

EDUCATION EXCHANGE

NEWSLETTER



Generous Donor Gifts Support Indigenous Programming

The Faculty is deeply grateful, and extends a heartfelt *Chi Miigwetch*, for two separate donor gifts that significantly support the development and delivery of Indigenous education and programming. The generosity of two donors—one who bequeathed a legacy gift to Anishinaabemowik (the Indigenous Language Teacher's program), and another whose contribution is

helping to build a ceremonial teaching lodge in Thunder Bay's Bora Laskin building—help the Faculty tremendously in carrying forward its commitments to revitalizing Indigenous programming, developing strong relationships with communities, responding to the TRC's Calls to Action, and the ongoing work of reconciliation.

Island Legacy Gift Supports Indigenous Language Teaching and Learning

The Faculty gratefully acknowledges the legacy gift of Mary Mitchell, who bequeathed a 10-acre, remote island on Lake Nipigon, known as Big Virgin Island, to support Indigenous language programming in Anishinaabemowik (the Indigenous Language Teacher's Program).

In recent months, the island was sold to Bingwi Neyaashi Anishinaabek (Sand Point First Nation). The sale of the island—which is a former fly-fishing resort accessible only by boat, helicopter, or float plane—was marked by a ceremony with representatives from Bingwi Neyaashi Anishinaabek and Lakehead University. Dr. Connie Russell (Professor, Education) spoke at the ceremony.

“As Chief Paul Gladu stated in his remarks that day, this sale is a ‘win-win’ situation; Sand Point First Nation welcomes the return of this portion of their traditional territory and envisions various ways they might use the island, and the funds from the sale will be used to support our Faculty's Indigenous language programs, Anishinaabemowik,” Connie explains.

The Faculty is committed to using the funds from this sale to honour the wishes of Mary Mitchell. As part of Lakehead's commitment to the United Nations Decade of Indigenous Languages, the Faculty is reviewing its language programs with the aims of:

- developing strong relationships with communities that assist in addressing the language needs and aspirations of those communities;

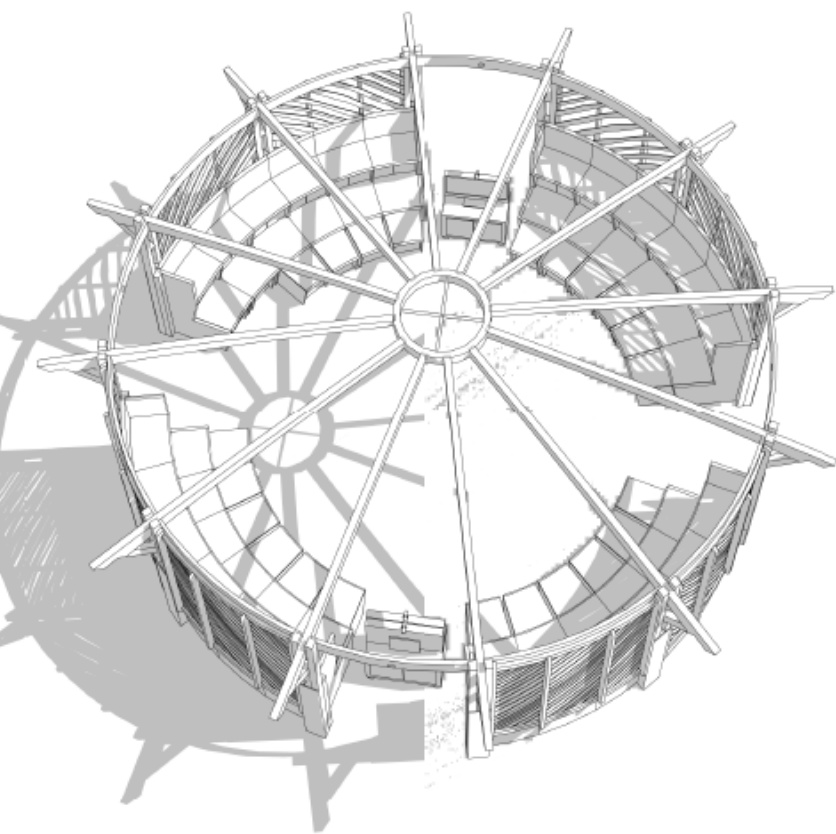


Big Virgin Island was bequeathed to the Faculty of Education by Mary Mitchell.

- assisting language revitalization efforts, for we know that language lies at the heart of culture;
- promoting the teaching and learning of Indigenous languages in the areas that Lakehead serves; and,
- addressing the serious shortage of Indigenous language teachers.

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Above: A design plan for the building of *Kakina Nidinawe Maaganuk*, a ceremonial teaching lodge.

Below: an image from the inside of the Winnipeg Sky Lodge.



Financial Gift Aids in the Construction of a Ceremonial Teaching Lodge

The construction of *Kakina Nidinawe Maaganuk*—a ceremonial learning space and traditional Indigenous teaching lodge—is underway in the Bora Laskin Education building in Thunder Bay. The lodge is expected to open in Spring 2023, and will be a community-based cultural space of sharing and learning.

The construction of the teaching lodge has been aided significantly through a generous contribution of \$50,000, by a donor who wishes to remain anonymous. The donor explained that she wanted to promote an initiative to ameliorate the understanding and appreciation of cultures, especially those of Canada's Indigenous peoples. Her vision for the space is one where information and ceremony can help break down the barriers of ignorance and fear.

As the donor explained: “There is so much division and prejudice, so many preconceived ideas and misinformation that destroy or prevent relationships. I see this as an opportunity to bring about a greater understanding based on knowledge, not on misinformation. I hope this space will increase the awareness of our shared humanity and a recognition of the value of different cultures and how much richer they make all of our lives. This gift is an expression of hope for the future, and my way of bringing meaning to truth and reconciliation.”

The lodge is being built in a former computer classroom in the building. It is modelled, in part, after a ceremonial lodge in Winnipeg known as “Winnipeg Sky Lodge” (*Kiizhigongwigaamik* in Ojibwe). It will be circular space, built out of wood, with four entrances (North, East, South, and West), seating on the inside, and direct ventilation outside to allow for smudging.

“Creating this lodge is part of the larger picture of Indigenizing our faculty and our programs,” explains Dr. Paul Cormier, Chair of Keewatinase. “The lodge will help us to preserve stories, and will allow students to learn our stories, all while supporting our goals as a department to build on the community-based education model.”

The Ojibwe name of the lodge was announced in October 2021, following a naming ceremony that resulted in the gifting of the spiritual name *Kakina Nidinawe Maaganuk*, which translates to “all my relations.” During the naming ceremony, the importance of people coming together, working together, and showing love, kindness, and respect for one another was discussed. It was stressed that this new cultural space would be one where everyone is welcomed, including the public, students, and faculty.

As noted by the Faculty Dean, Dr. Wayne Melville, “the generous donor gift was the catalyst for the development of *Kakina Nidinawe Maaganuk*, a project that has been a goal of the faculty for a number of years. Taken together with the reimagining of our community- and Aki-based undergraduate programming, the revitalization of the Anishinaabemowik language program, and the strengthening of our relationships with communities in the region, the *Kakina* teaching lodge represents another step into our shared future.”

New Faces in the Faculty



Zena Ariganello

Placement Officer, Thunder Bay

The Faculty welcomes Zena Ariganello, who recently joined as the Placement Officer in Thunder Bay. In this role, she performs extensive outreach with local and provincial school boards and alternative placement sites, to carefully match and place teacher candidates for the practicum components of the Undergraduate Studies in Education program. Zena shared some details about herself, including highlights of her work and her focus on achieving work/life balance.

"I am really enjoying this new role and the opportunity to 'start from the beginning' again. My previous work experience includes nine years at Lakehead public schools, and I find it's quite humbling to take yourself out of a job where you are really comfortable and have had years to master, to be in a position where you are starting anew, and learning every day.

I believe the time and effort I will put into this new role will be incredibly rewarding. I am already enjoying the opportunities I have had to support the teacher candidates, Associate Teachers, and Faculty Advisors. And, it has been incredible to feel so much support from my new colleagues!

On a personal note, I strongly believe in balancing my work life and my home life with my husband and two daughters. I love sewing, riding my horse, and puttering around our little acreage. I am an animal lover, and have three dogs, a bunny, and a horse, as well as an empty barn that I hope to

fill with more pets one day. I help to facilitate events at the Northern Townline Equestrian Centre and have a lot of fun running youth horsemanship programs with miniature horses. I have also co-chaired a Youth Curling Program at Kakabeka Falls Curling Club for over three years, and am quite proud of the success of the little program."



Mike Filipetti

Professional Experiences Coordinator, Intermediate/Senior Division, Thunder Bay

Mike has joined the Faculty as Professional Experiences Coordinator. In this role, he coordinates all activities in support of teaching placements, community education, and outreach as they relate to the Intermediate/Senior division teacher candidates. This includes coordinating and implementing protocols for Faculty Advisors, Associate Teachers, and school principals, while working with the Chair and administrative team in Undergraduate Studies (Thunder Bay campus).

Mike notes that "it has definitely been a busy start to this role! The team in the Undergraduate Studies in Education office is fantastic to work with, and this makes the new role very enjoyable. I also enjoy interacting with previous students, as well as meeting new folks who are just starting their journey in the education profession."

Mike shared a few details about himself: "I am married to Julie (Faculty of Education Alumni, class of 1994) and have two daughters who are also pursuing education. I am a former graduate of the Faculty of Education myself

(1996) and have enjoyed teaching in Coral Harbour, Nunavut; Eabametoong First Nation; and Goulais River, Ontario. Here in Thunder Bay I've taught at Dennis Franklin Cromarty High School and most recently have served as Principal of a variety of schools in the Thunder Bay Catholic Board: St. Patrick High School, St. Ignatius High School, St. Bernard School, and Bishop E.Q. Jennings. I am a Google for Education Certified Innovator and my hobbies include building, photography, and travel."

Faculty to Launch Technological Education Diploma/Degree Program

A new program offering in the Faculty will allow students to achieve professional accreditation as certified Technological Education teachers at the Ontario high school level.

The Technological Education Diploma/Degree program, currently undergoing the final stages of accreditation by the Ontario College of Teachers, is a 10-FCE (full course equivalent) program of study in which students will specialize in one of the broad-based Technological Education subjects of the Grades 9-12 curriculum.

Teacher candidates will enter the program declaring one teachable subject in which they have work experience. There are 10 Technological Education subject areas in total: Communication Technology, Computer Technology, Construction Technology, Green Industries, Hairstyling and Aesthetics, Health Care, Hospitality and Tourism, Manufacturing Technology, Technological Design, and Transportation Technology.

Dr. Don Kerr, Chair of Undergraduate Studies in Education, notes there is significant demand for this program.

“There is an ongoing shortage of Technological Education teachers,” he explains. “Market projections identify that this

shortage is likely to become even more critical over the next several years, given retirements in the field. We have also been contacted several times by school boards in Ontario (including in Orillia, Thunder Bay, and across Northeastern Ontario) in recent years, regarding an increasing need for Technological Education teachers in the region.”

The program will include in-person courses (offered at both the Orillia and Thunder Bay campuses), online courses, and a two-part practicum. The difference between the degree and diploma programs relates to entrance requirements: applicants to the degree program must have a combination of post-secondary study and relevant work experience totaling five years (including at least one full year of relevant work experience and at least three years of undergraduate or equivalent study), while applicants to the diploma program must have at least an Ontario Secondary School Diploma or equivalent, and a minimum of five years’ relevant work experience.

Pending final approvals, the program will start in July 2023.

Gerry Cornies Joins the Faculty as Technological Education Program Coordinator

The Faculty is pleased to welcome Gerry Cornies into the role of Technological Education Program Coordinator. Gerry has over 30 years’ experience in Technological Education; he was Chair of Technological Education at Thunder Bay school Westgate CVI for 15 years, and later served as Ontario Youth Apprenticeship Program Coordinator at the Lakehead Board of Education. He is a certified classroom teacher who developed numerous Technology Education programs, and launched both the SHSM (Specialist High Skills Major) and Dual Credit programs at Confederation College.

Gerry has formed many relationships with the business community and school boards over the years, and is keenly aware of the demand for a Technological Education program.

“I took on this role because I have seen the shortage of qualified Tech teachers, both in the classroom and for supply in our school boards. It is constantly in the news that there is a shortage of skilled tradespeople. Part of filling that gap is to get students interested in the trades while they are in high school—and that can only be accomplished with properly trained and qualified Tech teachers.”

Gerry also brings a background in the trades to the role, noting that “I am proud to have begun my career as a Licensed Class A mechanic, and although I do not work on cars anymore (just my own), I still like doing home renovations and woodworking.”



Gerry Cornies is the Technological Education Program Coordinator, working out of Thunder Bay.

Alumni Profiles

Maria Vasanelli

**Director of Education,
Superior North Catholic
District School Board;
Chair of Lakehead University's
Board of Governors**

Graduate of the Bachelor of Education program, Lakehead University (1989); MEd in Religious Education, University of Ottawa (1999); Master of Business Administration, Cape Breton University (2011)



"I've spent more than 30 years working in the education field, and my post-secondary background combines education and business administration. I often think of my father as my first MBA instructor—we immigrated to Canada when I was 9 years old, and he taught me and my siblings that we were here to live a better life, to respect people and to be respected, and to accomplish something with our lives that was not just good for ourselves, but good for the people around us. I have lived by these principles my whole career.

I am currently in my fifth year as Director of Education for the Superior North Catholic District School Board, and in prior years I have been a teacher, a supervisory officer, a superintendent, an educational consultant, and a sessional instructor. Students are at the core of everything I do; all my decision-making is guided by the question of what is best for them. As I've told teacher candidates in the Faculty of Education, whether they know it or not, they are going into a field (or a vocation) where they could change the direction of somebody's life. The core of education needs to be about how we treat our students, how we care for them, and how

we advocate for their success. Anyone can learn how to write a lesson plan, but it takes a special person to provide a safe space, build trust and rapport with students, some of whom will become a positive force of change in the world.

All of my education has changed the way I think. I began my post-secondary journey with a BA in philosophy. Philosophy was attractive to me in its focus on learning how to think rationally and trying to answer challenging questions. Philosophy is also understanding what leads to progress—moving through life trying to do better and be better. This connects so deeply to education and its foundational goals. My business administration (MBA) degree put another layer on this, as it allowed me to understand organizational behaviour and styles of leadership, including what traits and characteristics are needed to implement ideas and make change in an organization.

"Anyone can learn how to write a lesson plan, but it takes a special person to provide a safe space, build trust and rapport with students, some of whom will become a positive force of change in the world"

I've been part of Lakehead University's Board of Governors since 2015, and have served on several of its standing committees (Finance and Operations, Governance and Nominating, External Relations, and Learning and Liaison). I was just recently appointed to the role as Chair of the Board and am now overseeing the Presidential search committee. We want to find someone who will lead Lakehead University into its next phase of progress.

My journey of life-long learning is focused on making progress, thinking critically, being a good citizen, and developing potential in myself and others. These are the gifts of education, allowing us to see beyond our borders and ourselves, and to use our insights compassionately to positively affect our community and beyond."

Matthew Roy

**Experiential Learning Resource Teacher,
Lakehead Public Schools**

Bachelor of Science (2004) and Bachelor of Education (2005), Queen's University; Master of Education (2021), Lakehead University

"I really enjoyed the work I did at Lakehead University as an MEd student, course instructor, and Faculty Advisor, and now, as a school board employee, I get to work with many of my former students as colleagues—what a joy!

I'm the Experiential Learning Resource Teacher with Lakehead Public Schools, and in this role, I help teachers of Grade 7-12 students connect the curriculum to experiences, local places, and local people. I started this role several months into the pandemic, when off-site visits weren't possible and bringing community members into the school wasn't an option. I had to get creative to provide teachers with options like virtual field trips, or connecting with outside experts over Zoom. Grade 9



Above: Matthew with his family, Emily Kerton and Emmitt Roy.

Right: Matthew at the Polar Bear Plunge fundraiser, jumping into the icy water on behalf of OSSTF local members.

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de-streaming also began during this period, and I'm proud to have played a key role in supporting teachers with implementing pedagogical approaches to de-streamed classes.

Prior to this role, I worked as a course instructor in the Faculty (2011–2018). I primarily taught the Curriculum & Instruction in General Sciences course, and also the Teaching Internationally course, which drew, in part, on my own experiences teaching abroad in Cali, Columbia (2005–2007). I was also a Faculty Advisor. Working with teacher candidates was a special job for me; it pushed to me remain current and to really interrogate my own teaching practice—it made me a better educator. I still keep in touch with many of them and revel in their successes, at home and abroad. Working with new teachers kept me sharp, eager, and curious—something that I continue to strive for. I take Lakehead teacher candidates for placements at every opportunity, because I enjoy working with my future colleagues so much.

I'm a proud member of my union (OSSTF) and I've played a role on the local executive for almost 10 years. Currently, I'm the negotiator for the Teachers' Bargaining Unit for district 6A. I'm a strong believer that unions make for a fairer society and are a key force acting against destabilizing austerity and growing social stratification.

I'm also climate activist. My family and I are active in trying to reduce our use of disposable plastic. You can see more about our efforts on an Instagram account that my spouse, Emily Kerton, runs: [@plastic_problems](#). Finally, I'm a proud parent of my son Emmitt. As a family, our favourite thing to do together is hiking. Emily and I once hiked 1000 km on the Appalachian Trail, and I hope to return with Emmitt some day soon!"

Dr. Linda Rodenburg

Interim Principal, Orillia campus;

Director, Office of Community Engagement and Lifelong Learning;

Adjunct Professor, English Department – Lakehead University

Graduate of the Lakehead BA/BEd program (1999); MA University of Guelph (2001); PhD University of Otago (2010)

"I arrived in Orillia in 2006 as part of a team of six professors that started the Orillia campus of Lakehead University. There was an incredible energy, and an appreciation for how we could collectively—with 101 students and just a few staff—do great things in a small campus environment that really connected with the local community. That feeling, for me, has never changed, and the potential of Lakehead in Simcoe County is even more evident today. I'm so thankful to have the opportunity, in my current role, to do what I love most: ensure that people of all walks of life can embrace lifelong learning, and that my students, colleagues, and friends at Lakehead can feel connected to the potential of this place.

For me, coming back to Lakehead as a professor felt like my life 'coming full circle.' When I was an undergrad, and in my BEd experience, I embraced Lakehead in Thunder Bay as a place where I could learn and grow. I was ecstatic to return to Lakehead (in a different location) as a professor, teaching future teachers!

My PhD and related research explored Indigenous stories within the contexts of Canada and Aotearoa/New Zealand, and how, through stories, authors are able to position their cultures in empowered ways in relation to the Nation. I'm also an English teacher at heart. Finding time to actively listen to stories is essential as we strive to be allies within our classrooms and larger communities. In my classes I have always tried to open spaces for this type of reading to take place, and I've encouraged my students to ask themselves, 'on whose terms am I reading this story?' My hope is that this has enabled my students to participate in reconciliation and work as allies and as teachers.

If I had words of wisdom to offer to students, it would be that lifelong learning is essential to teaching well. Taking the



time to learn from others has not only enabled me to embrace innovative pedagogies, but to take risks while doing so. We are also navigating a complicated time, and our lives and careers do not always go in a straight line. Experiences at Lakehead can cultivate a love of learning, a passion for my work, and critical thinking. These are traits that can open doors throughout our whole lives.

I live in Orillia and love it here. I have a wonderful partner, Chris, as well as a nine-year-old daughter, Evie, and a seven-year-old son, Scott. My children love learning and, because of this, we get to have great conversations about all sorts of things, and we often talk openly about things that are also central to my work at Lakehead, like a 'growth mindset!'

When we sat down as a family to discuss whether it would be a good idea for me to take on the role of Interim Principal at the Orillia campus, my daughter's response was an emphatic 'Yes! You'll be like Dumbledore at Hogwarts!' Who can say no to that?"



Allison Gardiner is President of the Education Student Teachers' Association in Orillia (ESTA-O).



A teacher candidate cohort on "Favourite Flannel Day" in October.

Catching Up with ESTA-O: Orillia's Education Student Teachers' Association

"Supporting teacher candidates in the Professional BEd program through Audacity, Advocacy and Student Life" is how Orillia's volunteer-run student club, ESTA-O, describes its mandate.

President Allison Gardiner explains that "ESTA-O is made up of teacher candidates who aim to improve the experience of BEd students by supporting them, building community and connections, and making our time in the program memorable and enjoyable."

Over the 2022-2023 academic term, ESTA-O initiatives—including cohort challenges, a food drive, and celebratory events—are coordinated by the executive team: Allison (President), Gajenthiran Sivakumar (Treasurer), and Jenna Watts (Secretary), along with a group of enthusiastic Year 1 and Year 2 teacher candidates who are part of the club.

In the Fall semester, ESTA-O events included a logo design contest (see the winning image, pictured right), as well as "Spirit Week" in late October, with daily dress-up themes including Orange and Black Day, Favourite Flannel Day (see the image above), Purple and Green Day, Throwback Thursday (where students could dress up in the fashion of a decade of their choice), Spooky/Silly Sock Day, and of course, Haunted Halloween Costume Day on October 31.

ESTA-O also coordinated an inter-cohort "Trick or Feed" food drive challenge, with each cohort competing to see who could collect the most donations of non-perishable foods. "In only two

short weeks, our teacher candidates collected over 600 donation items for the food drive," Allison explains. "This worked out to 275 kg of food, household items, and health care products,

which we donated to the Orillia-based charity, The Sharing Place. We could not be more proud of the kindness and giving spirit of our members and colleagues!" The winning Year 1 and Year 2 cohort that collected the most food items won a pizza party.

In the spring, ESTA-O plans to hold a graduation gala. This event, which is currently in the early planning stages, will be a celebration of the academic year and, for some, a final chance to spend time with their peers before they go on placement.

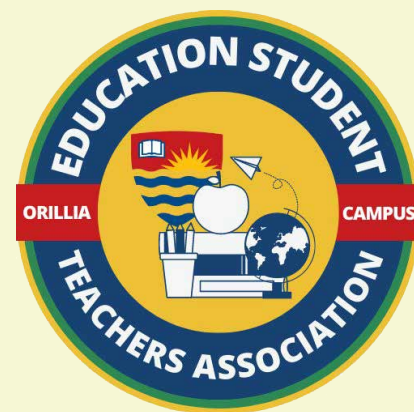
For further information about ESTA-O, check out their social media platforms:

Twitter: [@orilliaesta](https://twitter.com/orilliaesta)

Instagram: <https://www.instagram.com/orilliaesta/>

Facebook Group: <https://www.facebook.com/groups/orilliaesta>

Website: <http://orilliaesta.weebly.com/>



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Anyone with assets should have a Will to:

- protect your family and your estate
- minimize taxes
- establish a legacy and safeguard future generations

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- **CHANGE LIVES**
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For more information contact **Jennifer McKeown**
T: (807) 343-8010 Ext. 7792 | E: jennifer.mckeown@lakeheadu.ca



“This scholarship meant more to me than ‘just money.’ It was an investment in my future. As a teacher, I hope to inspire my students with the knowledge that education is a powerful tool.”

STEPHANIE SALINAS, Recipient
Linda Strey Memorial Education Scholarship

All requests
remain confidential
with no obligation.



Lakehead
UNIVERSITY

Congratulations to the Graduating Class of Humanities 101

The Faculty extends a huge congratulations to the recent graduating class of the Humanities 101 program—the first group of students to have completed the program in person since the pandemic! On December 6, the graduating class of 13 students attended a dinner and graduation ceremony in Thunder Bay's Avila Centre. The evening included powerful speeches by individuals from the graduating class.

Humanities 101 is a community based outreach program that ensures that community members with a love of learning have access to a university-level educational experience, despite financial or social barriers in their lives. The program, which is a semester in length, sees students attend one evening class per week for 12 weeks, free of charge. Each class is devoted to a different topic and facilitated by instructors who volunteer their time to provide interesting, fun, and thought-provoking lessons in the humanities.

The 2022 program included 12 lectures by professors, instructors, one undergraduate student, and two doctoral students. Four of the lecturers were first-time presenters in the Humanities 101 program.

Dr. Gerald Walton (Professor, Thunder Bay) is the Acting Director of the program until 2024.

“I have been a fan of this program since my first year as a guest lecturer in 2012. A decade later, there are many layers of honour in the role that I currently serve as Acting Director. One of them, of course, was being asked to take the helm from Dr. Christina van Barneveld, the Founder and Director of the Humanities 101 program. It was a steep learning curve but I had a wonderful team to work with, not to mention some guidance from Dr. van Barneveld along the way. I had a very rich experience, especially being part of students' educational experiences and their participation in the many top-notch lectures that we enjoyed throughout the term.”

Dr. Gerald Walton is Acting Director of Humanities 101.



Faculty Awards, Grants, and Accolades

Maclean's Ranks Lakehead University in the Top 20 Best Education Programs in Canada

Maclean's has included Lakehead University among Canada's top 20 schools for Education programs in Canada. The annual survey reviewed Education programs' reputation for quality and research strength, with both areas contributing equally to the final rankings.

Faculty Dean Dr. Wayne Melville notes that this ranking is "a testament to the work each of us has been doing within the faculty ... and our commitment to each other, our programs, and our students."



Steven Secord Receives Contribution to Teaching Award

Steven Secord (Contract Lecturer, Orillia) has received a Contribution to Teaching award for the 2021-2022 academic year. The Committee noted that Steven's students cited his passion for teaching, his innovative use of technology, and his clarity of instruction in their nomination. They also shared that his classes are engaging and effective, giving students opportunities to learn from, and with, professionals in various types of science education.

"Since we teach future teachers, I try to ensure that students have fantastic experiences with their learning, so they can pass this along when they are teaching their students," he says. "I am very grateful for the students' nomination."

Congratulations, Steven!



Climate Action Field School Awarded the 2022 Teaching Innovation Award

The **Lake Superior Living Lab Network's** (LSLLN) Climate Action Field School was awarded the 2022 Teaching Innovation Award by Lakehead University's Senate Teaching and Learning Committee. A number of Education folks were involved with the Field School, including full-time faculty members Dr. Paul Berger, Dr. David Greenwood, and Dr. Connie Russell, adjunct faculty member Dr. Charles Levkoe, PhD student and contract lecturer Devon Lee, MEd student Gavin Shields, and Education alumni Sue Hamel, Aynsley Klassen, Darrell Makin, and Ledah McKellar.

The Lake Superior Climate Action Field School was developed in partnership with the Lake Superior Living Labs

Network, Lakehead University, University of Minnesota Duluth, Michigan Technological University, Algoma University and community partners and scholars across the Lake Superior Watershed. The Field School supported a diverse group of young people, who are poised to become regional and national climate leaders, as they participated in an experiential training program of virtual workshops, community site visits, and events in coastal communities around the Lake Superior Watershed in the summer of 2021.

More information on the field school can be found on the **LSLLN website**.

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Dr. Pauline Sameshima Receives Teaching Innovation Award and OAEA “Post-Secondary Teacher of the Year” Award

Dr. Pauline Sameshima (Professor; Canada Research Chair in Arts Integrated Studies 2012-2022) has recently received two awards.

One was the 2022 Teaching Innovation Award from Lakehead University's Senate Teaching and Learning Committee. The Committee highlighted Pauline's implementation of “the Slides Strategy,” a teaching technique that “stimulates high levels of engagement in students, allowing them to understand each other's perspectives well and affording much more creativity and the

ability to participate in reading assignments to a greater depth than existing alternatives.” For an explanation of “the Slides Strategy,” please see the publication by Pauline Sameshima and Tashya Orasi, “**What's better than the asynchronous discussion post?**”

The second award presented to Pauline was the “Post-Secondary Teacher of the Year, 2022” award from the Ontario Art Education Association (OAEA). The OAEA recognizes excellence in Visual and Media Arts education, and honours visual art schools and community educators who exemplify standards of quality in art education in Ontario. Pauline was nominated for the award by Dr. Andrew Dean, Vice President, Research and Innovation at Lakehead University, for her numerous and significant contributions to the arts.

Some of her notable achievements include:

- opening and curating seven Galleries spaces: six on-site campus locations plus a **virtual gallery** that host hosts local, national, and international juried art exhibitions as well as featured art work. The galleries are used to teach about local research, build community and research capacity, and showcase local community artists in an academic setting;
- publishing *Parallaxic Praxis: Multimodal Interdisciplinary Pedagogical Research Design* (2020), an arts integrating methodology book that won a Society of Professors of Education Outstanding Book Award;
- creating her own artwork. One artwork was recently selected as one of the 80 of 425 submissions to be exhibited in the 2022 National Art Education Association's Members' Juried Exhibition;
- participating in a current research project with a large scientific research team on a \$26.5 (USD) million National Institutes of Health grant. Pauline leads the Community Arts Integrated Research program for this grant, which seeks to develop, with scientists and community members, an education curriculum for HIV cure research through the arts; and,
- being inducted into the College of New Scholars, Artists and Scientists of the Royal Society of Canada, one of the highest honours for a Canadian academic.

Congratulations, Pauline!

Dr. Ruth Beatty and Colinda Clyne Receive Partnership Engage Grant for Research on Culturally Responsive Mathematics Education

Dr. Ruth Beatty (Associate Professor, Orillia) and Colinda Clyne (Coordinating Principal of Indigenous Education, Upper Grand District School Board) have been awarded a SSHRC Partnership Engage Grant for their research project, titled “Researching a Comprehensive Culturally Responsive Indigenous Mathematics Program.”

Ruth describes the creation of culturally responsive Indigenous math educational opportunities for students as “the first step towards responding to the needs of Indigenous students with respect to math education.”

There are three main goals of their research:

- (a) to work with community partners to establish protocols for engagement that bring together community members and classroom educators to create respectful, reciprocal relationships;
- (b) to study the effects of integrating cultural knowledge, values, and perspectives on participating students' cultural knowledge and mathematical achievement; and,
- (c) to assess levels of teacher confidence in co-planning and co-teaching with Indigenous community partners to incorporate holistic approaches of Indigenous pedagogy in mathematics education.



Colinda Clyne (left) and Ruth Beatty (right)

Ruth has been working with Indigenous artists and Indigenous and non-Indigenous educators in the Upper Grand District School Board (UGDSB) for the past four years, exploring short-term, culturally based mathematics investigations in classrooms. The SSHRC Partnership Engage Award enables this work to continue in further depth through the implementation of year-long investigations in four participating UGDSB classrooms.

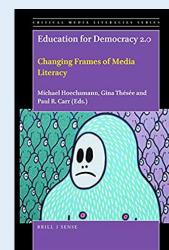
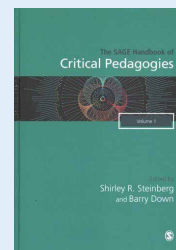
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Books Featuring Contributions by Education Faculty Members Win AESA Awards

Two recently published books, featuring contributions by Faculty of Education members Dr. Michael Hoechsmann, Dr. Ellen Field, Dr. Connie Russell, and Dr. Gerald Walton have won 2022 American Educational Studies Association (AESA) Critics' Choice Awards.

The three-volume, 125-chapter book, *The SAGE Handbook of Critical Pedagogies* (S. Steinberg & B. Down, editors) features a chapter by Connie Russell ("Fat Pedagogy and the Disruption of Weight-Based Oppression: Toward the Flourishing of All Bodies") and a chapter by Gerald Walton ("In a Rape Culture, Can Boys Actually Be Boys?"). Michael Hoechsmann edited the 10-chapter section on "Communication and Media." For more information on this book, see [this link](#).

Education for Democracy 2.0: Changing Frames of Media Literacy, co-edited by Dr. Michael Hoechsmann, Gina Thésée (Université du Québec à Montréal), and Paul R. Carr (Université du Québec en Outaouais) has also won an AESA Critics' Choice Award. The book features a chapter by Ellen Field ("Is It All Just Emojis and LOL, or Can Social Media Foster Environmental Literacy and Activism?"). For more information on this book, see [this link](#).



Dr. Leisa Desmoulins and Dr. Don McCaskill Receive NIB Trust Fund Grant: Infusing Anishinaabe Pedagogy in Classrooms

Dr. Leisa Desmoulins (Associate Professor, Orillia) and Dr. Don McCaskill (Professor Emeritus, Trent University) have been awarded an NIB Trust Fund Grant for their research project, titled *Infusion of Anishinaabe Cultural Ways of Knowing and Doing into Public School Classrooms*.

Their project involves the development of culturally based Anishinaabe pedagogy and curricula, to be created in partnership with Elders, Knowledge holders, and educators from the Simcoe County District School Board and Beausoleil First Nation.

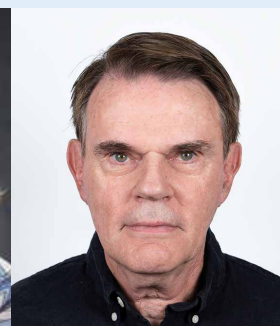
Leisa explains that "this project connects to the Truth and Reconciliation Commission Calls to Action 62, 63, 64, specifically to develop culturally grounded curricula and resources, support teacher training needs, and ultimately, to build student capacity for intercultural

understanding, empathy, and mutual respect that will foster reconciliation."

Over the next year, Leisa and Don will work with First Nations partners to explore the underlying features of Anishinaabe pedagogy (ways of knowing and doing), to in turn develop a culturally based curriculum for high school students within the Simcoe County District School Board.

"Based on the research into the broader Anishinaabe culturally based curriculum from the Elders and Knowledge holders, we will work with partners to develop local Anishinaabe geography curricula for secondary students, both Indigenous and non-Indigenous students alike," Leisa says.

The NIB Trust Fund grants support education programs aimed at healing, reconciliation, and knowledge building, to help First Nations and Métis people, organizations, and communities address the long-lasting impacts of the residential school system.



Dr. Leisa Desmoulins and Dr. Don McCaskill

Faculty News Lakehead Orillia Hosts Spanish Scholar-Educommunicators

Orillia Education Programs hosted two Spanish scholars for a week in October: Sara Osuna Acedo (UNED [National University of Distance Education], Madrid) and Carmen Marta Lazo (University of Zaragoza). Drs. Osuna Acedo and Marta Lazo are both Educommunicators, an established subdomain of Education, Communication, and Journalism that is common in Latin America and Spain. Sara is a Professor of Education and the Director of the Paulo Freire Chair in Educommunication at UNED, while Carmen is a Professor of Journalism and the Director of the Digital Communication and Information research group at the University of Zaragoza.

These widely published authors are also deeply involved in developing digital teaching and learning resources, such as the European You Verify MOOC and other projects.



From left to right: Luana Martin; Dr. Carmen Marta Lazo; Dr. Michael Hoechsmann; Dr. Sara Osuna Acedo; Nathalia Mesa Rave; and Dr. Paolo Granata

(continued on next page)

While at Lakehead, the professors gave a talk at Lakehead's Centre for Sustainable Communities entitled "The 3rd of ICT: Read, Write and Relate – Digital Competencies, Digital Learning and Digital Citizenship," and conducted interviews of professors and teachers of media and digital literacy, including Lakehead's Chancellor, Dr. Rita Shelton Deverell, and Education doctoral candidate and contract lecturer, Helen Dewaard.

In short time, a small team of Spanish-speaking students formed around the visitors including visiting research students

Luana Martin (Brazil) and Nathalia Mesa Rave (Colombia). A highlight of the visit was a day trip to the McLuhan Centre for Culture and Technology at the University of Toronto where the team was hosted by the Dr. Paolo Granata, an Associate Professor of Book and Media Studies.

Despite visiting Montreal, Ottawa, Toronto and Vancouver, Sara and Carmen returned to Spain most impressed with their time at Lakehead Orillia.



James Steele Appointed to the Canadian Association of Second Language Teachers Board of Directors

Faculty of Education Contract Lecturer James (Jimmy) Steele has been appointed to the Board of Directors of the Canadian Association

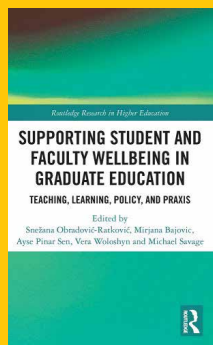
of Second Language Teachers (CASLT). Congratulations, Jimmy!

As noted on the [CASLT website](#), the Association's goal is to foster and advance professional excellence in language teaching in Canada, "by creating opportunities for professional development, by initiating and disseminating research, and by facilitating the exchange of information and ideas among language educators."

Jimmy has worked in second language education for nearly 20 years. He has taught secondary Spanish, German, French Immersion, Core French, ESL, and Portuguese over his career in

the Toronto District School Board in Toronto. At the Faculty of Education, he is currently course instructor for the "French as a Second Language" course in the Intermediate/Senior division. He also worked for three years on secondment to York University's Faculty of Education, where he delivered 10 undergraduate and BEd courses in French and English. He continues to facilitate Continuing Education courses for teachers at both Nipissing University and OISE/University of Toronto.

"Professional development is at the heart of lifelong learning for classroom teachers and education workers," he says. "I truly believe that learning from experts and peers alike has a measurable, meaningful impact on our teaching, programming, and assessment. Because of this, I have been involved with several provincial organizations throughout my teaching career, including ten years with the Ontario Modern Language Teachers' Association and nine years as president of the Ontario Association of Teachers of German. When the call for interested candidates for the CASLT Board of Directors came out, I was encouraged to apply, and now, as part of the national team, having the chance to support teachers across Canada and help impact policy development in second language teaching is a very special experience."



PhD Student Claudia Flores Moreno Publishes Book Chapter with Drs. Sonia Mastrangelo and Meredith Lovell-Johnston

PhD student Claudia Flores Moreno, along with her supervisors Dr. Sonia Mastrangelo and Dr. Meredith Lovell-Johnston (Orillia campus), have authored a research chapter titled "A Self-Regulation

Framework to Support the Mental Health and Wellbeing of International Female Graduate Students."

The chapter is published in the book, *Supporting Student and Faculty Wellbeing in Graduate Education* (Routledge, 2022). This book discusses new pressures impacting graduate students and their supervisors, teachers, and mentors, as well as offering

strategies that reflect on well-being as part of student-mentor relationships.

As noted in the [abstract of their chapter](#), "Managing stressors is a growing concern among international graduate students, particularly for international female graduate students (IFGS) during the global COVID-19 pandemic. IFGS have coped with delayed program starts, loss of economic stability, social isolation, uncertainty, and continuous readjustments over this period. Self-regulation is a framework for understanding and managing stress that can be beneficial in helping students with their learning, mental health, and wellbeing. This chapter explores the journey of an IFGS and shows how the Shanker Self-Regulation framework can help across five interrelated domains (biological, emotional, cognitive, social, and pro-social)."

Claudia notes that the book chapter emerges from her deep interest in Shanker's Self-Regulation framework, and takes the form of "complementary narratives" between herself and Sonia and Meredith.

