

EDUCATION EXCHANGE

NEWSLETTER

CELEBRATING Student Artwork Twelve Months a Year

For the past four years, the Faculty of Education has been producing calendars that are truly works of art.

Each spring, the Faculty holds an art contest open to all Kindergarten-Grade 12 students in Thunder Bay, Orillia, and surrounding regions, inviting them to submit a picture of one of their drawings, paintings, sculptures, carvings, or other artistic expressions.

The winning selections are featured in a flip calendar or a large, poster-sized wall calendar produced by the Faculty.

"We create the calendars to celebrate the artistic talent of students at our partner schools," explains Dr. Jan Oakley, Coordinator of the Student Artwork Contest.

"Each year we receive well over 150 submissions, representing a wide range of artwork themes and styles. Choosing the winners is always a challenge, as the talent among these young student artists is incredible."

The full-colour calendars are printed in November of each year, and distributed freely across the province to partnership boards, associate teachers, prospective students, visitors, and friends of the Faculty.

Students whose artwork is selected receive copies of the calendar, and their schools receive a gift certificate toward the purchase of local art supplies.

The committee was very pleased by the response to this year's contest and the opportunity to view all submissions. Thank you to everyone who entered, and congratulations to all winners!

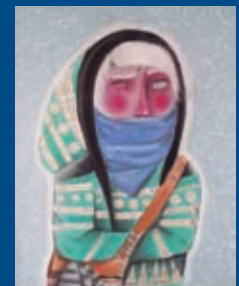


Grade 6 student Rachel Johnson of St. Elizabeth School (left) holds an award certificate for her selected artwork (right), which is a tribute to Yukon artist Ted Harrison. Rachel's artwork will appear in the 2016 flip calendar.



Artwork contest winner Autumn Sybus (Grade 11) paints a rain barrel in the art room of Westgate Collegiate and Vocational School.

Student artwork featured in previous years' calendars:



Top Left: "Mystify," by a Grade 9 student; Top Right: "Nature Art," by a Senior Kindergarten student; Bottom Left: "Mask of the Turtle," by a Grade 7 student; Bottom Right: "Snow," by a Grade 11 student



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Email us at newsletter.education@lakeheadu.ca

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



Myriam Abdulbaki

Physics Teacher, My Little House International School, Saudi Arabia

Graduate of the Bachelor of Education program, 2011 (Thunder Bay campus); current student in the Master of Education program

I am currently living in Saudi Arabia and was recently teaching in a British-style school system. When I was first awarded the position, it was going to be teaching science (my qualifications are in Biology, Maths, and General Science), but when I arrived I was given a position teaching Physics. So, the school provided me with professional development opportunities from Cambridge University, through which I became familiar with the British school system and learned how to teach A-level Physics and International General Certificate of Secondary Education (IGCSE) Physics. In my position I helped to prepare students for external exams.

My first year at the school was quite challenging as the culture of the students was different than what I was used to, and I needed to find ways to work with the students. But in my second year, the school was proud of the fact that the Physics grades were the highest grades that students scored on their examinations. I like the challenging part of the British system in which students are subjected to external examinations, but it adds a lot of pressure on teachers and students – so doing well on the exams is something to be proud of.

One of the things that struck me in Saudi classes is that you won't find students who are labelled "at risk", but you will find many students from wealthy families. To put this in context, during one of the charity events at the school, students were asked to bring used items from their home for donations, and I was shocked to find students donating the latest versions of their iPhones because they were tired of the colours!

Living in Saudi Arabia, I have undergone various stages in adjusting to the culture. The beginning of my time here was great, as I was in a state of having everything new around me. Then I went through a phase of culture shock, where I became home-

sick and missed my family tremendously. Then came the third phase – I call it the adaptation phase – where I became used to life here and began to see the positive aspect of things. For instance, even though I can't drive here, I have my own driver (which is something I never would have had in Canada!). On a personal note I also recently got married, which was an exciting transition. My spouse also works here in Saudi Arabia.

I would like to highlight that I am grateful for my experience here, and for my experience at Lakehead. The Faculty of Education provided me with a stepping stone to the outer world. I will always be grateful to all the professors who taught and mentored me; they have had a very positive impact on my life.



Dr. Janis Cox

Associate Dean, School of Business, Hospitality and Media Arts, Confederation College

Graduate of the Joint PhD in Educational Studies at Lakehead, Windsor and Brock Universities, 2010

After being laid off from my role as a registered nurse, I returned to post-secondary education by enrolling at Lakehead in 1994 with some trepidation about being an older student. My first year was a survey year and I got hooked on Sociology, Women's Studies, and academia in general, and found the Lakehead community welcoming of my mature student status. I was excited to graduate a few years later with an Honours Bachelor of Arts in Sociology and a minor in Women's Studies.

Due to my enthusiasm for the subject matter – an enthusiasm shared by my professors – I enrolled in the

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Master of Arts in Sociology with a specialization in Women's Studies, graduating in 2000. I began working in the community services sector and enjoyed my roles in management positions and providing front-line support to people with disabilities, as well as women survivors of violence – all very rewarding positions.

In 2005 I decided to continue my studies at Lakehead University and enrolled in the Joint PhD in Educational Studies, specializing in policy and leadership. Here I laid the foundation for my current role as Associate Dean of the School of Business, Hospitality and Media Arts at Confederation College. What an interesting portfolio! I have some background in business and hospitality but none in media arts, so I have had a real learning curve there. Faculty and staff have been very generous in sharing their knowledge and patience with my sometimes slow grasp of media language and curricula.

Confederation College is an interesting educational system with published program standards of vocational learning outcomes and essential employability skills. At least once each year each program hosts an advisory meeting with industry partners to become better informed of industry and labour market trends, discuss the profile of a graduate, and review program learning outcomes. In this way, our college remains responsive and able to prepare students to be successful in their future employment.

Confederation College has an ethos of individualized student support and a dedication to student success. The School of Business, Hospitality and Media Arts has approximately 700 students, and it is truly a celebratory day to join them in their walk across the stage as they receive their diplomas and certificates at Convocation. The entire college gets into the spirit and I am proud to be a part of it.

Outside of my career I enjoy a small hobby farm with my partner of 39 years, Brian. Here we raise turkeys, chickens, and pigs, and are accompanied by three dogs and four cats. No shortage of entertainment! My two children, Alex and Kara, are also alumni of Lakehead, in Education and Environmental Science respectively. I like to think that my recommendation helped with their choice to study at such a quality university.



Kathryn Clouthier

Physical and Health Education Teacher; Shanghai Community International School, China

Graduate of the Bachelor of Education program, 2006 (Thunder Bay campus)

I teach Physical and Health Education in a school with students from 65 countries around the world. As the students have varying degrees of sport and health knowledge, the amount of differentiation needed is astonishing at times! But, it is certainly never boring.

I absolutely love my school. The students are incredible, and their resilience and commitment to embracing traveling the world

and accepting the situation they're in has taught me a great deal. It's a privilege to work with them. The staff are also great: supportive, funny, motivated and incredibly well-rounded. And, the word "community" in our school name truly reflects our work environment, which is like a family atmosphere where teachers, students, and parents work together.

I think that my love of community and need to develop meaningful relationships started at Lakehead. I was lucky to be a part of an amazing group of people, many of whom I'm still friends with today. Lakehead's size, and the work that has been put in to ensure that there are places to socialize on campus, fosters the building of relationships. Being a member of the volleyball team while I was there solidified my feelings of belonging; I was lucky enough to have both an academic family and an athletic family. Both groups were vitally important in developing who I am today.

Shanghai is an amazing, mind boggling city! There are people, lights, sounds, honking horns, smells, and food stalls everywhere. It can be overwhelming at times, especially as I have never lived in a big city prior to this. I was quite nervous about how I would adjust, but I became involved in athletics and am now a member of a Gaelic Football team (we placed second at Nationals last year), and have joined an Expatriate bowling league, through which I have taught myself to bowl left handed!

There are over a million foreigners here so I do not feel isolated in any way. For example, last March I woke up one Sunday morning to watch a live viewing of the NCAA March Madness Final Four at a nearby bar. I was joined by 450 of my foreigner "friends" who were all dressed in their team's colours. It was a fun reminder that we are all here together; no one is alone unless they choose to be.

I have recently signed on for a third year at my school, and am already being asked by parents to stay "until their child graduates." It's very flattering, and takes the sting of homesickness away to know that I'm valued over here. I had never travelled at all prior to moving overseas so the amount of learning, cultural appreciation and personal growth I have experienced has been astronomical! I feel so blessed to have had these opportunities.

On the Bookshelf:

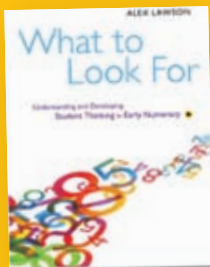
New Books from the Faculty of Education

From numeracy to science education to social justice and beyond, professors in the Faculty of Education have recently published books that make significant new contributions to their respective fields. Here are some of the books that have emerged from the Faculty over the past two years.

Numeracy

What to Look For: Understanding and Developing Student Thinking in Early Numeracy

By Dr. Alex Lawson
(2015, Pearson Canada)



Alex Lawson

What to Look For: Understanding and Developing Student Thinking in Early Numeracy is a unique new resource that allows teachers to see – via more than 50 narrated videos that show real students solving real mathematical problems – how children think about math.

Dr. Alex Lawson developed the book by drawing on her longitudinal research, in which she followed a group of children over several years and documented their mathematical journeys. She wrote the book in response to teacher requests.

“The teachers wanted access to my research videos with a commentary on children’s mathematical thinking, as well as a framework of mathematical development over time. Primary teachers wanted to know what types of mathematics teaching and learning would set a solid foundation for children’s later thinking,” she explains.

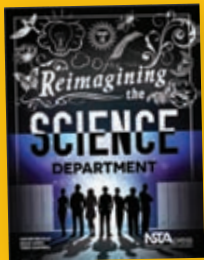
The resource also features classroom activities and strategies to help teachers understand where a child’s mathematical thinking lies on a framework of primary numeracy development – and how it can move to the next level.

For more information on the book, or to view a sample video from the book, which shows a student’s process of mathematical problem-solving, visit www.pearsoncanadaschool.com/index.cfm?locator=PS28F9

Science

Reimagining the Science Department

By Dr. Wayne Melville (pictured), Doug Jones (Lakehead District School Board), and Dr. Todd Campbell (University of Connecticut)
(2015, National Science Teachers Association Press)



Wayne Melville

Reimagining the Science Department poses the question: What if you could change the department-level factors that don’t support teaching and learning?

Dr. Wayne Melville, one of the book’s three authors, explains that they “wrote the book to assist science chairs, teachers, and administrators in beginning the task of reimagining the science department as a place where teachers are encouraged to question both their beliefs about science and the teaching and assessment strategies that develop in response to those beliefs.”

He adds that “only when teachers have the freedom and capacity to question their beliefs, and develop their teaching and learning, can real improvements in the teaching of the practices of science be sustained.”

Reimagining the Science Department offers a rich historical perspective alongside strategies, practitioner vignettes, and related research that can be used immediately by those in science departments.

The National Science Teachers Association notes that the five-chapter book is a “must-read resource for chairs and those who aspire to become chairs, but is also useful for school administrators and school board members who are committed to developing a department in which the practices of science are taught for the benefit of all students.”

For more information on the book, visit: www.nsta.org/store/product_detail.aspx?id=10.2505/9781938946325

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Children's Rights

Children Defending their Human Rights under the CRC Communications Procedure: On Strengthening the Convention on the Rights of the Child Complaints Mechanism

By Dr. Sonja Grover
(2015, Springer)



Sonja Grover

Dr. Sonja Grover's most recent book – *Children Defending their Human Rights Under the CRC Communications Procedure: On Strengthening the Convention on the Rights of the Child Complaints Mechanism* – is an important resource for those interested in children's human rights issues.

The book addresses children's exercise of their right of participation in pursuing an international law remedy for violation of their human rights, as articulated in the Convention on the Rights of the Child (CRC) and/or that Convention's two associated legal instruments.

A complaints mechanism attached to the CRC came into force in April 2014 that provides that children (themselves, or through a representative) may file complaints against their government regarding significant violations of their fundamental human rights.

Dr. Grover's book highlights, through an analysis of actual international cases involving children's human rights issues hypothetically brought forward under the complaints mechanism, the weaknesses of the mechanism in its current form. She makes recommendations for a reformulation to strengthen this mechanism, and hence further the realization of children's human rights under international law.

For more information, please consult her website at www.groverbooks.net under the menu item, "Academic Books."

Social Justice

The Gay Agenda: Claiming Space, Identity, and Justice

Dr. Gerald Walton (Editor)
(2014, Peter Lang Publishing)



Gerald Walton

The Gay Agenda: Claiming Space, Identity, and Justice claims and reclaims the language of "agenda" and up-ends the rhetoric of the religious right. The 19 contributors to this edited collection provide insightful and sharp commentary on gay agendas for human rights, marriage and family, cultural influences, schooling and education, politics, and the law.

Dr. Walton explains that "the reason for organizing and editing this book is to confront the linguistic liberties of the religious right in their anti-gay activism. The 'gay agenda' is a rhetorical device used by the religious right and other social conservatives to magnify fear and hostility of queers. It is a facet of the broader agenda of fear mongering, that foreigners, or in this case, sexual 'deviants,' are plotting to take over society. Especially powerful is the accusation that queers are out to recruit children into sexually deviant lifestyles and dismantle family and marriage as cornerstones of civilization. As the religious right would have it, queers have successfully co-opted the entertainment industry and court systems to do their bidding."

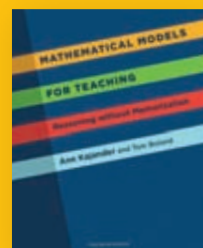
This book explores the perspectives of scholars and activists who collectively assert that queers do indeed have an "agenda," and that is to assert their presence and strategize for social justice in law, schools, and workplaces.

For more information on the book, visit www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=65385&cid=448

Mathematics

Mathematical Models for Teaching: Reasoning without Memorization

By Dr. Ann Kajander (pictured) and Tom Boland (Lakehead District School Board)
(2014, Canadian Scholars' Press)



Ann Kajander

Mathematical Models for Teaching: Reasoning without Memorization aims to equip elementary teachers with a deep understanding of mathematical concepts. The book focuses on "mathematics for teachers" – a new area of research that supports teachers' modeling and reasoning about mathematical ideas and how they develop.

Each of the book's chapters is focused on a specific mathematical concept for teachers (such as additive and multiplicative reasoning, patterning and algebra, spatial sense, measurement, and probability), allowing pre-service and in-service teachers to become comfortable with the material and develop a conceptual understanding of it.

Dr. Ann Kajander (pictured) co-authored the book with classroom teacher Tom Boland, based on her research with elementary teacher candidates and classroom teachers. She explains that "teachers kept asking for a resource aimed particularly at the mathematical needs of teachers... and I just couldn't find one that went into enough mathematical depth yet was still accessible by teachers."

The book is organized sequentially, progressing from simple to more complex mathematical concepts. The use of models, illustrations, definitions, sample student work and sample problems assist teachers in understanding the concepts, to move beyond memorization and to support problem-based learning in their own classrooms.

For more information on the book, visit www.cspi.org/books/mathematical-models-for-teaching

Canadian Journal of Environmental Education Enters 20th Year of Publication

cjee.lakeheadu.ca



The *Canadian Journal of Environmental Education (CJEE)* – produced at Lakehead’s Faculty of Education and internationally recognized as one of the top journals in its field – is entering its 20th year of publication.

The journal’s founder, Emeritus Professor Dr. Bob Jickling, explains that *CJEE* “was born in 1996 in response to the state of environmental education research. Our mission was to broaden the scope of legitimate research in our field.”

Dr. Jickling brought the journal to Lakehead when he joined the Faculty of Education in 2003. In 2004, Dr. Connie Russell stepped in as co-editor, and has been the journal’s sole editor since 2010.

Today, *CJEE* is known for being at the forefront of the field in terms of the research published.

“Pushing at the margins is one of the things the journal is best known for,” Dr. Russell explains. “We were leading the conversation about climate change education back in 2001, and we have always published philosophical inquiries and analyses that highlight interconnections between social and environmental justice.”

Over the years, numerous themed issues of *CJEE* have been published, exploring environmental education’s relationship to topics like Indigenous education and decolonization, art, literature, religion, animals, and school ground greening. Upcoming issues will focus on food and the emotional dimensions of environmental education.

Through this wide scope of topics, the journal has provided a thoughtful forum for researchers, scholars, practitioners, and other community members interested in environmental education and socio-ecological issues.

It Takes a Community

A large group of individuals, from Lakehead University and beyond, have assisted with the production of *CJEE* over the years.

From Lakehead’s Faculty of Education, contributors have included longstanding editorial assistant and guest editor Dr. Jan Oakley as well as past assistants Gail Kuhl and Dr. Blair Niblett; associate editor Dr. Lisa Korteweg; reviews editors Dr. Joan Chambers and Lex Scully; guest editor Dr. David Greenwood; graphic designer Rusty Brown; and administrative assistant Diana Mason. Dr. Paul Berger, Dr. Pauline Sameshima, and Rachel Mishene have kindly contributed art for covers of recent issues.

Over the years, many graduate students from Lakehead have assisted with the journal production and online manuscript management system, or have helped with copy-editing, proofreading, reviewing submissions, or writing book reviews, all activities that provide excellent professional development opportunities for them, and invaluable support for *CJEE*. As well, guest editors, advisory editors, and reviewers hailing from across Canada and around the world also have contributed to making *CJEE* as respected as it is today.

Free Online Archives at cjee.lakeheadu.ca

The journal team remains focused on prioritizing scholarship over profit, and accordingly has made all back issues of *CJEE* freely available on the journal’s website at cjee.lakeheadu.ca.

Subscriptions to printed copies of the annual, refereed journal are also available from the Faculty of Education, at rates well below the norm.

“We are committed to open access to scholarly work and argue that research should be available to everyone who wants it, not just those who can independently afford to pay for subscriptions or who work for universities,” Dr. Russell explains.

To review past issues, or to read or download published papers starting in 1996, visit the journal’s archives.

Congratulations to the CJEE team for reaching the 20-year mark, and for contributing to the conversation about the critical role of environmental education in the world today.



Bob Jickling, Founding Editor



Connie Russell, Editor



Teaching Placements in China Lead to New Adventures, New Careers

Partnership between Faculty of Education and Maple Leaf Schools Grows in its Second Year

From left to right: Dr. Jan Oakley (International Initiatives Coordinator) with Manal El Azmi, Jenna Kirker, Chelsey Lees, David Berg, Anna Lisa Martin, Alyssa Jodoin, Justin Raposo and Jeff Duncan, in China.

Last May, a second cohort of graduates from the Faculty of Education travelled to China for a teaching placement at a Maple Leaf school.

The group of eight newly certified teachers – David Berg, Jeff Duncan, Manal El-Azmi, Alyssa Jodoin, Jenna Kirker, Chelsey Lees, Anna Lisa Martin, and Justin Raposo – were split among Maple Leaf schools in Wuhan, Dalian, and Jinshitan, China, teaching classes from Grade 2 to Grade 12.

“Teaching in China was unexpected and adventure-filled,” says Anna Lisa Martin. “As I commuted each morning to the school, I was intrigued by the people around me and their way of life. When I got to school, the students were bright and eager to learn, and they had so much to teach me about their own cultures. Their work ethic was inspiring!”

David Berg agrees.

“Teaching in China was amazing. The students are extremely polite in the classrooms and you sometimes even experience a student thanking you for the lesson.”

The three-week teaching placements were offered as part of a partnership established between Lakehead’s Faculty of Education and Maple Leaf Educational Systems. Maple Leaf schools, which are spread across 10 cities in China, teach a Canadian curriculum to Chinese and international students.

All of the participants gained valuable new teaching skills and perspectives.

Justin Raposo explains: “While teaching my Grade 11 classes, I learned that my Chinese students were coming from a cultural background that has

previously been so isolated from the Western world that many of my references and examples were not understood. I had to adapt my lessons so that every facet of them was approachable for my students. I also came to learn that these students underwent a complicated cognitive process when answering questions: they had to 1) translate my question into Chinese, 2) come up with an answer in Chinese, 3) translate that answer into English, and 4) raise their hand to answer the question. You don’t quite get to learn about this kind of thing until you’ve experienced it.”

New Adventures and New Careers

The group took advantage of the vast opportunities to explore ancient Chinese culture and tour in different cities and neighbouring countries, including Beijing, Xi’an, Shanghai, Hong Kong, Thailand, and Korea.

“Visiting China is an incredible experience,” Manal El-Azmi explains. “We climbed the Great Wall, visited the Terracotta army, saw a Kung Fu show, stayed in traditional-style hotels, ate amazing new foods (some people ate scorpions), and taught, all at the same time.”

For five of the eight participants, the experience offered a launching point for a new teaching career: Anna Lisa, David, Jeff, Chelsey, and Alyssa all signed two-year contracts to teach in China, effective September 2015.

“I never imagined myself teaching in Asia, but now I am so thankful that Lakehead and Maple Leaf provided me the opportunity to do this placement,”



Anna Lisa Martin, working with students on her placement. Anna Lisa is now teaching at the Maple Leaf Foreign Nationals School – Dalian.

says Alyssa Jodoin. “It gave me the reassurance that teaching abroad is really not that scary. I have returned to the Maple Leaf campus where I completed my placement (in Dalian) to begin my career as a teacher!”

Jeff Duncan, who is now teaching in Wuhan, agrees.

“My participation in the international teaching placement gave me the experience I needed to feel confident living and teaching abroad. It led to me getting a job in the same school where I’m now teaching. I had the opportunity to meet the staff and principal, see how the school is run, and also teach there myself before I accepted a position – which is not something that many just graduating teachers can say.”

The partnership between the Faculty of Education and Maple Leaf schools will continue in the 2015-2016 year, with a goal of offering more students a taste of life and teaching in China.



Faculty Profile: Philip Allingham



In June 2015, Professor Philip Allingham retired from the Faculty of Education. Passionate about Education and English, he spent his career teaching and researching in both fields, while also serving on numerous committees and acting as Chair of Undergraduate Studies in Education from 2008-2011. His research interests are diverse, evidenced by a lengthy publication record that spans topics from Charles Dickens and Victorian illustrations to assessment and retention in post-secondary education. From his new home in Victoria, B.C., where he resides with his wife, former Lakehead contract lecturer Andrea Holm Allingham, Dr. Allingham shared highlights of his career, his research, and his 15 years at Lakehead's Faculty of Education.

Becoming a Teacher

My teaching career began shortly after I graduated in 1968 from the University of British Columbia with an Honours BA in English. I moved to Toronto at a time when there was a huge surge in enrollment in schools, and a young BA or BSc needed only a job offer and six weeks of teacher training to qualify to teach in Ontario. So, I became a "six-week wonder," earning a teaching certificate from the University of Toronto, Ontario College of Education. I then began teaching at Kipling Collegiate Institute, a public high school in the Etobicoke area, and discovered a love of teaching.

In the years to follow I completed a Master's degree in Educational Administration, and then a second Master's in English. Eventually I went on to University of British Columbia for my doctoral studies. My PhD was in English, and included numerous opportunities to teach undergraduates.

I think that the job of teaching is one of the most joyful jobs in the world! It's demanding, the students are demanding, but it is a job that produces intellectual and emotional growth and really exciting opportunities. I wish more people could do it.

Teaching Philosophy and Being a "Guide on the Side"

I believe there is no such thing as a failing student. There are students who don't know what to do or how to do it, and students who have other problems and aren't sufficiently motivated to do

the work, but there aren't "failing students." So, my philosophy is that I have to take an interest in all of my students, show them that I'm committed to their success, and then get them to commit to their success. It's about transforming them into people who feel confident enough to succeed, to dig into themselves and find strengths they didn't know they had.

Teaching in university, especially in first-year classes, an instructor will notice that there is sometimes an expectation among students that he or she will be the "sage on the stage," rather than the "guide on the side." I try to stay off-stage, to be on the side. It's about facilitation and leading the group, and being able to pinpoint where the group is locked, and what will get them over the hump. That is so much of what teaching, at any level, is about.

Victorian Illustrations, from the Page to the Stage

I am, essentially, a Victorian scholar. My doctoral research focused on the Christmas Books of Charles Dickens and how they moved from the "page to the stage." Dickens wrote this series of books with the stage in mind, so my research focused on the stage craft and development of theatre, as well as the actors and theatres for which he wrote these novellas in the 1840s.

Later in my career I began to look at illustrations that accompany Victorian novels, and the reader's process of making meaning of these images. This visual literature is really quite interesting. In the early 19th century there was a move from caricatural illustrations to illustrations in the style of melodramatic theatrical realism (see George Cruikshank's image above, from the frontispiece of *Oliver Twist*, depicting a starving Oliver begging the master for more food). This change in style altered the public's reception of the books considerably. Then there is the whole business of the "afterlife" of a book, and how the meanings of the book change in relation to the illustrations over generations – these issues, too, fascinate me.

When I first came to Lakehead [in 2000] there was a new online resource opening up called the Victorian Web

***"I believe
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(www.victorianweb.org), which was designed for classrooms. I became involved as a contributing editor, writing about illustrations in Victorian novels, and then other matters, including the Opium Wars, travel and transportation, magazines, the theatre, and even prisons, but my focus has remained on illustration.

Educational Assessment and Retention

An area of educational research that I worked on with Dr. Joe Belanger (UBC) looked at assessment strategies and teachers' approaches to marking papers. Based on our research from a school district in Surrey, B.C., we found that there is really only one time when students will pay close attention to a teacher's comments, and that's on the first essay they get back. They will read the comments to try to figure out the teacher, but they will never read those comments so assiduously again! So, providing highly detailed commentary may be a waste of teachers' time. We also learned that most students cannot attend to more than five things in the feedback they receive, so less may be more. What is a better use of time is to engage in a dialogue with students.

Another area of research that I and Dr. Patrick Brady (Lakehead) investigated was student attitudes toward university and retention in the first year, or what causes students to fail. From this research I can tell you that, for example, if a student misses 39% of a university course they may still pass, while the student who misses 42% will probably fail. It's that fine a distinction. And the old saw, that it takes one caring adult to keep a student in school, is probably right. Students need to feel that somebody cares about their progress, in a friendly rather than punitive fashion.

Career Highlights

In my time at the Faculty I have really, really enjoyed the teaching. Some faculty go into the profession motivated by the desire to do research, get grants, and that is good. But, in my time, I have always been most impressed by the creativity and intelligence of the students, their energy, and [in the Faculty of Education] their desire to be even better than the best teachers they've had. It's also fun to have former students contact me years later, after they have become full-fledged teachers themselves. On the last day of classes I always told students, "If you ever have a question or want to have a chat about some aspect of teaching, I'm there for



you." And quite often students take me up – on teaching grammar or writing, or teaching Shakespeare, that sort of thing.

I have also found working with colleagues, particularly contract faculty, to be very rewarding. I really enjoy the nature of collaborative learning, and talking with others about things such as the organization of course outlines. It's also rewarding to help bring about change for the better, not just in teaching but in the culture of the university, and working toward creating a university that is a collaborative enterprise between administration and faculty. I really encourage my younger colleagues to get involved!

Plans for Retirement

A few years ago I had a chance to do some acting; I was the country butler in a production of *The Importance of Being Earnest* [pictured at upper left; Philip is second from left in the red vest]. It was fun to be in the play, to notice the language as an academic, and to work with young people and absorb the tremendous energy of theatre! I would welcome further opportunities to act.

I am also passionate about progressive politics and will likely become involved in the upcoming federal election, knocking on doors and talking to people. It doesn't mean I want a revolution, but I'd certainly like us to build a society in which we care about one another and the planet, and act more responsibly.

My writing for the Victorian Web will continue, as well as other scholarly writing. I plan to go to a conference on Charles Dickens in Reykjavik, Iceland, next year. This September, I will be one of two keynote speakers at PASE (The Polish Association for Studies in English) in Warsaw, talking about the illustrations for *Oliver Twist* and the changing nature of illustration in the early Victorian period.

On a personal note my wife and I (pictured above at our 25th anniversary renewal of vows) have family here on the west coast: two grandchildren in Nelson and two in Victoria. It will be nice to have a continuing relationship with them, and to spend time with our children as well (three daughters and one son), and our one surviving dog, an adopted British Columbian named "Max."

A life in teaching is like a life in art: it never really ends, it just undergoes permutations. And then, too, old literature, grammar, and writing teachers never die, for their work continues into the next generation ("They just parse away").



EDUCATION FOR CHANGE: New Specializations in the Master of Education Program

Last year, the Faculty of Education introduced the “Education for Change” field of study to the Master of Education program, with three areas of specialization: social justice education, Indigenous education, and environmental and sustainability education.

“These three specializations embody areas of scholarship and change that are critically important at this moment in history, and reflect the broad commitments of our faculty,” explains Dr. Paul Berger, Chair of Graduate Studies and Research in Education.

Students who choose to pursue the “Education for Change” field can complete a thesis or portfolio relating to their specialization, or they can pursue a course-based program in which they study educational theory, research, and practice in their chosen field.

A number of Master of Education students are pursuing the new specializations. Here is a closer look at some of the work taking place.

Social Justice Education

Diandra Singh

MEd student, thesis route

Thesis: “Students’ Perceptions of the Imhotep’s Legacy Academy After-School Programme”

Supervisor: Dr. Tony Bartley

The Social Justice Education specialization caught my interest as my main reason for being an educator is to help urban youth excel academically, in spite of the systems that oppress them.

I focused my research on a Dalhousie University programme: the Imhotep’s Legacy Academy (ILA). The ILA offers hands-on, culturally relevant, after-school STEM (science, technology, engineering, mathematics) programmes to African Nova Scotian students in Grades 7-9, to redress the issues they face within the education system. I wanted to research students’ views to help the ILA enhance their programme. Soon, I was on a plane to Halifax and traveling across icy Nova Scotia terrain (Cape Breton, Antigonish, Truro, Dartmouth, and Halifax), collecting data for my mixed methods study.

My data analysis revealed that the ILA students had much to share about their experiences, which enabled me to make meaningful recommendations to the Board of Directors. I was given the opportunity to disseminate findings at the ILA’s annual closing ceremonies and was humbled by the appreciative feedback I received. Changes are happening within the ILA that are based on my research findings: my research *did* matter and students’ voices *were* heard through it. None of this would have been possible without Lakehead giving me the support and freedom to pursue an academic path that met my learning needs and interests!

(continued on next page)

Indigenous Education

Sarah Johnson

MEd student, course route

Academic interests: Native language, culture, and history

Waachiye! Sarah nitishinihkaas. Weagamow Lake nitoonci. I am in my second year as a part-time student in the Indigenous Education stream. I also work full-time as a classroom teacher at Dennis Franklin Cromarty (DFC) high school. DFC is a First Nations high school designed to meet the needs of students from northern communities. I am fluent in Anishiniimowin, or Oji-Cree, and I share my passion for Native language with my students every day.

Throughout my research and course work, I have critically examined my people's history and their involvement with the educational system in Canada. The program has allowed me to study areas that are relevant to my experience in life, education, and politics. For example, in one course, I researched how some of my family's stories, pictures, and personal items were appropriated by researchers during the 1950s and 1960s. I am in the process of reclaiming these artifacts, which are scattered in institutions and museums across the country. A Holistic Education course provided a safe space to examine and enrich



my spirituality. The Place-Based Education course enhanced my love of who I am and where I come from. The courses I have taken so far have provided me with a new outlook on life.

My MEd program will help me in providing service to my co-workers, students at DFC high school, and my community. Taking Indigenous Education in a master's program is a fulfilling experience. A history is in the making for mainstream society to understand and appreciate the gifts we offer in Canada; we were the First Peoples. Miigwech to my instructors at Lakehead, classmates, DFC, my family, and the Creator for empowering me to pursue my dreams.



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The Orillia Faculty of Education will host a Homecoming Open House & Barbecue on October 15, 2015 in the Learning Commons.

Schedule and tickets available online at 50.lakeheadu.ca



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Environmental and Sustainability Education

Devon Lee

MEd student, thesis route

Thesis: "Folk Schools: Slow Schools for Fast Times"

Supervisor: Dr. David Greenwood

My research offers a historical and philosophical analysis of the "folk school movement," from its early Danish beginnings to its prominence in Scandinavia today, and the eclectic mix of modern North American folk schools. Folk schools are a type of non formal and non competitive residential adult education centres with their roots in mid 19th century Denmark. They are intended to enlighten and empower students to take action, individually and collectively. I am looking to understand how folk schools have been drivers of social progress, reform, and democratization, and how they might be employed in service of some of today's most pressing challenges, like climate change.

I pursued the Environmental and Sustainability stream after taking Dr. David Greenwood's "Place Based Education" course and feeling that I finally found my niche in education, where both environmental and social issues are addressed



through a community based approach. This stream is absolutely critical moving forward in a world where climate change will consume all other issues if it is not addressed ably and immediately. We are going to need a lot more trained educators to solve problems on an environmental scale! As educators, we have a responsibility to prepare our students for an ever changing world and Lakehead is leading on this front with its Education for Change field of study.



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Dr. Bill Heath, Professor Emeritus, Lakehead University
Ms. Betty Heath, Lakehead Alumna

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