOUT RESEARCH AND EXPERTISE

Normand Labrie, Associate Dean

“We continue to attract top-quality candidates to our initial teacher and graduate education programs and also provide a vibrant community for post-doctoral students. Together, we look forward to enhancing our collective expertise and knowledge through distinctive research initiatives that simultaneously support our faculty and graduate students as well as the broader educational community.” — Normand Labrie

We are all impressed by the dedication and enthusiasm shown by researchers as they maintain their teaching, supervising, and service responsibilities. At the same time, they continue to develop new research and to disseminate their findings in scholarly publications and through various outreach activities.

OISE’s faculty and students are committed to improving educational outcomes and to creating powerful educational system change. Our understanding of the foundations that are required to sustain social and economic change continues to grow. Our goal at OISE is to produce confident educators and researchers who have the skill set to improve education for all groups in society.

OISE continues to maintain strong relationships with government and various other stakeholders throughout the province and the country. By continuing to broaden our international network, we are better able to understand the complexity of the issues that matter in education, as well as identify common areas of interest for further research in our faculty. We are confident that these interactions will sustain our research community, and also look forward to funding opportunities that allow us to build our research infrastructure and resources for the future.

Normand Labrie is the Associate Dean of Research and Graduate Studies and a Professor in the Department of Curriculum, Teaching and Learning.
FACULTY AWARDS & HONOURS

This list includes a sampling of Awards & Honours held by OISE faculty in 2007-08

2008 HARRY JEROME AWARD
Njoki Wane

ALAN THOMAS FELLOWSHIP OF THE CAROLD INSTITUTE
Established in 2008 in honour of Professor Emeritus Alan Thomas

HONORARY DEGREE FROM NIPISSING UNIVERSITY
David Booth

CANADIAN COUNCIL ON LEARNING MINERVA LECTURER
Esther Geva

NOW MAGAZINE’S BEST OF TORONTO: TORONTO’S OUTSTANDING PEOPLE AWARDS
Helen Lenskyj

ONTARIO RESEARCH AND INNOVATION OPTICAL NETWORK (ORION) LEARNING AWARD
The Institute for Knowledge Innovation and Technology (IKIT)

ONTARIO RESEARCH CHAIR IN POSTSECONDARY EDUCATION POLICY AND RESEARCH
Glen A. Jones

FELLOW OF THE ROYAL SOCIETY OF CANADA
Ken Leithwood

TVO 2008 BEST LECTURER NOMINEE
Karen Mundy

WILLIAM G. DAVIS CHAIR IN COMMUNITY COLLEGE LEADERSHIP
Peter Dietsche
SSHRC STANDARD RESEARCH GRANTS

This list includes a sampling of large grants held by our faculty in 2007-08 as well as the newly funded Social Sciences and Humanities Research Council (SSHRC) standard research grants. For a complete list of the more than $9.3 million research projects in 2007-08 and for an up-to-date list of newly funded projects, please visit www.oise.utoronto.ca/Research_Expertise.

SSHRC 2008 RECIPIENTS

Antoinette Gagné – Teacher migration and integration in the local workforce: creating an international, collaborative research agenda
Kathleen Gallagher – Urban school performances: the interplay, through live and digital drama, of local-global knowledge
Esther Geva – Vocabulary development in ESL students: what develops and how it can be enhanced
Monica Heller – Mobility, identity and new political economies: a multi-size ethnography
Julie Kerekes – Internationally educated and trained employment seekers in North America: an ideological and sociolinguistic investigation of their experience

Ben Levin – Knowledge mobilization efforts in faculties of education
John Portelli – Educational equity and inclusion in neoliberal times: policy webs and school practice
Creso Sá – Interdisciplinarity in Canadian universities
James Slotta – Technology-enhanced activities and interactions in the science classroom: pedagogical scripts for knowledge communities
Peter Trifonas – Digital literacy and public pedagogy: understanding player engagement with the digital game as a form of literacy and learning

OTHER FACULTY GRANTS

CANADA RESEARCH CHAIR IN FAMILY VIOLENCE PREVENTION AND TREATMENT
Katreena Scott

CANADIAN COUNCIL ON LEARNING
Sheila Stewart – The uses of narrative in adult literacy learning
Marlene Scardamalia – Understanding the nature of science and scientific progress: a theory-building approach

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY
Anne Goodman – Community-based peacebuilding across borders and boundaries

CONNAUGHT FUND
Sheila Stewart – Indigenous counseling and healing: evaluating results and refining future directions
Indigo Esmonde – Longitudinal study of collaboration in mathematics

Martin Cannon – Rebirthng communities: Indigenous citizenship and self-determination
Diane Farmer – Mobility and cultural diversity in minority French language schools
Rhonda Martinussen – Examining the relations among working memory, attention problems, and children’s reading achievement in the primary grades

THE ELEMENTARY TEACHERS’ FEDERATION OF ONTARIO
Joseph Flessa – Success stories in challenging circumstances: case studies of schools working with children and communities affected by poverty

MINISTRY OF TRAINING, COLLEGES & UNIVERSITIES
Peter Dietsche – College access and career success: Student reflections on the campus experience

NETWORKS OF CENTRES OF EXCELLENCE: CANADIAN LANGUAGE AND LITERACY
James Cummins – Literacy attainment among newcomer students
## GRADUATE STUDENT AWARDS & HONOURS

### OISE OUTSTANDING THESIS OF THE YEAR AWARD
- Tracey Vieira

### OISE COMMENDATION AWARD
- Melissa Sarah Abbey
- Jacqueline Mary Cahill
- Griffin Epstein
- Erick Philip Fabris
- Ekta Kala
- Sheetal Mehta-Karia
- Pika Krpan
- Jan Patrice MacDougall
- Energy Lincoln Manyimo
- Anne E. McGuire
- Devi Dee Mucina
- Bathsheba Opini
- Isaac Stein

### MASTER'S CANADA GRADUATE SCHOLARSHIP
- Jessie Black-Allen
- Domenico Calla
- Antony Chum
- James Corcoran
- Hannah Dyer
- Nwadiogo Ejogu
- Beverly Ellenbogen
- Laura Gollino
- Jillian Haydicky
- Katie Lam
- Cory Legassic
- Jan MacDougall
- Jessica Pereira
- Gail L. Prasad
- Angela Robinson
- Karen Ross
- Esther Simmonds-MacAdam
- Sarah Lynne Switzer
- Diane Teplyo
- Sonya White

### CANADA GRADUATE SCHOLARSHIP
- Ruth Beatty
- Barbara Diane Bell
- Jennifer Bounell
- Robyn Bourgeois
- Tonya Callaghan
- Iara Regina Da Costa
- Lisa Coupertwaite
- Dana David
- Peter Elson
- Anthony Folino
- Kelly Gallagher-MacKay
- Krista Gas
- Lindsay Kerr
- Colin King
- Robyn Legge
- Bronwen Magrath
- Kendra Massie
- Justin Mattina
- Gregory O'Leary
- Patricia Poulpin
- Laura-Lynn Stewart
- Jennifer Theule
- Allison Kurahashi
- Kathy Wing-Yee Lee
- Suzanne Lenon
- Nancy Linley
- Maria Martiniukakis
- Kimine Mayuzumi
- Heather McGregor
- Dayna Morris
- Joanne Murray-Ormondy
- Christina Nash
- Alison Noraxon
- Olga Oulanova
- Lucia Padure
- Dawn Pollon
- Cynthia Rottmann
- Hongxia Shan
- Kristin Smith
- Julia Vinik

### SSHRC DOCTORAL FELLOWSHIP
- Helen Anderson
- Leah Burns
- Dina Butti
- Mark Campbell
- Gulzar Charania
- Shandil Diamond
- Tammy Drain
- Angela Evans
- Daniel Garfinkel
- Maureen Jean
- Geoffrey Lawrence
- Christine Lenouvel
- Caroline Manion
- Christine McKenzie
- Mireille McLaughlin
- Nadeem Memon
- Almina Pardhan
- Sejal Patel
- Ana Laura Pauchulo
- Vanessa Peters
- Gloria Ramirez Gomez
- Antonie Scholtz
- Ann Yeong

### CHEO GRADUATE AWARD
- Kelly Nash

### CONNAUGHT SCHOLARSHIP
- Paloma Villegas

### GETFUND SCHOLARSHIP
- Alexander Asamoah

### INTERNATIONAL DEVELOPMENT RESEARCH CENTRE DOCTORAL RESEARCH AWARD
- Vivian Jimenez

### MEXICAN NATIONAL COUNCIL FOR SCIENCE & TECHNOLOGY SCHOLARSHIP
- Mario Lopez-Gopar

### NATURAL SCIENCES AND ENGINEERING RESEARCH COUNCIL OF CANADA SCHOLARSHIP
- Thien-Kim Nguyen
- Valerie San Juan
- Rebecca Todd

### RESTRACOMP AWARD (HOSPITAL FOR SICK CHILDREN)
- Mariko Lui
STUDENTS CELEBRATE 30 YEARS OF FRANCO-ONTARIENNE RESEARCH

Danielle Cantave and Lindsay Bell

“Le Centre de recherches en éducation franco-ontarienne (CRÉFO) gives me the opportunity to study in French. I am stimulated intellectually by the readings that I do and the discussions in class. The professors are passionate about their work and they are able to share vividly their knowledge and life experiences.” – Danielle Cantave

“As a Research Assistant, I work collaboratively with other students and faculty members from around the world. I have access to all stages of the research process and have been supported in my writing through a team approach. The network of students provides a profound source of learning and continues to be an asset to my academic growth.” – Lindsay Bell

CRÉFO, an interdisciplinary research centre dedicated to the study of educational, social and linguistic practices of francophones in Ontario, Canada, and throughout the world, celebrated 30 years in November 2007. André Tremblay, the Centre Coordinator, noted that “this extraordinary moment highlighted the history of scholarly work that has been done toward creating a permanent space for research on francophone issues in education, and the promise that future generations of scholars will continue to examine equity issues and social differences within the francophone minority context.”

For Lindsay Bell, the broad scope of courses and breadth of research associated with the Centre, combined with opportunity to work on interdisciplinary issues, made her choice for doctoral studies clear. Her interest in the “relationship between language, power and economic change” will lead Lindsay towards an academic career in linguistic anthropology and a continued relationship with CRÉFO. For Danielle Cantave, pursuing graduate studies in conjunction with the Centre allows her to pursue her passion for francophone identity and to look at issues of discrimination in a multicultural context, including its impact on Canadian society. Danielle praises the Centre for its bilingual environment and extensive research collection.

Danielle Cantave is an MEd student in the Second Language Education Program. Lindsay Bell is a PhD candidate in the Department of Sociology and Equity Studies in Education and a Research Assistant at CRÉFO.
NEW RESEARCH CHAIRS
Peter Dietsche, Katreena Scott and Glen A. Jones

“Learning at the graduate level is a stimulating dialogue between student and professor. Ideally, both learn something from the interaction.”

– Peter Dietsche

“Our researcher team aims to reduce rates of violence within Canadian families through prevention.”

– Katreena Scott

“I learn a great deal from involving graduate students in my projects – they help me see things differently and often open my eyes to approaches that I had not previously considered – and hopefully they learn from their direct involvement with research and publication.”

– Glen A. Jones

Peter Dietsche holds the William G. Davis Chair in Community College Leadership. His research focuses on college students and the interplay between learner and institutional characteristics that creates specific experiences which, in turn, lead to differential outcomes. He collaborates with the Canada Millennium Scholarship Foundation and the Educational Policy Institute (EPI) to examine “what works in student learning” and the relative effectiveness of specific interventions for at-risk students and for outcomes in higher education.

His colleague in the Higher Education Program, Glen A. Jones, was recently appointed as the first Ontario Research Chair in Postsecondary Education Policy and Measurement, one of eight new policy research chairs endowed by the Government of Ontario. Glen's research focuses on system-level policy issues in postsecondary education, including accessibility and system coordination. Higher education has become an extremely important area of public policy, and he hopes that his work will help illuminate appropriate policy options and “build a stronger policy research community in Ontario, including educating the next generation of policy researchers and decision makers.”

Katreena Scott, recently awarded a Canada Research Chair in family violence prevention and treatment, runs the Scott Research Lab group at OISE. The lab researches the prediction, prevention, and treatment of abuse, and creates and implements services for at-risk fathers who have abused or neglected their children or could do so. The work of these three researchers will help shape OISE’s contribution to the issues that matter in education research.

Peter Dietsche is an Assistant Professor in the Department of Theory and Policy Studies in Education. Katreena Scott is an Associate Professor in the Department of Human Development and Applied Psychology. Glen A. Jones is a Professor in the Department of Theory and Policy Studies in Education.
STUDENTS MOBILIZING KNOWLEDGE

Katherine Thompson, Amanda-Mae Cooper, Brenton Faubert, and Hilary Edelstein

“My particular interests are the collaboration of the researcher and practitioner in the practical application of research to practice. The Knowledge Mobilization project has given me the opportunity to combine my academics and special interest in survey design with survey development focused on research utilization.” – Katherine Thompson

“The experience of working with Ben Levin dramatically increased my research literacy. In fact, these skills have opened possibilities for employment in research fields that I had not anticipated.” – Amanda-Mae Cooper

“OISE was home to a department that not only specialized in educational administration but also multiple sub-specialties, including educational change, leadership, and diversity.” – Brenton Faubert

“I have had a very positive experience interacting with peers and professors at OISE. In particular, I have had the opportunity to work closely with a group of like-minded students doing research in knowledge mobilization.” – Hilary Edelstein

Curious about the link between research and education practice, Katherine Thompson explores what education research offers students, parents, educators, school administrators, and policy-makers. Wanting to increase her knowledge of education reforms, she enrolled in Ben Levin’s course on improving student outcomes. Katherine found the course “instrumental” in furthering her knowledge of research impact, utilization, and application. Her colleague Amanda-Mae Cooper has a passion for social justice and equity and believes that education “has the potential to be the great equalizer among individuals.” By working on knowledge mobilization, she focuses on “integrating research into practice at all levels of education in order to improve student outcomes.”

In her first year of studies, Hilary Edelstein presented her work at OISE’s annual graduate research conference and at the Comparative International Educational Studies conference (New York, USA). She hopes “to be able to help reform our social and educational policies to reflect Ontario’s growing diversity and the strength that this diversity brings to our country.” Her colleague Brenton Faubert, whose focus is on JK – Grade 12 education policy, is interested in program and policy evaluation, alternative models of education delivery, and knowledge mobilization. Brenton’s work in knowledge mobilization examines “how to bring education research knowledge into practice,” and one project examines “to what extent educational organizations use their organizational website to disseminate research knowledge.” Each of these students works with Ben Levin, Canada Research Chair and Professor in the Department of Theory and Policy Studies, on various aspects of knowledge mobilization research.

Katherine Thompson is a PhD student in Developmental Psychology and Education. Amanda-Mae Cooper recently completed her MEd in Educational Administration, and will pursue PhD studies in September 2008 at OISE. Brenton Faubert is a PhD student in Education Administration and Comparative International and Development Education. Hilary Edelstein is an MEd student at the Department of Theory and Policy Studies in Education.
A MESSAGE ABOUT GRADUATE STUDIES

Dennis Thiessen, Associate Dean

“Through our research and our graduate programs and the connections we forge across both of these areas of scholarship, OISE maintains an intellectual rigour, an educational relevance, and a social significance to its work.” – Dennis Thiessen

In Stepping UP: A Framework for Academic Planning 2004 to 2010, the University of Toronto outlines a direction that calls on every division to “step up to the challenge of making even richer contributions to our community and the world through our public stewardship of ideas, our education of students who will become tomorrow’s leaders, and our preservation and discovery of knowledge, including sharing knowledge that addresses the challenges facing our city, our province, our country, and the world.” At OISE, we Step UP to this challenge through sustained, creative, and combined efforts to generate, apply, integrate, and transform knowledge. We engage in research in ways that both encompass and extend our work in our graduate (and initial teacher education) programs. The ongoing integration of scholarship and teaching ensures that our graduate programs are informed and defined by the most pressing theoretical and practical questions in our various fields of study.

OISE currently enrolls over 2000 graduate students, with 1000 in thesis-based degrees (MA, EdD, PhD). A further 800 students are registered in the MEd degree, and 160 students are registered in one of our two two-year initial teacher education programs (Master of Arts in Child Study and Education, Master of Teaching in Elementary and Intermediate Education). We also offer graduate programs in Adult Education and Community Development, Counselling Psychology, Curriculum Studies and Teacher Development, Second Language Education, Developmental Psychology and Education, School and Clinical Child Psychology, Sociology in Education, Educational Administration, Higher Education, and History and Philosophy of Education.

In 2007-08, we continued to diversify and expand our efforts to provide relevant and responsive programs to a wide range of educational leaders in our many professional communities. In particular, we introduced a number of MEd cohorts in the following areas: Leadership for Literacy in Elementary and Secondary Schools; Urban Education; Curriculum Change (an online cohort); and Success, Diversity, and Social Justice in the Development of Cultural Proficient Leadership. We also have an EdD cohort in Educational Administration and a Flexible-Time PhD cohort in Community College Leadership.

Dennis Thiessen is the Associate Dean – Academic and a Professor in the Department of Curriculum, Teaching and Learning.
DEPARTMENT OF ADULT EDUCATION AND COUNSELLING PSYCHOLOGY

IN 2007-08, THE DEPARTMENT OF ADULT EDUCATION AND COUNSELLING PSYCHOLOGY OFFERED THE FOLLOWING PROGRAMS:

Adult Education and Community Development (MA, MEd, PhD, EdD)
Counselling Psychology (MA, MEd, PhD, EdD)

For more information about OISE programs, visit www.oise.utoronto.ca.
ORGANIZED SOCIAL ECONOMIES

Peter R. Elson

“As a PhD student, I am treated as a colleague-in-waiting and encouraged to pursue my passion for my research in every possible way, including presenting papers at conferences, and taking courses in other departments and universities in order to take advantage of the full range of opportunities at the University of Toronto.” – Peter R. Elson

Peter R. Elson’s passion lies in “the relationship between the tens of thousands of voluntary sector organizations and government.” He chose to study at OISE to work with Jack Quarter, “someone who is a respected scholar in social economy,” and “to study in an environment where adult education is a way of life.”

In 2007-08, Peter initiated the Adult Education and Counselling Psychology’s online graduate student directory, a portal where students can summarize their research interests. Peter has also served as the graduate student representative for AECP on OISE’s Faculty Council, and represented graduate students on the Faculty Council Executive. His involvement in community life at OISE is well connected to his interest in organized social economies, as is his life outside OISE. For example, Peter participates on the national steering committee for the Association of Non-profit and Social Economy Research. He also chairs his local residents’ association, and is building a coalition of area residents’ associations. To assist him in the pursuit of his research, Peter currently holds an 18-month SSHRC post-doctoral scholarship. Following his studies, he hopes to work as a researcher/teacher in a university.

Peter R. Elson is a PhD candidate in the Adult Education and Community Development Program.
PEACEBUILDING PROCESSES
Anne Goodman and Vincent Ndacyayisenga

“Since one of OISE’s strongest values is the integration of theory and practice, InterChange provides a basis for an ongoing collaboration and exchange between OISE and other community partners.” – Anne Goodman

“InterChange strives to bring theoreticians and practitioners of peace together. OISE plays the role of facilitator and brings focus and confidence to our work.” – Vincent Ndacyayisenga

Anne Goodman builds peace in some of the most troubled regions in the world. As founding member and President of InterChange, a networking project of OISE’s Transformative Learning Centre, she works towards creating peace through educational and research projects. Members of InterChange include academics and community practitioners, as well as students from the Great Lakes region of Africa, the former Yugoslavia, and the Toronto area. For Anne, OISE students regularly contribute to peacebuilding processes by developing workshops, providing frameworks for course development, and contributing to research.

Vincent Ndacyayisenga’s involvement with InterChange began during the organization’s 2007 symposium in Kigali, Rwanda, where several OISE faculty and students were in attendance. Vincent participated in the symposium as a representative of a diaspora community, and remains involved with several research projects that bridge OISE and international communities.

Anne Goodman is an Assistant Professor in the Adult Education and Community Development Program, Co-Centre Head, Transformative Learning Centre, and President of InterChange, International Institute for Community-Based Peacebuilding. Since 2007, Vincent Ndacyayisenga has served as a community partner to InterChange.
CAMPAIGNING FOR GLOBAL EDUCATION

Karen Mundy

“Students create the cultural fabric of our Centre, through seminars, potlucks, and other gatherings. They bring with them networks of professional and research contacts.” – Karen Mundy

Karen Mundy’s interest in international education led her to the role of Founding Chair of the Canadian Global Campaign for Education (CGCE). The CGCE commits to “enhancing Canada’s contributions to the achievement of the universal right to education.” In April 2008, the Canadian membership of the CGCE participated in a worldwide event dedicated to breaking the world record for the “world’s largest lesson.” The event included the participation of more than 11,000 children from Canada and more than fifty other countries. One objective of the event was to ensure that all participants, no matter where they were located, would come away from the experience having learned more about the universal right to education.

As Director of OISE’s Comparative International and Development Education Centre, Karen’s leadership in the campaign for global education helps to ensure that OISE students have an impact on international educational policy. Much of this works is also accomplished through partnerships with NGOs. For Karen, the campaign for global education is a passion. Her experiences continue to inspire her to actively lead learning forums, to organize conferences, and to write papers about universal education.

Karen Mundy is an Associate Professor in the Department of Adult Education and Counselling Psychology, the Director of the Comparative International and Development Education Centre, and is cross-appointed to the MUNK Centre for International Studies at the University of Toronto. She also holds a Canada Research Chair in Global Governance and Comparative Educational Change.
DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING

IN 2007-08, THE DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING OFFERED THE FOLLOWING PROGRAMS:

Curriculum Studies and Teacher Development (MA, MEd, PhD, EdD)
Elementary and Intermediate Education (MT)
Second Language Education (MA, MEd, PhD, EdD)

For more information about OISE programs, visit www.oise.utoronto.ca.
PARTNERING IN MUSLIM EDUCATION

Sarfaroz Niyozov, Ranya Khan and M.Yahya Qureshi

“The Muslim Education project brings together teachers, principals, graduate students, and scholars around the needs and aspirations of Muslim students in public and private schools in Toronto.” – Sarfaroz Niyozov

“We share a passion and enthusiasm for this work. I appreciate the opportunities to work with different members of the Muslim community in Ontario.” – Ranya Khan

Doctoral student Ranya Khan is passionate about access and equity in education. Since the inception of OISE’s Muslim Education Project, Ranya has worked with faculty members like Sarfaroz Niyozov and partner organizations like the Islamic Foundation School of Toronto to advance issues in Muslim education. The project explores the needs of Muslim students through academic research, round-table discussions, teacher workshops, and cooperative initiatives. For Sarfaroz, students teach him as much as, if not more than, the literature he reads about their experiences. In 2007-08, Sarfaroz, Ranya, and other students partnered with Yahya Qureshi and other members of the Islamic Foundation School of Toronto to pursue Teachers’ Perspectives on the Education of Muslim Students, the Political Socialization of Muslim Students in Ontario, and the Development of Islamic Pedagogy.

This collaboration makes it possible for Ranya and other graduate students in her program to directly apply theoretical and research questions to real-life practices in Muslim education. Another aspect of her work includes learning about the experiences of the Muslim community as a religious minority in Canada. Through her participation in the Muslim Education Project, Ranya hopes to build support for access and equity in education.

Sarfaroz Niyozov leads the Muslim Education Project at OISE. He is also an associate faculty member of the Central Asian Program at the University of Toronto, and is an Assistant Professor in the Department of Curriculum, Teaching and Learning. Ranya Khan is a PhD student in the Second Language Education Program. M.Yahya Qureshi is the Principal of the Islamic Foundation School of Toronto.
WRITING ACROSS THE CURRICULUM

Shelley Stagg Peterson

“Teacher candidates in the Initial Teacher Education program bring a fresh energy about teaching and learning to my pre-service teaching. They remind me of my BEd days and the excitement I felt as each class and each practicum experience was a step closer to fulfilling the dreams of working with children in classrooms.” – Shelley Stagg Peterson

Teaching pre-service and graduate students about literacy sits at the heart of the inspiration for Shelley Stagg Peterson’s research about writing across the curriculum. Drawing from her students’ experiences, her research examines how new immigrants support their children’s literacy and learning and how teachers collaborate using action research to improve literacy practices across the curriculum.

In early 2008, Shelley’s passion for literacy brought the conference, “A Place for Children’s and Young Adult Literature in New Literacies Classrooms” to OISE. The conference brought together a wide range of students and researchers committed to bridging the gap between literacy theories and actual practice. By developing new relationships with other researchers, OISE student teachers explored the implications of research on classroom teaching and learning. One of the most exciting outcomes of the conference is the development of a teaching resource — a collection of articles from researchers around the world, co-edited by Shelley, David Booth and Carol Jupiter.

Shelley Stagg Peterson is an Associate Professor in the Department of Curriculum, Teaching and Learning. She is the Past President of the Toronto Reading Council, the Co-editor of Language and Literacy, and the Senior Editor and founder of the Journal of Classroom Research in Literacy.
IN 2007-08, THE DEPARTMENT OF HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY OFFERED THE FOLLOWING PROGRAMS:

Child Study and Education (MA)
Developmental Psychology and Education (MA, MEd, PhD, EdD)
School and Clinical Child Psychology (MA, PhD)

For more information about OISE programs, visit www.oise.utoronto.ca.
TESTING STUDENT ADMISSIONS

Anita Ram, Monique Herbert, Yunmei Xu, and Ruth Childs

“I’m fortunate to work with a terrific group of graduate students who share my commitment to fair, equitable, and transparent evaluation. Together, we have been researching how to best select excellent pre-service teachers who have a commitment to equity and social justice, as well as conducting studies on how teachers prepare their students for Ontario’s provincial tests and what it means when students don’t answer test questions.” – Ruth Childs

“Ruth Childs and a small group of graduate students have brought critical perspectives to our work, and have proven to be invaluable resources. Ruth’s research has been in response to questions raised by the Admissions Committee and our ITE community, and likewise, has been driven by questions her team has posed to the Committee. I am very proud of the model we have used for working through complex issues and wish to thank Ruth’s team, our institutional researcher, Doug Hart, the Registrar’s Office, the Education Commons, and representatives from each of our Departments and the ITE unit.” – Carol Rolheiser, Associate Dean, Teacher Education

Each year, more than 5,000 prospective teachers apply to Initial Teacher Education at OISE, and with only 1,300 spots available, selecting the most suitable candidates is a difficult process. Reviewing all the applications is a multi-stage process that takes thousands of hours. Ruth Childs, together with students Anita Ram, Monique Herbert, and Yunmei Xu, uses various techniques to study this process, including mixed-methodology studies, a survey, and impact analysis. Ruth says the research “helps the Pre-service Admissions Committees and the Registrar’s Office refine the admission process.”

The BEd admission research is proving invaluable. From the point of view of OISE’s outgoing Associate Dean, Teacher Education Carol Rolheiser (see profile on page 11): “The collaborative model we have used in the redesign of our admissions process in Initial Teacher Education (ITE) at OISE has brought together a committee of individuals with diverse knowledge bases and skill sets.” As Ruth explains, “motivating all of the research is a single question: ‘Is the admission process as fair, equitable, and transparent as possible?’”

Anita Ram, Monique Herbert, and Yunmei Xu are PhD students in the Developmental Psychology and Education Program in the Department of Human Development and Applied Psychology. Ruth Childs is an Associate Professor in the Department of Human Development and Applied Psychology. She is also the President of the Canadian Educational Researchers’ Association.
THE NUMBER OF CHILDREN ENTERING SCHOOL WHO LACK SOCIAL SKILLS AND DISPLAY SEVERE ANTISOCIAL BEHAVIOURS IS INCREASING. RESEARCHERS MUST CONTINUE TO DEVELOP AND EMPIRICALLY EVALUATE TEACHER-FRIENDLY INTERVENTIONS THAT ENHANCE THE SOCIAL SKILLS OF AT-RISK CHILDREN EARLY IN THEIR DEVELOPMENT.” — Anthony Folino

Together with researchers in the areas of developmental, educational, and clinical psychology, Anthony Folino pursues his passion: the non-intrusive treatment of children with behavioural disorders.

Anthony’s interest comes from his first-hand experience working with children with a wide variety of emotional and behavioural disorders. Anthony’s motivation for his research grew out of his concern over the limited pharmacological treatments available. Instead, Anthony teaches children social skills as a way of addressing antisocial behaviour. Results from a recently devised “non-intrusive and success-focused intervention,” suggest the method “was highly successful at improving the antisocial and aggressive behaviours of all children enrolled in the intervention.”

For Anthony, the intersection of school and clinical child psychology at OISE provides “a perfect match” for his professional and research interests.

Anthony Folino is a doctoral student in the School and Clinical Child Psychology Program.
THE INSTITUTE OF CHILD STUDY

2007-08

The Institute of Child Study (ICS) has a tri-partite mission to advance children’s education and well-being through the integration of research (Dr. R.G.N. Laidlaw Centre); graduate teacher education (MA in Child Study and Education); and practice in the on-site elementary lab school (nursery through grade 6). Ongoing research projects are held by Janet Astington, Carl Corter, Kang Lee, Rhonda Martinussen, Joan Moss, Janette Pelletier, Michael Perlman, Richard Volpe, Dale Willows, and Earl Woodruff. For detailed information about these scholars and their projects, visit: [http://www.oise.utoronto.ca/ICS/](http://www.oise.utoronto.ca/ICS/).

In February 2008, OISE acquired the property at 58 Spadina Road to add to the footprint of the Institute of Child Study (ICS). Since its establishment in 1925, the Institute of Child Study has occupied several locations within the University of Toronto’s St. George campus. In 1953, ICS moved into its existing location at Leighton Goldie McCarthy House at 45 Walmer Road. In 2000, the property at 56 Spadina Road, immediately east and backing onto 45 Walmer Road, was purchased.

The acquisition of the adjacent 58 Spadina Road site paves the way for further expansion of the ICS facilities in order to address a variety of additional space needs, including a multi-purpose gymnasium/auditorium. Detailed project planning will begin immediately, following the University of Toronto’s prescribed process for capital projects.

This is an exciting next step of the plan to transform ICS into an exemplary facility dedicated to understanding children’s development and advancing children’s education. Outreach into the broader educational community will be strengthened with a more prominent and public presence on Spadina in what we expect will be an architecturally distinctive landmark, just steps from the Spadina-Bloor subway station. OISE and ICS are grateful to the many generous donors who are making this renewal and expansion possible.
In 2007-08, the Department of Sociology and Equity Studies in Education offered the following program:

Sociology in Education (MA, MEd, PhD, EdD)

For more information about OISE programs, visit [www.oise.utoronto.ca](http://www.oise.utoronto.ca).

SESE: Enrolment by Degree Program 2007-08

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd+EdD</td>
<td>140</td>
</tr>
<tr>
<td>MA+PhD</td>
<td>120</td>
</tr>
<tr>
<td>Full-time</td>
<td>100</td>
</tr>
<tr>
<td>Part-time</td>
<td>100</td>
</tr>
</tbody>
</table>

SESE: Distribution of Courses by Class Size, Regular Session 2007-08

- Fewer than 10: 12 classes
- 10 - 14: 42 classes
- 15 - 19: 42 classes
- 20 - 24: 12 classes
- 25 or more: 1 class
ABORIGINAL STUDIES

Martin Cannon

“In scholarly work and teaching, I am concerned with critical studies of belonging, Indigenous identity, and wellness. Coming to OISE has allowed me to extend and introduce these areas of accomplishment into graduate-level teaching, and to think more critically about my years of experience with Indigenous knowledge programming in postsecondary education.” — Martin Cannon

When Martin Cannon accepted a tenure stream position at OISE in July of 2007 after spending five years at the University of Saskatchewan, “realizing excellence, equity and diversity” through Aboriginal initiatives was an established institutional priority*. In Martin’s work, he describes how “for Indigenous peoples, healthy identities begin at birth.” He explains that although, “some literature points to the symbolic and material displacement brought about by childbirth, especially in northern and remote communities, childbirth is thought to impact negatively on the well-being of some Indigenous nations.” Martin indicates that “indeed, childbirth may bring about the real cultural and physical disempowerment of Indigenous peoples, and further produce a host of physical, spiritual and wellness issues related to cultural identity. Aboriginal midwifery programs could restore and/or contribute to a sense of belonging and wellness for Indigenous peoples. Indeed, Aboriginal midwifery programs may serve to improve the overall health of Indigenous peoples in Canada.”

For Martin, “the right of Indigenous peoples to be born into their territories – and the sense of belonging and collective identity that this makes possible – is a fundamental part of the decolonizing process.” He is currently engaged in a community-based research partnership with the Prince Albert Grand Council in Saskatchewan that “aims to provide evidence-based frameworks for realizing and establishing Aboriginal midwifery and training programs in the north.” Through this research, he hopes to broaden the understanding of educators about birth, belonging and wellness in Indigenous communities, and in general about addressing histories of racism, displacement and legal disenfranchisement that create citizenship injustices for Indigenous peoples in Canada.

DOING DISABILITY DIFFERENTLY

Jan MacDougall, Pike Krpan, Tanya Tichkosky and Energy L. Manyimo

“I critically analyze how disability is conceived in education systems. By using a disability studies perspective, I try to understand the implications of this conception for the achievement of inclusion and the equitable education of disabled persons in the system.” — Jan MacDougall

“Tanya Titchkosky challenges us to envision ourselves as participants in imagining, welcoming, and creatively representing disability, difference, and diversity in the classroom.” — Pike Krpan

“Disability studies examines how disability is interpreted and how it is represented in all realms of our society. Instead of regarding disability as a problem or as a deficit, we start from the premise that disability is made by culture and thus any representation of disability is a prime location to examine culture.” — Tanya Titchkosky

“I am most passionate about Third World nations, particularly the education of the poor and the disabled, and can make a positive contribution to the plight of these disadvantaged communities.” — Energy L. Manyimo

From faculty member Tanya Titchkosky’s point of view, “students are at the heart of the development of disability studies here at OISE.” Their commitment, combined with a healthy synergy between theory and practice, has helped to establish this area of research. Tanya has helped to establish the field and has been praised for the way in which she combines “community activism and scholarship.” Recently, Tanya advocated for greater accessible signage and spaces at OISE, and subsequently produced a paper that reflected on people’s reactions to these requests. This commitment caught the attention of Pike Krpan, among others, and had a major influence on her decision to pursue graduate studies at OISE.

For Jan MacDougall, pursuing graduate studies gives her the “ability to think critically about social life,” and contribute to “making Disability Studies a known and respected discipline at the University.” For Energy L. Manyimo, who studied at the University of Zimbabwe before coming to OISE in 2003, participating in co-curricular activities within the context of disability studies is equally engaging. Energy works with Tanya Titchkosky and others in the Doing Disability Differently Group. Through his work there and his graduate studies, he plans to tackle disability issues in developing economies through research, publications, and “direct interventions with affected communities and policy makers.” Together, these scholars examine a variety of issues related to disability studies, including how meaning is created by the media, educational practices, and government agencies.
IN 2007-08, THE DEPARTMENT OF THEORY AND POLICY STUDIES IN EDUCATION OFFERED THE FOLLOWING PROGRAMS:

Educational Administration (MA, MEd, PhD, EdD)
Higher Education (MA, MEd, PhD, EdD)
History and Philosophy of Education (MA, MEd, PhD, EdD)

For more information about OISE programs, visit [www.oise.utoronto.ca](http://www.oise.utoronto.ca).
PIONEERING NEW STUDENT LEADERSHIP

Helen Tewolde

“I think that OISE fosters an environment for mentorship and life-long learning – people in my classes came from many backgrounds: race, class, gender, ability, sexuality, culture, ideology, and religion. I know that I will be part of the dynamic OISE learning community for a long time and that will be critical in helping me to achieve my goals – whatever they may be at the time.” – Helen Tewolde

Community service and education are top priorities for Helen Tewolde. As a graduate student at OISE, she has managed to strike a successful balance between her studies and her passion for community service. In the 2007-08 year, she was recently awarded a Skills for Change New Pioneer Award for community service. Skills for Change (skillsforchange.org) is a non-profit agency that provides learning and training opportunities for immigrants and refugees.

Helen’s focus on “international development and education in Africa; immigration and refugee advocacy; HIV/AIDS in African women and girls; and capacity building for African diaspora organizations, including support for social entrepreneurship and leadership development” helped earn her this outstanding honour. She takes an active role in the Eritrean-Canadian community and in many other organizations dedicated to the service of diasporic peoples and youth.

Helen Tewolde is an MA candidate in the Department of Theory and Policy Studies in Education and winner of a 2008 New Pioneer Award.
SOLVING GREAT MYSTERIES IN CANADIAN HISTORY

Ruth Sandwell

“Our history brims over with great stories of bravery, cruelty, passion, and mystery. This web-based series aims to bring the vast scope of our history to Canadians by telling twelve of these compelling stories.” – Ruth Sandwell

Ruth solves mysteries in Canadian history one website at a time. Captivating audiences across Canada and around the world, Ruth’s web-based Great Unsolved Mysteries in Canadian History learning tool puts a whodunnit spin on Canadian history. Recently, the events surrounding the death of the famed Canadian painter Tom Thompson were captured in a new site titled Death on a Painted Lake: The Tom Thompson Tragedy.

Great Unsolved Mysteries in Canadian History is a multi-phase project and the result of more than 10 years of work. Educators from across Canada contribute and benefit from the site, which uses the “latest pedagogical strategies aimed at critical thinking and bringing students into a community of inquiry and research.” For example, the site includes grade-specific teachers’ guides, 3-D recreations of events, videos, documents, images, and maps. The site continues to receive extensive media coverage from major Canadian broadcasters and newspapers and has won two international awards. The site and its creators were also shortlisted for the Pierre Berton Award for “presenting Canadian history in an informative and engaging manner.” The site gets more than a million hits annually with visitors from almost four dozen countries, and recently won a 2008 History Classic Award from the Multimedia Educational Resource for Learning and Online Teaching (MERLOT.) The intrigue and mystery of solving Canadian history on this site appeals to inquisitive minds all over the world.

Ruth Sandwell is an Associate Professor in the Department of Theory and Policy Studies in Education. Since 2004, she has served as Co-director and Educational Director of Great Unsolved Mysteries in Canadian History.
DISTINGUISHED CONTRIBUTIONS TO TEACHING AWARD

Shahrzad Mojab

“I love to teach. This is not a simple statement. It is an expression of immense pleasure in an activity that sustains my intellectual and scholarly contribution.” – Shahrzad Mojab

Shahrzad Mojab teaches from a “place of knowledge and understanding but also from a place of humility.” In 2007-08, she received OISE’s Distinguished Contributions to Teaching Award for her teaching excellence. Through her course, Women, War and Learning, Shahrzad challenged her students to examine their current social position and to look at the impact of past oppressive forces on individuals, communities, and the world.

For Shahrzad, students represent “the heart of her intellectual and political life” and for her, teaching is a “privilege.” OISE students in particular are “one of the most socially conscious groups of graduate students” she has ever encountered. Her students’ dedication, commitment, and knowledge are constant forces in her classroom, and she knows they will take what they have learned outside of the classroom. Receiving an award for distinguished contributions to teaching has allowed Shahrzad to reflect on what she has contributed to teaching so far, and how she can grow and improve. The experience of being a teacher is both “beautiful and exhilarating,” and Shahrzad teaches as much as she learns.

Shahrzad Mojab is a Professor in the Department of Adult Education and Counselling Psychology.
DAVID E. HUNT AWARD FOR EXCELLENCE IN GRADUATE TEACHING

Kari Dehli

“I feel very fortunate to be working at OISE and in the Department of Sociology and Equity Studies in Education, where students pursue exciting and important research questions as well as challenging themselves, me, and institutional norms. To be nominated by students is a real privilege.” – Kari Dehli

In addition to her role as Chair of the Department of Sociology and Equity Studies in Education, Kari Dehli teaches and supervises graduate students in sociological and political theory, feminist cultural studies, and state formation and government. Her graduate teaching award nomination grew from her role as a graduate thesis supervisor: Kari has supervised 29 doctoral students through to completion and has served on more than 60 doctoral committees. Many students praised Kari for her dedication and leadership in their individual experiences, while from her point of view, graduate supervision work is an “honour.”

Kari has “learned a great deal from students over the years,” and believes that students add “immeasurable value” to her work. In her response to receiving the award, she focused on her students and noted the quality of the scholarship of the students she works with as well as their exceptional work outside of the classroom. When David E. Hunt presented the award named for him in May 2008, he remarked that Kari “exemplifies the spirit of teaching” through her commitment to students. This is a value that David most firmly promotes. Congratulations Kari!

Kari Dehli is the Chair of and an Associate Professor in the Department for Sociology and Equity Studies in Education.
THANKING ALL OUR GENEROUS DONORS AND FRIENDS

Alumni Association

Over this past year, our donors have given generously to OISE in many different ways. Some have thoughtfully created a bequest through their estate or responded to our annual fund appeal. In whatever way our donors chose to give, we are grateful for their continued commitment to our institute, our students, our research efforts, and our pursuit of excellence in education.

In 2007-08, OISE’s alumni, donors, and friends responded generously to our annual fund appeal. As in past years, funds raised through this program will help to provide financial assistance for our students.

OISE would also like to thank those donors who notified us that a gift had been arranged through their estate plans. In 2007-08, financial commitments to OISE through individual bequests totaled $417,977. This year, OISE would like to especially thank our Alumni Association (see profile on page 47). In 2007-08, they have generously pledged $50,000 to support our graduate students. This gift is one of the first donations at OISE to be matched under the Graduate Student Endowment Fund (GSEF) program. As a result of the matching opportunity, the endowment now totals $100,000. The association has shown great leadership in creating this gift, which will support graduate students at OISE for many years to come.

Endowed Chairs

Through the generosity of many individuals, OISE has three endowed chairs that fund senior faculty positions in key areas of scholarship and policy.

In 2007-08, the endowed chairs were: Peter Dietsche (William G. Davis Chair in Community College Leadership); Carl Corter (Atkinson Charitable Foundation Chair in Early Child Development and Education), and Marlene Scardamalia (The Presidents’ Chair in Education and Knowledge Technologies).

Edward Thompson is the President of the Alumni Association.
THANKING OUR DEDICATED ALUMNI AND VOLUNTEERS
DEAN’S ADVISORY BOARD

Haroon Siddiqui, Paul Gooch, Ruth Baumann, Penny Milton, Anne Sado, Eric M. Roher, Charles Ungerleider, Gerry Connelly and Philip Dewan

[opposite page l to r]

Rosemary Evans and Avis Glaze (this page l to r)

In 2007-08, OISE benefitted from the leadership and expertise of the following Dean’s Advisory Board members: Ruth Baumann; Gerry Connelly, Director of Education – Toronto District School Board; Philip Dewan, Principal – Counsel Public Affairs Inc.; Rosemary Evans, Director, Academic Studies – Branksome Hall; Avis Glaze, Chief Executive Officer - Literacy and Numeracy Secretariat, Ministry of Education; Paul Gooch, President – Victoria University at the University of Toronto; Penny Milton, Chief Executive Officer – Canadian Education Association; Eric M. Roher, Counsel – Borden, Ladner, Gervais LLP; Anne Sado, President – George Brown College; Haroon Siddiqui, Editor Emeritus – The Toronto Star; and Charles Ungerleider, Director, Research & Knowledge Mobilization – Canadian Council on Learning.

ALUMNI ASSOCIATION

This year, the Alumni Association (see profile on page 45) maintained its connection with alumni from around the world through various U of T and OISE programs and outreach initiatives. The OISE Alumni Association relies on the volunteerism of its members. Featured on this page are two distinguished alumni, Rosemary Evans and Avis Glaze, who both served on the 2007-08 Dean’s Advisory Board. For anyone looking to reconnect with the Alumni Association, or for more information about events and activities, please visit the Alumni Association’s website at [http://www.oise.utoronto.ca/oise/Alumni_Friends/](http://www.oise.utoronto.ca/oise/Alumni_Friends/).
THANK YOU FOR YOUR SUPPORT – THE CROWE AWARD

Luis Filipe and Helen Argiropoulos

“I am the first in my family to complete high school, and the first to continue on to university. As of this summer, I will also be the first person in my family to become a teacher.” – Luis Filipe

“Coming from a working-class family, I cannot tell you how much this award means to me.” – Helen Argiropoulos

“As great teachers, they will help shape future generations of students and our community.” – Irene Crowe

The Mark Crowe Award was established in memory of Irene Crowe’s son, a young and devoted teacher who died saving the life of a stranger. When Irene’s husband, Robert Morrice Crowe, passed away, she set up another award to memorialize his passion for teaching: “Education was always an integral part of my family’s life together. My family included my husband and two sons, who have all now passed away. My husband and my son Mark particularly had a passion for teaching and showed great compassion and dedication in their pursuit of excellence in teaching.”

Luis Filipe and Helen Argiropoulos, both in the Bachelor of Education program, are the 2007-08 recipients of the Mark A.R.M. Crowe and the Robert Morrice Crowe awards. For Luis, receiving this award has been a “tremendous surprise and honour.” With the help of this award, he plans to pursue additional professional development in teacher education. When Helen is not studying, she enjoys playing the piano. She is looking forward to her future career as an educator and hopes to “inspire students to strive to reach their full potential and develop a love for learning.”

In 2007-08, Helen Argiropoulos and Luis Filipe were enrolled in the Bachelor of Education Program at OISE.
THANK YOU FOR YOUR SUPPORT – THE PAKENHAM AWARD

Gail Prasad

“What stands out for me with respect to the funding I have received is the support and validation of my work and contribution to the communities of which I am a part, as well as the networks that form as a result of being a recipient.” — Gail Prasad

For over half a century, the William Pakenham Fellowship has supported graduate students who have the potential to make “a real difference in education.” William Pakenham was the first Dean of the Faculty of Education at the University of Toronto and a leader in education. Upon Dr. Pakenham’s death in 1946, a gift was provided to the University of Toronto through his estate to create the fellowship. Now, 62 years later, the award continues to support students who have the potential to become future leaders in education.

Gail Prasad, the 2007-08 Pakenham Award recipient, is interested in the development of the ecology of languages paradigm and its implications for language planning and policy in an age of globalization. In the Canadian context, she is looking at how teachers’ attitudes to language instruction affect multilingual learners’ literacy development. Funding is integral to her success: “My proposed research pertains to language education in Canada, and I value this award because it affirms the potential contribution and the relevance of my research to the Canadian context. As a practicing teacher who was returning to graduate work in the fall, this award both affirmed my decision to explore the issues I saw at work within my classroom and school, and provided the financial means to do so.”

Gail Prasad is an MA student in the Second Language Education Program in the Department of Curriculum, Teaching and Learning.
ACKNOWLEDGEMENTS

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