

EDUCATION EXCHANGE

NEWSLETTER



This is my final *Education Exchange* as Dean of the Faculty of Education, a position I have occupied since 2007, first as Acting Dean and subsequently as Dean.

Through two terms I have had the opportunity to work with outstanding faculty members, instructors, staff, and students.

The impact of the Faculty's alumni over the years has been profound. In northwestern Ontario, our alumni are to be found throughout the region, in schools, in multiple roles within other educational organizations, and in other leadership positions. Noteworthy to me as well is how many Education graduates are to be found working across Lakehead University in a very wide range of roles – a clear testament to the valuable skills that students acquire in the Faculty's programs.

The Faculty has, since its founding, had longstanding commitments to Indigenous Education. Across the region I repeatedly encounter Indigenous graduates of our programs who are teachers, school leaders, and in positions of leadership in Indigenous Education authorities. The impact of our graduates in this critical area cannot be overstated.

With the addition of the Faculty's Bachelor of Education programs at the Lakehead University Orillia campus, Orillia Education alumni are making an impact in Simcoe County and beyond. The recent

implementation of the Master of Education program at the Orillia campus provides another opportunity to show the value of our programs.

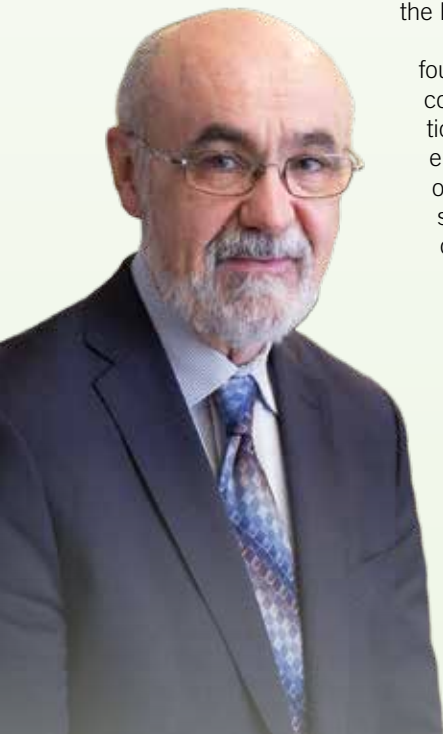
Every issue of *Education Exchange* shows that our alumni can be found throughout Ontario, across the country, and indeed around the world.

The growth and evolution of our full range of programs has been significant. The transition of the Bachelor of Education from a one-year two-semester program to a two-year program has given us the opportunity to add greater depth to initial teacher education. The innovations in this program through both coursework and improvements to the placement experience have undoubtedly ensured and enhanced the exceptionally high quality of the learning experience that our students receive.

The continued innovation in the Master of Education has increased the range of learning opportunities for our students. Combined with flexible delivery in multiple formats, we are now recruiting students from around the world.

The Joint Doctoral Program in Educational Studies has continued to prepare exceptionally well-qualified PhD students, who have had impressive levels of success in securing employment as faculty members throughout the country and internationally, in addition to undertaking important leadership roles in a range of educational organizations.

Since joining the Faculty of Education in 1988 it has been my good fortune to work with many outstanding faculty members – some of whom are no longer with us. The invaluable contributions of my colleagues in teaching, scholarship, and service to the Faculty, University, and their scholarly communities are what make the Faculty a dynamic and successful place to work. Similarly, the Faculty's staff members provide a wide range of services to support programs, faculty members, and students, and help to make the Faculty of Education the excellent organization that it is.



John O'Meara

Faculty of Education Alumni Profiles *What Are They Doing Now?*

Shy-Anne Hovorka

Teacher, George-O'Neill Public School (Nipigon, Ontario); Award-Winning Singer-Songwriter

Graduate of the Bachelor of Education program, 2003; Master of Education program, 2016; Principal Qualification Program, 2018 (Thunder Bay campus)

"I have two careers in addition to being a mom, wife, and gardener (I grow, store, and preserve enough food to feed my family for the full year). One of my careers is being a full-time teacher at George-O'Neill Public School. It's a small school in Nipigon, Ontario, where all the teachers wear many hats. My 'hats' include teaching Native Language instruction, Reading Intervention, Music, Fitness, and Special Education.

When you're a teacher, there are so many rewards. It's such a challenging job as you are not only teaching, but also an acting parent for all the kids, helping them find their strengths in themselves. I love every minute of it, but would say one of my most significant accomplishments is working with my choir. This choir performed alongside me with the Thunder Bay Symphony Orchestra, won first place at the



Shy-Anne with Marilyn Netemegiesic and a few choir members at the Noondagatoon concert with the Thunder Bay Symphony Orchestra.

Lakehead Festival for Music and Arts two years in a row, was invited to Ottawa to perform on Parliament Hill for Remembrance Day 2018, and has been invited back for a second performance in 2020!

Another major accomplishment is the project I'm currently working on, in partnership with Nelson Education, to develop a guided reading program in Ojibwe for beginner and intermediate language learners. This project is extremely important because the Ojibwe language is declining quickly in fluent speakers. Anything I (or anyone!) can do to help revitalize an Indigenous language is important, both for our Canadian culture and for the preservation of a nation that is deeply tied to language.

My music career has also been amazing. I've released four albums, three of which have won multiple awards including Aboriginal Entertainer of the Year. I've toured Canada many times, and had a couple of small hits. I'm now working on a couple of singles that I will be releasing in the very near future. Music was always a dream of mine, and I try to make a difference in my community through music, by sending positive messages through my songs.

My time at Lakehead gave me more than just an education: it gave me an opportunity to pursue every passion of mine. I grew up in the North in very small communities so I was shy, and had much to learn about life. The atmosphere and feel of education and the educators at Lakehead helped me to find myself, and brought out who I am in so many ways."



Shy-Anne with husband Ben and son Rex in Mexico.

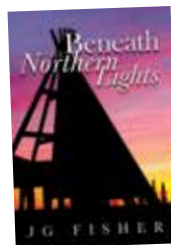
Joey Fisher

**Teacher, Science and Technology K-8 Program
Author, *Beneath the Northern Lights* (2019)**

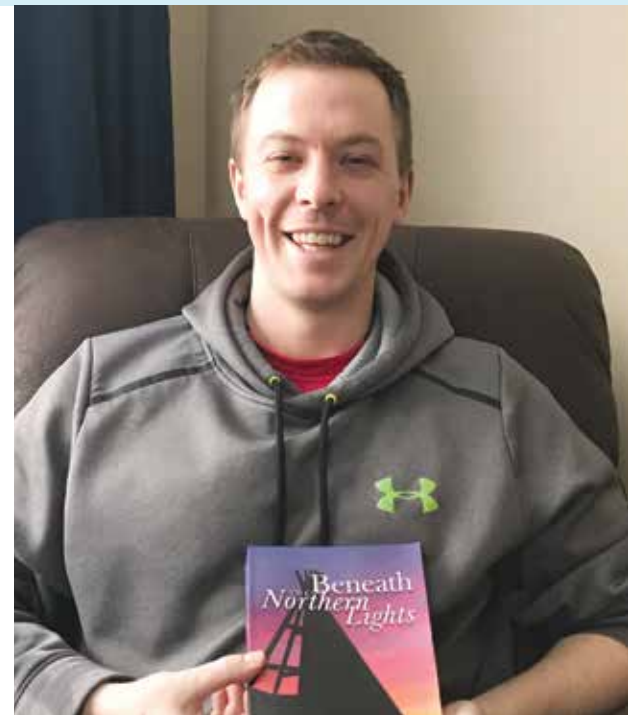
Graduate of the Bachelor of Education Program, 2012 (Orillia campus)

"My teaching career began in 2012 on a fly-in First Nations reserve in the James Bay Region, where I taught for two years (Grades 4-6). The kids were pretty tough, but quite charming once they warmed up to me and I had earned their trust. This experience taught me a lot, and opened my eyes to the ongoing social issues prevalent throughout the Canadian North.

With that experience I was able to get a job closer to home. I now teach at another First Nations school in southern Ontario, not far from my home in Orillia. It is a beautiful school and I love my job. My role is somewhat unique: I teach



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a hands-on Science and Technology program for Kindergarten-Grade 8 students. Together, we complete a wide range of curriculum-based design challenges involving woodworking, 3D design and printing, computer programming, video making, and editing using our green screen equipment. The program is well received by staff and students, which makes it a joy. I consider myself very lucky.

My teaching experiences on the northern reserve led me to write my first book, *Beneath the Northern Lights*, which has just been published in consultation with the Professional Women's Network. It's a story told from two main perspectives. The first perspective is of a young white teacher, trying to make sense of the impoverished state of the reserve he's teaching on. The second perspective comes from a 16-year-old Indigenous girl, Bronwyn, who runs away from home and is eventually exposed

to even more trauma (addiction and sex trafficking). Her character is research-based and helps demonstrate some of the factors associated with the Missing and Murdered Indigenous Women in Canada.

While the story is harsh at times, *Beneath the Northern Lights* is a narrative exploring the social inequality that exists in our country, and how Canada is failing First Nations people. My hope is to one day see acknowledgement and change for the unacceptable social issues plaguing northern communities, including poverty, depression, addiction, suicide, and domestic violence. I want to be an advocate for First Nations people and draw attention to how basic human rights are being violated every day in this country. For these reasons, I felt compelled to write this book."

Beneath the Northern Lights is available at Manticore Books in Orillia, Ontario, and on Amazon.ca.



Catherine celebrating *Loy Krathong*, an annual festival in Thailand which includes sky lanterns and floating floral bouquets.



Catherine Pierre-Louis

**Primary Principal & International Baccalaureate
Primary Years Programme Coordinator,
Satit Bilingual School of Rangsit University in
Bangkok, Thailand**

Graduate of the Bachelor of Education Program, 2003
(Thunder Bay campus)

"My international teaching career began at Lakehead. In my final year of the BEd program I went to a job fair and applied to teach in England. The next day I had an interview and that was the beginning of a career that has given me the opportunity to travel around the world! To date I have taught in 15 schools in 9 different countries, including England, New Zealand, Canada (Ontario), Czech Republic, Mexico, Chile, Solomon Islands, USA (New York City), and now Thailand.

I joined the Satit Bilingual School of Rangsit University in 2017 and love my current job for so many reasons. The International Baccalaureate Primary Years Programme (PYP) – a curriculum framework designed for students aged 3 to 12 – is amazing, and constantly evolving based on educational research. I love seeing the transformation of learning from the traditional factory model

to putting the learner in the driver's seat where they construct their understanding through play and inquiry. Our transdisciplinary approach focuses on authentic, real-world application of skills and conceptual understanding, empowering our young students to take action and make the world a better place.

We challenge students to think for themselves and take responsibility for their learning as they explore local and global issues in real-life contexts. In addition to being Programme Coordinator for the PYP, I am the Primary Principal, with a staff of 90 teachers and a growing student body of 650, from toddlers to Grade 5 students.

The world of international teaching presents a wonderful opportunity. It pushes you out of your comfort zone as you learn new languages and cultures, and encounter experiences that constantly challenge you. Seeing different parts of the world has been an invaluable experience.

I have many good memories of my time at Lakehead, living in residence and off-campus. I made some great friends that I still visit when I'm in Canada. As part of my career in education I'm also a life-long learner, and recently completed a Master's degree in Educational Leadership & Management from Royal Roads University, Victoria, BC (2018). Through this program I was awarded an IB certificate in advanced leadership research and an IB certificate in leadership practice."

NEW APPOINTMENTS

Rain Watson-Bain

Administrative Officer, Office of the Dean, Thunder Bay campus

"I'm excited and honoured to join the Faculty of Education; this appointment has brought me full circle, both professionally and personally. I am looking forward to the challenge and potential of this role!

I graduated from the BA/BEd Concurrent Education (Psychology; Primary/Junior) program in 2001. I am a proud Thunder Bay local and Lakehead alumna, and I grew up in Nolalu, a little one-horse village southwest of Kakabeka Falls. I was homeschooled until age 11, which has added an interesting perspective to my philosophy of education.

I have held management positions in private sector institutions for many years, and was the Administrative Manager for the English Language Centre here at Lakehead University for the past five years. Working with Lakehead International was an extremely rewarding experience. The diversity in our student and staff population adds such an incredible value and richness to our campus; I loved working with people from literally every part of this small world and learned so much from each and every person who walked through my door. Our campuses and communities are so enriched by the students who choose to call this place home during their time here.

Outside of work, my time is spent wrangling my two energetic children and supporting their various interests — sewing dance costumes, watching soccer games in the rain — all the beautiful and hectic times that come with raising tiny humans. I love growing vegetables in my little backyard garden, and a 'fun fact' is I have recently taken up Scottish Highland dance. Never too old to start something new!"



Laura Morgan

Placement Officer, Orillia campus

"The level of dedication our students have to succeed in this program is the first thing I noticed when I started at Lakehead. Our students are eager and passionate, and high achievers. It is a pleasure to advocate on their behalf when soliciting teaching practicums in our community.

I have worked in experiential learning for the past seven years. Prior to starting at Lakehead this past Fall, I was fortunate enough to work at Georgian College with an amazing group of women who inspired me and taught me to view experiential learning through a different lens. Putting theory into practice is a huge part of learning and understanding, but it's when you actually reflect on the impact you have made in someone's life that you understand the impression you leave on people, and why you do what you do. When our students share their experiences from practicum, I can hear their passion and the personal growth they have made.

I live in Orillia with my husband, three young children and pup. We love getting outside and exploring new places. Whether that be boating, hiking, or road trips, it's important for us to spend time together and have new experiences."





Some members of the “Teaching Shapes/Shaping Teaching” pilot project group. L to R: Martha Moon (PhD Candidate); Dr. Joan Chambers (Associate Professor); Dr. Wayne Melville (Professor and Chair, Undergraduate Studies in Education); Doug Jones (Contract Lecturer).

“Teaching Shapes/Shaping Teaching” Pilot Project Launched

By visiting our colleague’s classrooms and watching them teach, we can improve our own teaching practices.

That’s the thinking behind the “Teaching Shapes/Shaping Teaching” pilot project that ran in the Faculty earlier this year.

“This program offers faculty and contract lecturers — colleagues all — the opportunity to learn from one another in a positive, affirming, and collaborative environment. It’s an opening to work together to incorporate high-leverage practices in our teaching and Education program,” explains Dr. Joan Chambers, who launched the project.

She stresses that the program is not about evaluation. “The emphasis is on self-reflection and professional development through peer observation and rich, collegial conversations. The idea is to observe what your colleagues are doing in their classrooms and pick up ideas for your own practice. For example, you might observe how a colleague productively engages students or enacts a specific learning strategy, or how their calm demeanor sets a tone in the classroom. From there, you can consider how you might bring these ideas into your own practice.”

From Squares to Shapes

Joan was motivated to start the program after reading about similar initiatives in other institutions. Similar programs are commonly referred to as “Teaching Squares” because they involve four people, but the “Teaching Shapes” project was named to reflect a fluctuating membership in the Faculty’s pilot project, and because the group wanted to play with the term “shapes” to capture a focus on *shaping* teaching and learning.

Joan notes that the learning element is key: “One of the particularly valuable elements of the program is that allows individuals to become learners again in their colleagues’ classrooms, which provides them with a unique lens through which they can reflect on and talk about teaching.”

Through the mutual exchange of classroom visits with project partners, each person assumes a dual role: of observer and the observed, and of teacher and student.

“We simultaneously share the opportunities and risks of inviting others into our classrooms. The result is a nonjudgmental, professional group, where colleagues can gather ideas for developing their repertoire of approaches to teaching.”

Pilot Project to Resume in Fall 2019

The Teaching Shapes/Shaping Teaching group first met in January to discuss the program’s philosophy and logistics, and to set goals and expectations. Participants were also invited to select a focus to guide their classroom observations.

The classroom visits took place in February. Afterwards, partners had an option to hold a sharing meeting in which the observee could reflect on their teaching, and the observer could share preliminary observations.

Throughout the process, group members wrote individual reflections in preparation for a final wrap-up meeting, which took place in March. At the meeting, colleagues shared what they learned about their own teaching through observation, and made plans to implement ideas in their practice.

The project will resume in Fall 2019. There is a commitment to inclusion across campuses; if there are participants in both Thunder Bay and Orillia the group will use technology to arrange virtual observations and meetings.

Ultimately, the project is about supporting the pillar of teaching at the University by learning from one another, Joan says.

“In teaching, we don’t spend enough time talking about how we do it, or how we implement our teaching strategies. This project allows us to do this through collaboration, while improving our practices and creating positive relationships among colleagues.”

Addressing Climate Change in Education: Dr. Ellen Field

Climate change: it's the most urgent issue humanity is facing. How are our educational systems responding?

This is a question Dr. Ellen Field (Contract Lecturer, Orillia campus, and Outdoor Ecological and Experiential Education graduate, 2005) has been investigating through her SSHRC-funded Postdoctoral Research Fellowship: *Climate Change Education in Canada: Congruence across Policy and Classroom Practice*. Her research – the first comprehensive review of its kind in Canada – involves assessing policies and practices surrounding climate change education in provincial and territorial jurisdictions.

"Climate change is a complex issue and an extremely pressing one," she explains. "My research is made up of three parts: (a) a national curriculum analysis, (b) a comprehensive national climate change education survey, and (c) teacher interviews and case studies on transformative climate change education practices already taking place across the country."

Passionate about climate change education for years, Ellen has watched her research grow in unexpected directions over the past year.

"When I first submitted my research application, I intended to conduct a provincial study, which seemed feasible for a two-year grant. By the time of my award offer, however, I'd been asked by Learning for a Sustainable Future, a national non-profit, if I'd scale the project to a national level with support for data collection and analysis from Leger Research Intelligence Group. Our research has also garnered support from the Canadian Teachers Federation, whose membership voted to recognize climate change education as a priority."

She explains that it is her young daughter who drives her to do this work.

"There's a lot of anxiety and fear in society around climate change and the future. As a parent, I feel a moral obligation to making sure my daughter's life, and the lives of young people, are safeguarded as much as possible. We need to be using all of our



resources, energy and time on this. It's the biggest question and issue, and I want to be directly looking at it, rather than maintaining the status quo, or being in denial."

She cites the recently released UN Intergovernmental Panel on Climate Change report as evidence that schools have an important role to play in preparing students for a climate-altered future. The report, released last October, warns that only a dozen years remain to mitigate irreversible climate change, including significantly worsened risks of extreme heat, droughts, floods, and poverty for hundreds of millions of people. This implicates the educational system in myriad ways:

"Schools have an essential role in helping our young learners prepare for and address the challenge of changing ecosystems. While climate change may be taught within the sciences, there is much more to address, such as its psychological dimensions (including anxiety and stress), health dimensions, and the interconnections among our environmental and economic, social, and political systems."

National Survey to Assess Climate Change Education

A national survey was administered last fall to gain an understanding of current levels of knowledge and perceptions of climate change, and to assess the educational system's responsiveness to it. Among those polled were parents, students (Grades 7-12), educators, and the general public. The survey closed at the end of January with over 4000 respondents, including 1200 teachers and 200 teacher-educators.

The survey results are currently being analyzed, and the data will fill a major gap in knowledge, Ellen explains.

"We have no previous data in Canada regarding the subjects, grades, or interdisciplinary ways that teachers are educating students about climate change. We know this type of education is primarily clustered in science and geography,

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often in relation to technology and renewable energy, but it doesn't necessarily go beyond that in the curriculum. So we are trying to find out: what are teachers doing in practice?"

Other parts of the survey gauge knowledge levels of the general public, with questions assessing individuals' understanding of climate change, the certainty of their understanding, their perceived salience of the issue, the information sources they access, and their perceptions on the role of climate change education in schools.

The results will be shared with Ministries of Education, Teacher Federations, Faculties of Education, and other educational groups across Canada, to identify barriers to climate change education. Several policy papers will be written to communicate stakeholders' interests to policymakers, and to suggest professional development opportunities for improving climate change education.

Ellen also plans to showcase teachers' current practices, via follow-up interviews and case studies, to provide a detailed picture of what is happening in the field.

"By developing multiple case studies, we can highlight pedagogies that are transformative, transgressive, and already taking place in classrooms," she explains. "This will increase the ability to share and use best practices and successful learning strategies across the country, aiding in better climate change education for youth and ultimately building a more sustainable future. From my work with teachers, I know great things are already happening in some places. We need to highlight these champion teachers and their practices."

Workshops, Local Projects, and our "Unique Learning Moment"

As another component of her work, Ellen facilitates professional development workshops for educators, which focus on integrating climate change education through inquiry and developmentally appropriate instructional strategies. To date she has worked with close to 400 teachers in Ontario, Manitoba, and the Yukon.

She is also on the Mayor's task force of a sustainability group for Orillia. She was asked by the group of concerned citizens to join in November, and in March she led a successful deputation to council that requested that the group receive funding to foster and coordinate community action projects across Orillia to raise awareness and act on climate change. She has also linked the group with the Sustainable Communities Research Centre at Lakehead Orillia, to benchmark greenhouse gas reductions in the area. And, at the end of May she will help launch "Sustainable Orillia," a full-day public event for the community that will include a viewing of the documentary *Anthropocene: The Human Epoch*, and keynote speakers and action-planning sessions for community leaders across 10 sectors. This event will be hosted at Lakehead Orillia.

These various initiatives, combined with her research, puts Ellen in a focused position to address climate change education.

"We are facing a unique learning moment in history," she explains. "As educators, we need to focus on what profoundly matters in our world and put all of our energies into being and fostering practical visionaries — to help ensure future generations can live fulfilling lives."

Ellen applied to do her postdoc research at Lakehead because of the University's leadership in environmental sustainability and climate change education. Her supervisor is Dr. Paul Berger (Associate Professor, Faculty of Education).



RETIRING

Liz Arthurs, Library Assistant Thunder Bay campus

Liz Arthurs moved to Thunder Bay in 1987, “with my two daughters and all of my worldly belongings in a U-Haul truck,” she explains. Two years later she graduated from Lakehead University’s Library program, and shortly thereafter she began working at the circulation desk of the University’s Paterson Library. Her move to the Education Library came a few months later, marking the beginning of a career that spanned nearly three decades.



Liz (centre) and her two daughters on a cruise; the three of them are going on another cruise to the Caribbean as part of Liz's retirement.

Working in the library has been a dream job for Liz, in addition to being a career for which she's superbly suited. An avid reader (she read over 100 books in 2018!), Liz explains she's a “detective at heart” who relished the challenge of helping students find resources. Beyond that, she enjoyed “doing all the year-end accounting, making bulletin boards, filling display cases, receiving new books, donating old books, and trouble-shooting the electronics” in the library, among other tasks.

Liz is known as a dedicated, hardworking and quiet woman, but also one with some hidden talents – like the fact she can deadlift 250 pounds, as a result of her five-times-a-week commitment to a weight and cardio workout. She also loves to travel, loves cruises, and has a Caribbean cruise booked with her two daughters to celebrate her retirement. In another interesting life twist, she recently had her DNA tested and found a 72-year-old new sister!

Looking back at her career, Liz says she has “been lucky to have had great bosses over the years. Jim Arnot was a lovely man and a good boss and Gisella Scalese is great to work with. I have met so many nice folks during my years here; it's been a wonderful place to work, and small enough to get to know everyone at least a little. It's going to be sad not to come to work anymore, but I'm also excited for the next chapter in my life.”

Congratulations Liz on your retirement!





Dr. Christina van Barneveld (left) presented Ryly (right) with a turtle painting to commemorate Ryly's many contributions to Humanities 101 over the past decade.

Ryly Barnes-Lang, Administrative Assistant

Thunder Bay campus

Ryly Barnes-Lang joined Lakehead University's Forestry department in 2006, then moved to the Faculty of Education less than a year later. Since then, she's been an integral part of many teams in the Faculty, providing support to the Humanities 101 program, the Professional Learning department, the Dean's office, the Native Language Instructional Program, TESL (Teaching English as a Second Language) programming, the Education library, and more.

Ryly says her involvement with Humanities 101 has been a particularly special part of her time at the University:

"I love Humanities 101. Getting to know the students and helping to support and care for them in their journeys has been a perfect fit for me, since helping people out is something I'm naturally inclined to do. The whole team, and all of the students, have been incredible," she explains.

Ryly is a close friend to many in the Faculty and says that "being on a great team, and seeing the results of your efforts" has been the most satisfying part of her career. Her deep friendships with "best buddies" Karen Costa, Christina van Barneveld, Colleen Woods and Maria Vasanelli have been especially meaningful.

Ryly is a vibrant, artistic woman with many hobbies and interests. A two-time cancer survivor, she approaches life with determination and focus. She finds passion in nature, especially turtles and birds. She is also an accomplished pianist, coin collector, knitter and jewelry maker.

Travel is another one of her passions. She especially enjoys visiting tropical climates. "Cuba holds a special place in my heart – I have been there eight times!" she explains. As part of her retirement, she plans to travel to Mexico and partake in a bird tour while staying in an eco-friendly hotel that takes in rescue animals.

In reflecting on her time at the University, Ryly says it is the people she will miss the most. She encourages those who wish to donate to consider a donation to the Humanities 101 program, which provides a University-level experience to community members who have financial or social barriers that make it difficult for them to pursue post-secondary education.

We wish you all the best in your retirement, Ryly!

Your legacy is enriching my future.



The support I received through the estate of Florence Shuttleworth-Higgins has allowed me to focus more on my studies, bringing me closer to my career goals and dreams.

~ **Marinda Tran**, Third-Year Music Student
Recipient of the Florence Higgins Music Scholarship,
Lakehead University



For information on how to include a charitable gift in your will to Lakehead University contact Lee-Anne Camlin at:

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**Lakehead
UNIVERSITY**

Graduate Student Conference Showcases Vibrant Culture of Educational Research

This year's Faculty of Education Graduate Student Conference took place in March, showcasing some of the diverse research and scholarship underway in the Faculty's graduate studies community.

The day began with a labyrinth walk in the gymnasium, setting a contemplative tone for the day's events by providing participants an opportunity to walk the labyrinth and consider their own journeys of learning, including the twists and turns in the process.

Next was an inspiring keynote presentation by Dr. Tim Leduc (pictured right) from Wilfred Laurier University, Brantford. His presentation, entitled "*O da gaho dę:s*: Reflecting on our Journeys," spoke to themes of nature, renewing relations, and decolonizing settler ways of being. He explained:

"My ancestors have lived for centuries along the great river, *Kaniatarowanenneh*; known to most today by its colonial name, St. Lawrence. In my writing and teaching, I engage water, land and beings like Heron as teachers about colonial practices that continue to unfold in our era of emerging climate impacts, energy conflicts and biological extinctions. As a French Canadian on my mother's side and a mix of French Canadian, Mohawk, and Wendat on my father's side, I am called toward acts that attempt to renew relations by decolonizing settler ways of living and thinking."

Throughout the afternoon, Master of Education and PhD students presented thought-provoking research on a range of topics, sharing their thinking and creative work in a supportive environment. Below, six graduate students who presented at the conference explain their research focus:



Justine Jecker, PhD candidate

Improving Indigenous Access to Healthcare Services through Interprofessional Collaboration

"My PhD research is captured in an arts-based framework examining four years of community action research with six First Nation communities affiliated with Nookiwin Tribal Council. At the graduate conference, the two-eyed seeing lens approach, addressing four Calls to Action, was examined in the context of the study. I examined whether interprofessional collaboration training: (a) enhances healthcare competency in six different areas, and (b) leads to improved access to culturally-appropriate services. A convergent parallel mixed methods design found statistical significance in each competency domain, and revealed important lessons on collaboration as a mechanism to improve healthcare access."



Martha Moon, PhD candidate

Experiences and Qualities of Productive Learning Relationships Shared by Indigenous and Non-Indigenous Educators

"My PhD research was about non-Indigenous educators learning alongside Indigenous educators and community members in K-12 publicly funded education. As a non-Indigenous educator, I interviewed Indigenous and non-Indigenous educators about productive learning relationships they shared, and wrote up their stories. Some common themes included being open and genuine, being centred on students, and the emotional dynamics that were part of learning and relating. One implication was that productive learning relationships take time to develop, and another was that school boards can support learning relationships through funding Indigenous education positions. Joy, hope, and human connection were major implications."



Augustine Parattukudi, PhD student

Understanding the Phenomenon: A Comparative Study of Compassion of the West and Karuna of the East

“The linguistic expressions and their interpretations that denote the phenomenon of compassion in the East and the West are embedded in unique cultural settings. My research undertakes a historical, etymological, and philosophical exploration of the terms compassion and *karuna* (the Eastern equivalent of compassion). I investigate seminal and related literature on these concepts and analyze differences and similarities between them. The concluding speculation is that the Western perspective on compassion is founded on a self-referential vision, and the *karuna* of the East is founded on a non-self-referential vision, which has implications to the teaching and learning of compassion.”



Devon Lee, PhD student

Critical Craft Pedagogies for Cultural Renewal in North American Folk Schools

“Emancipatory aims have remained integral to folk schooling across time and place, from the Danish folk schools of the 19th century to present-day folk schools across the United States and Canada. Here, critical craft pedagogies have emerged as the prevailing pedagogical approach to cultural renewal in the folk schools. My research posits that the craft pedagogies of the folk schools are critical in nature due to their basis in rural life, women’s work and domesticity, and artisanship. By privileging historically low-status practices and knowledge, I consider opportunities for cultural renewal that are more equitable and sustainable in nature.”

Matthew Valley, MEd student

Relationship as Curriculum: Transitions in High School Mathematics

“I’m investigating how students’ attitudes towards math are affected by a general learning skills course in a local high school. The aim of my research is to bring awareness to alternative mathematics pedagogies, and ultimately to contribute to the limited literature on students enrolled in non-academic and non-applied mathematics courses. Also, the findings will potentially provide math educators with an increased capacity to support remedial and at-risk math students. Since these students are not evaluated provincially, less professional development and funding is allocated to improve their curriculum documents and thus, their learning experiences. I hope to bring attention to how students can be supported through alternative pedagogy in mathematics.”



Mallory Vanier, MEd student

The Chronicles of North Narnia: A Scholarly Personal Narrative of Place-Based Learning on the Lakehead University Campus

“My research is situated in the realm of place-based education, a growing field that values places as centres for learning, catalysts for community collaboration, and entities with rich and layered histories. This particular research delves into my direct experience of meaningfully engaging with a specific place: a section of the Lakehead University campus (referred to as “North Narnia”) over the course of nine months. Through this research, I aimed to understand how my experience of engaging with multiple dimensions of place can help individuals, educators, and institutions better engage with place in their own contexts.”

With thanks to all participants, faculty and staff who helped organize the event, and to Dr. David Greenwood, the Grad Student Conference Coordinator.

Research Awards

PhD Student Elizabeth Boileau: Graduate Studies Research Excellence Award

Congratulations to PhD student Elizabeth Boileau, whose research publication, "Insect and Human Flourishing in Early Childhood Education: Learning and Crawling Together" (co-authored with Dr. Connie Russell, Professor), has won the Graduate Studies Research Excellence Award, awarded during Lakehead University's Research and Innovation Week.

The research chapter, which is published in the *Research Handbook on Childhoodnature* (Springer, 2018), explores how educators might "offer young children opportunities to develop ethical and caring relationships with insects, including those who are commonly feared, disliked, or simply overlooked." Elizabeth has presented this research at two refereed conferences, and the publication is also being used as a course reading in a Master of Education course.

"Winning this award is very exciting and validating! I am proud of the positive impact that this publication has had already. I am very grateful for the guidance of my supervisor, Connie Russell, through the research, writing and publication process," Elizabeth says.

She adds that this research bridges her professional and academic life, since it draws on her experiences working with children and working at an insect museum prior to the start of her PhD studies.



Pauline Sameshima with Anne Klymenko (Director of the Office of Research Services) in front of artworks created by Pauline Sameshima and Patricia Morchel (PhD student at Columbia University, NY).



The newest addition to the Galleries@LakeheadU spaces: The SPACE: the gallery for Science People, Art, Creativity and Engineering, located in the new C.A.S.E.S building (Centre for Advanced Studies in Engineering and Science) on campus.

Dr. Pauline Sameshima: Contribution to Research Award

Congratulations to Dr. Pauline Sameshima (Professor and Canada Research Chair in Arts Integrated Studies), who has won a 2018 Contribution to Research Award for her relevant research activities over the past three years.

The award recognizes Dr. Sameshima's productivity in quantity and quality, her interdisciplinary range, and her scholarly outputs such as peer-reviewed journals and books while she creates, disseminates, and curates research through the arts. Her award also recognizes her mentorship of graduate students, her attainment of funding, and her research collaboration with scholars across disciplines.

"The arts offer loving ways to engage communities in collaborative research, and through the arts, we can share research with different communities. I am honoured to have received this award and am grateful to co-researchers, community partners, graduate students, and Lakehead for making my work possible," she says.

One of Dr. Sameshima's endeavors includes the addition of two new research art galleries that opened at Lakehead this year. She curates the [Galleries@LakeheadU](#) spaces, which are made up of five different locations for displaying research done at the University.