MESSAGE FROM THE ASSOCIATE DEAN – RESEARCH AND GRADUATE STUDIES

I have had the honour to serve as Associate Dean – Research and Graduate Studies for the past five years and look forward to continuing in this role for another term after a one-year administrative leave. Lana Stermac will lead this portfolio in my absence.

This past year, we forged new and exciting external partnerships and built upon strong connections with local, national and international colleagues to advance the field of education. Building community partnerships both locally and on an international scale is a vital dimension of our research program and one that we have continued to grow as faculty from OISE explored a number of interesting linkages including a series of visits with key partner institutions in India, China and Korea.

Our research program, in collaboration with five academic departments, has continued its strong commitment to expanding and strengthening the role of research at OISE with our students and external partners. In order to achieve the most success in our research program we support both the individual and collective efforts of faculty at OISE to increase grant funding. We strongly support faculty and student scholarship and continue to provide mentorship and professional development assistance in areas of grant writing and communication and networking. The five academic departments at OISE are vital to the progress of knowledge mobilization through their links with other institutions and professional contacts; their production of numerous publications and reports; and, in maintaining the quality of teaching practice that defines our wide variety of graduate programs.

The office of the Associate Dean of Research and Graduate Studies continues to support new and innovative research that challenges norms and continues educating our broader community. OISE’s researchers ask questions and provide solutions that expand our reputation as an international leader in the research, teaching and study of issues that matter in education.

As we move into a new decade of excellence in education our commitment is to continue inspiring education within our University, our city, our country and around the world. We look forward to your participation and your contributions to this goal.

Normand Labrie, Associate Dean – Research and Graduate Studies
The research program at OISE values all of our researchers and is proud to highlight the interesting research issues, topics and areas of our Canada Research Chairs.

**Charles Chen**  
**Adult Education and Counselling Psychology (AECP)**  
Professor Chen’s research in life career development examines the constantly evolving relationship between personal and professional self-development. A main focus to this research is in the career development and cross-cultural adjustment of immigrant professionals.

**Jim Cummins**  
**Curriculum, Teaching and Learning (CTL)**  
Professor Cummins research involves identifying factors that inhibit literacy among four groups: ESL learners; students with hearing impairments; First Nations students; and French immersion students. The aim of this research is to develop a framework designed to support instruction to multilingual contexts.

**Kathleen M. Gallagher**  
**Curriculum, Teaching and Learning (CTL)**  
Professor Gallagher’s research involves investigating issues of social cohesion through theatre education with youth in urban schools. Professor Gallagher is finding that the Arts in education, particularly theatre education, are increasingly being seen as an important route to academic and social success.

**Benjamin Levin**  
**Theory and Policy Studies in Education (TPS)**  
Professor Levin’s research involves learning more about how to increase educational success for students who do not fare well within the Canadian education system. Professor Levin is addressing this disparity by combining education research and evidence with public policy and education practice.
David Livingstone
Sociology and Equity Studies in Education (SESE)

Professor Livingstone’s research involves creating the world’s most inclusive national profile of adult learning and work activities, trends, and relationships. This research analyzes the entire spectrum of adult learning, from informal to formal and serves as a basis for informed policy and program development.

Karen E. Mundy
Adult Education and Counselling Psychology (AECP)

Professor Mundy’s research involves determining how international organizations influence domestic educational policy. This research will assist national and international policy makers in establishing more effective educational policies related to globalization.

Katreena Scott
Human Development and Applied Psychology (HDAP)

Professor Scott’s research involves studying the impact of abuse in childhood and adolescence and determining specific pathways that can lead from early abuse experiences to violence in adulthood. This research also investigates what can be done to prevent family violence and the cycle of abuse to which it leads.

Jim Slotta
Curriculum, Teaching and Learning (CTL)

Professor Slotta’s research involves investigating effective applications of information technology in education that support classroom instruction at a new level that will result in tangible benefits for both students and teachers.

Rosemary Tannock
Human Development and Applied Psychology (HDAP)

Professor Tannock’s area of research involves advancing the neuroscientific understanding of working memory, attention and academic function in children with behavioural and mental health disorders. Through this research Professor Tannock is also developing and evaluating best teaching practices for special education and special needs educators.
Janet Astington

How do children understand the thoughts, wants, and feelings of others when they engage in classroom activities?

“How helping teachers discover more about children’s understanding of the thoughts, wants, and feelings that underlie talk and action is critical to children’s lives in school and social settings.”

– Janet Astington

In Janet Astington’s investigation of the development of children’s minds, she links children’s learning with their awareness of other minds. This “theory of mind” emphasizes what happens when children realize that differences exist between their own thoughts and those of others. Children under the age of five often don’t recognize that someone may not know something that they know, for example, that a box of candy doesn’t actually contain candy but pencils. As children use this learning to self-reflect, they begin to acknowledge that interpretations vary from person to person and become able to understand different points of view. Children’s new insight into their own mental life and that of others underlies their emerging capacity to discover new ideas, but also to surprise or deceive their parents and peers in different social contexts. Making educators more aware of how children learn about the mind as they grow is an emerging issue in Janet’s work. Together with graduate students and student-teachers, Janet investigates the development of children’s theory of mind and designs classroom activities and learning strategies that build a wider awareness of theory of mind research in the educational community. Janet’s research on Social Reasoning in Young Children is supported by the Natural Sciences and Engineering Research Council.

Kathy Bickmore

How can school-based educators handle conflict in ways that support patterns of justice?

“Giving students and teachers opportunities to practice inclusive dialogue about interpersonal and social conflicts can reduce violence and punitive exclusion, and also nurture healthier, more inclusive and more engaged relationships in schools.”

– Kathy Bickmore

When schools implement democratic and inclusive modes of conflict management, shared governance, and dialogue about meaningful issues, they create opportunities for peace-building. Kathy Bickmore promotes the use of these constructive interventions so that schools can work with diverse students in more constructive ways.

Kathy invites educators to create spaces for inclusive and democratic conflict resolution, dialogue, and restorative justice, where students and teachers can raise the issues and solve the problems faced by today’s diverse schools and global communities.
Kathy’s work offers students and teachers the opportunity to practice and improve their peace-building skills. Kathy’s research shows that schools where diverse students have more regular opportunities for participation, issues discussion, and shared leadership, tend to be more peaceful environments. Similarly, when school administrators and teachers implement democratic approaches to conflict management and encourage dialogue on matters of justice, diverse students is more likely to be constructively engaged in the school. Kathy has recently completed a Social Studies and Humanities Research Council (SSHRC) funded study titled Safe and Inclusive Schools: A Comparative Analysis of Anti-Violence Policies and Programs.

Linda Cameron

How can we define the quality of homework and determine what makes good homework?

“We need more studies that reveal teachers’ impressions and feelings about homework, especially since they create, assign and evaluate it.” – Linda Cameron

Understanding why children bring home varied and inconsistent amounts of homework and its effects represents the focus of Linda Cameron’s study. In her work, Linda challenges the stress and pressure homework puts on children and their family relationships. Linda’s analysis helps to better distinguish between the benefits of various types of homework: completion, practice, preparation and extensions, as teachers themselves struggle with definitions of homework. Together, they signal the need for a cohesive policy and practical guidelines.

Linda pushes the quality and diversity of homework over the quantity of homework to the forefront for teachers’ and parents’ consideration. As part of her field work, Linda consults with school boards to draft working homework policies that create more quality homework that best enables children’s learning. Linda and her team collaborate with psychiatrists to deepen the understanding that there is interplay between experiences of depression and frustration with homework. Linda’s commitment to allow children to have more leisure time to spend with their families and friends appears in her pre-service courses where she challenges teacher candidates to analyze the value of the homework they give.

Linda’s research is made possible through the funding of graduate student assistantships and supported in-kind by the Toronto District School Board.

Roland Sintos Coloma

How can the study of imperialism impact what we know about ourselves, about others and about the world?

“Looking at the historic influences of imperialism requires a transnational framework for study. This makes present-day interpretations of interconnections between Canada, the United States, and Asia clearer and their roles in imperialism more easily understood.” – Roland Sintos Coloma
Roland Sintos Coloma studies imperialism and its influence on acts of migration and education within global societies. An historic view of public school systems reveals how colonizing forces can affect the education of racially and culturally different students. His work follows the evolving relationship between North America and Asia to demonstrate how some countries within these continents have a tendency to apply “a certain kind of historic amnesia” when recalling the past. These selective interpretations affect how countries like Canada, the United States and the Philippines view imperialism from their present contexts. Roland’s work encourages renewed dialogue within colonizing countries in particular, so that they may learn more about their imperialist history and improve their approaches to international policy. Roland’s work also aims to move present-day educational policy-makers and their practices to better serve racialized school-communities in North America and around the world.

How these groups are perceived influences how schools educate them. Educators can use Roland’s work to understand how students integrate into a multicultural school setting and apply their personal histories to their learning. Roland’s research on *Subjects of Empire: Modernity and Education in American Philippines* has been supported by the Connaught Foundation at the University of Toronto, and his project *From Grief to Grievance: Asian Canadian Demands to the Government* is supported by the Social Sciences and Humanities Council.

Abby Goldstein

How can we best meet the needs of youth and young adults who struggle with addiction?

“We look to teachable moments in non-traditional learning environments, such as emergency rooms and distress centres, to engage teens in constructive rather than punitive conversations about their substance use and addictions.” – Abby Goldstein

Abby Goldstein focuses on developing a better understanding of how prevention and treatment programs for addictions can best meet the needs of youth and young adults. Abby’s research explores the relationship between substance use and issues such as risky sexual behaviour, gambling and violence. The goal of this research is to inform the development of interventions that are integrated and multifaceted. For example, she contributes to the development of an intervention for alcohol use and violence among youth visiting an inner-city emergency department.

Abby also examines how childhood maltreatment impacts health-related behaviours, including alcohol use among students making the transition to university. She found that drinking for reasons of escape, either to escape social pressures or to escape feelings of anxiety and sadness, links to drinking problems for university students who have experienced childhood maltreatment. These findings highlight the need to develop more interventions that address the connection between adverse experiences and motives for drinking and other substance abuse in young adults.
Joseph Flessa

How do we bring fairness and opportunity to urban school communities?

“As teachers grow less interested in off-the-shelf remedies to urban school challenges, they collaborate to develop more equitable and context-specific approaches to urban education. When inquiry leads to changes in practice, teachers provide greater access to opportunity, and work for social change.” – Joseph Flessa

Joseph Flessa believes that school communities in urban settings face significant challenges. Teachers in urban schools working towards positive school change play a crucial role in providing greater opportunities for children and the families they serve by working together using inquiry-based approaches to problem solve. Joseph’s exploration of how teachers use these to understand issues in urban education, such as the effects of poverty on schooling, aims to tell us more than just what we “should” be doing.

His work demonstrates how administrators, teachers, students and parents can collaborate to meet important school goals despite facing challenging circumstances. Joseph shows how collaboration can lead to a reported increase in positive school climates; a rise in teacher, student, and parent morale; and richer school community connections. Each of these has the potential to alleviate the effects of urban school challenges including poverty.

Bringing teachers together to talk is important, but it isn’t sufficient; what teachers talk about and what they do after talking matters a lot. Educators must resist negative assumptions about marginalized communities and counter the unsubstantiated stereotypes held by so many regarding children and families affected by poverty. In his case study research, Joseph has found that when teachers use an inquiry approach to understand school needs and also resist looking down on the children and the families they serve, they use their professional skills to create school environments that support optimism and change. Joseph’s research on Schools Working with Children and Communities affected by Poverty is supported by the Elementary Teachers’ Federation of Ontario.

Sherene Razack

How is racism enacted, performed and constructed?

“I see my work in the interest of social change. I want to affect change in people who are already committed to social justice and in those who want to know more about how injustice occurs, how it is organized, and how we can prevent it.” – Sherene Razack

Sherene Razack tries to understand what happens when dominant groups encounter subordinate groups in classrooms, courtrooms and everyday life. She asks how we act in ways that perpetuate inequality and how we engage in racist practices while at the same time, believe ourselves to be good and moral people. In her work on Muslims, Sherene shows how we engage in “race thinking,” an act of denial of common humanity between white and non-white peoples. In her work she traces how we deny fundamental
rights to those who we consider different or less human than we are. In Canadian Aboriginal communities, Sherene traces how “race thinking” lead to acts of racial violence. She looks at why violence occurs so routinely against Aboriginal peoples and other racialized groups, and why violence is so easily forgiven and forgotten in law and society. She views violence as an identity-making practice that enables those in power to assert their superiority both materially and symbolically. By looking at Aboriginal women who are murdered and connecting these acts of violence to the making of Canada as a white settler society, she looks at how racial violence is also gendered. Her work pushes Canadians to think more actively about how racism and racial violence in particular are enacted, performed and constructed. Sherene’s research on Race and Violence against Aboriginal People is supported by the Social Sciences and Humanities Research Council and by the Connaught Fund at the University of Toronto.

**Creso Sá**

**How do universities evolve as institutions?**

“How universities change to accommodate interdisciplinary research and foster closer relations with external organizations has implications for the evolution of our academic work, and for the culture of our institutions.” – Creso Sá

Creso Sá follows how universities create new spaces and approaches to academic work while changing to accommodate new forms of interdisciplinary research. Understanding the expectation that universities should be relevant to the societies they serve sits at the core of Creso’s work. Creso’s research also anticipates the dynamics of change that occur in research-intensive universities as their organizational cultures unfold. As his work evolves, changes to collaboration processes appear in universities more and more readily through interdisciplinary work. His analyses of these processes appeal to those who work to adapt existing organizational structures and policies while facing new realities of higher education challenge and change. By creating new policies, Creso believes that universities and their external partners can transcend organizational tensions and collaborate across change. Creso’s research on Understanding the Canadian Academic Research Enterprise is supported by the Connaught Foundation and his project on Interdisciplinarity in Canadian Universities is supported by the Social Sciences and Humanities Research Council.
EXTERNAL COLLABORATION & PARTNERSHIPS IN 2008-09

New and Continuing Research at OISE

Anthony Chambers, TPS
  Study on supplemental merit scholarships for University
  Higher Education Quality Council of Ontario

James Cummins, CTL
  Steps to English proficiency (STEP)
  Council of Ontario Directors of Education (CODE)

Jane Gaskell, Dean, OISE
  Teacher preparation and success in Ontario
  Ministry of Education

Nancy Jackson, AEEP
  Developing a research culture: Research training for practitioners
  Ministry of Training, Colleges and Universities

David Livingstone, SESE & Peter Sawchuk, SESE
  Anti-poverty community organizing and learning
  Community University Research Alliance (CURA)

Katreena Scott, HDAP
  Reducing rates of violence within Canadian families
  Ministry of Research and Innovation

FACULTY AWARDS AND HONOURS IN 2008-09

Alister Cumming, CTL
  Honorary Doctorate, Honoris Causa
  University of Copenhagen

Charles Pascal, TPS
  Egerton Ryerson Award for Life-Long Commitment to Education
  People for Education

Keith Stanovich, HDAP
  Grawemeyer Award in Education
  University of Louisville

Niva Piran, AEEP
  Florence Denmark Distinguished Mentorship Award
  The Association for Women in Psychology

Ruth Hayhoe, SESE
  Higher Education Lifetime Contribution Award
  Comparative International Education Society

Tara Goldstein, CTL
  Carol Crealock Award
  Canadian Association Of Studies In Women And Education
WORLD RENOWNED CENTRES IN EDUCATION RESEARCH

OISE is home to 17 research centres that facilitate collaboration and research opportunities for faculty, departments, and units. The OISE research centres bring students and faculty together to further bridge education and the external research and policy world. Centres at OISE foster knowledge mobilization and play an important role in the mentoring of students, faculty and professionals working in industry, government and the public sector. There is a growing research interest in the field of education and OISE’s research centres continue to allow us to foster this growth and think beyond regular everyday research.

- Aboriginal Initiatives (Arts & Science - OISE)
- Atkinson Centre for Society and Child Development
- Centre de recherches en éducation franco-ontarienne
- Centre for Urban Schooling
- Comparative, International & Development Education
- Centre for Studies in Science, Mathematics and Technology Education
- Centre for the Study of Students in Postsecondary Education
- Institute for Knowledge Innovation and Technology
- Integrative and Anti-Racism Studies
- International Centre for Educational Change
- Laidlaw Centre (Institute of Child Study)
- Centre for Leadership and Diversity
- Media and Culture in Education
- Modern Language
- Social Economy Centre
- Study of Education and Work
- Teacher Education and Development
- Transformative Learning Centre
- Women’s Studies in Education
BUILDING OISE INFRASTRUCTURE

In 2008–09, OISE maintained its commitment to developing the best and brightest individuals. We facilitate learning by providing opportunities to obtain training, develop personal skills, and improve professional practice through our expertise in research and teaching. OISE continues to be an institution that is renowned for its faculty members and researchers with internationally recognized expertise and experience in a broad range of applied multidisciplinary research areas in education. OISE builds on diversity by increasingly becoming involved in large-scale national and international research initiatives across varied sectors while simultaneously maintaining its commitment to equity, diversity and inclusiveness as top priorities.

OISE is Canada’s pre-eminent Faculty of Education and a world leader in education with a group of 150 faculty, 140 instructors, and 130 administrative staff. OISE is home to 12 graduate programs offered by five departments. The graduate community at OISE is comprised of almost 2,000 graduate students, in addition to the 1300 students enrolled in the one-year bachelor of education program, or the concurrent teacher education program. For the 2008–09 academic year OISE received over 3200 applications to graduate programs, and accepted approximately 700 graduate students, with a majority enrolled full-time (two thirds). Approximately 330 students began their MEd degree, 125 starting an MA degree, 56 in the MT program, 130 pursuing a PhD and 20 in the EdD degree.

Funded research continues to be key to our mission as an institution. Faculty at OISE continue to conduct research with grants from the Tri-Council and increasingly are establishing more partnerships and external collaborations. New partnerships help in identifying issues that are worth investigating, in developing and applying methodological tools to answer these research questions, in formulating analyses and explanations, in drawing conclusions and recommendations, or in asking more questions. Faculty are associated to one or more of our seventeen research centres that facilitate the growth of our internal research community.

In 2008, the office of the Associate Dean of Research and Graduate Studies brought together all of the current Canada Foundation for Innovation (CFI) project leaders with key technical and administrative personnel to focus our efforts on the development of a new major CFI grant application on knowledge mobilization. This group provided a focus for our current and future approach to research infrastructure. It is our intent to utilize these efforts to launch a number of smaller, but targeted, applications to achieve knowledge mobilization outcomes in the upcoming year.

As we move into the second century of research and teaching excellence at OISE, we are starting to explore new innovative ways to support our researchers who develop educational products, such as web-based teaching and learning tools, curriculum material and research tools, by drawing from the expertise of the UofT Innovation & Partnerships Office in matters of commercialization and its application to not-for-profit social innovation initiatives.
OISE RESEARCH FUNDING BY THE NUMBERS

OISE research funding awarded in 2008-09 totaled more than 7.5 million dollars; a slight decline from the previous year. Research funding levels have been maintained over the past several years through modest and steady increases in government-ministry, not-for-profit, Canada Research Chair (CRC) and Canada Foundation for Innovation (CFI) program funding. However, since its peak in 2006 (the result of two substantial grants from the Initiative on the New Economy program), OISE has been experiencing a modest decline in Tri-Council Funding. The Social Sciences and Humanities Research Council (SSHRC), Canadian Institutes of Health Research (CIHR) and the National Sciences Engineering Research Council (NSERC) are key sources of revenue to support faculty’s research projects and also allow for increased opportunities for graduate student training. In addition, CRC allocations, the Federal Indirect Cost Program (FIC), and indirectly CFI opportunities, are determined largely by tri-council funding success. This report therefore highlights the significance of the current decline and suggests that continued efforts to support, facilitate and grow institutional research capacity not only benefits individual researchers but also builds an institutional environment where research can thrive.

In 2008-09 there was a significant amount of importance directed towards building our faculty research profile and we made great strides in augmenting our success rates with external funding. Increasing the current level of external research funding is crucial to the overall research funding to OISE as it represents a significant means by which new knowledge is created, published and mobilized. External research funding directly contributes to the training of the next generation of researchers and provides basic employment revenues for graduate students. High levels of external research funding is also an excellent indicator of OISE’s capacity to address relevant issues in education, to research them appropriately, and to offer sound advice to practitioners and decision makers. In addition, the linkages to evidence-based research that form from external collaborations add value to the quality of our graduate programs. The individuals that comprise our departments, numerous units and 17 research centers at OISE are all equally responsible for contributing to the success of our world-renowned research program and we look forward to building upon our on-going success in the upcoming year.
FUNDING APPENDIX
Fiscal year, April 2008 to April 2009

*Note: Numbers for 2009 are accurate as of September 2009 data and may be subject to revision.*
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Figure 5
Total OISE Tri-Council Funding
2001-09

- SSHRC
- CIHR & NSERC

Figure 6
Total OISE Research Funding (Pro-Rated) by Department
2001-09

- AECM
- CTL
- HDAP
- SESE
- TPS

*Note: Numbers for 2009 are accurate as of September 2009 data and may be subject to revision. Departmental funding totals displayed are dependent on varying funding sources and individual departmental capacity.

DISCRIPTION KEY:
AECM: Adult Education and Counselling Psychology
CIHR: Canadian Institutes of Health Research
CTL: Curriculum, Teaching and Learning
GRIP: Government Research Initiatives Program
INER: Initiative on the New Economy
NSERC: Natural Sciences and Engineering Research Council
SESE: Sociology and Equity Studies in Education
SSHRC: Social Sciences and Humanities Research Council
TPS: Theory and Policy Studies
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